

## **INTRODUCTION**

The revision of Curriculum of Community Health Practitioners was necessitated by the need to improve their knowledge and skills to enhance their performance in Community Health Care. The review entailed the inclusion of new and important subjects and issues in Primary Health Care Delivery. The new curriculum is also designed to give them a broad knowledge base to function effectively in present day health care delivery setting.

The previous curriculum was developed in 1996 and from that time health care delivery has witnessed many changes and new programmes have been introduced. These changes must be reflected in the training curriculum of primary care practitioners to benefit their clients.

A team of Educationists with wide knowledge and experience in teaching in our Colleges/Schools of Health Technology and Community health Officers training institutions was inaugurated to produce the initial draft of the reviewed curriculum. Thereafter the documents were widely circulated to stakeholders for after comments were received, another Committee was set up to incorporate suggestions and make additions and subtractions before the final draft was presented to the Governing Board for scrutiny and approval.

The new additions in the curriculum include subjects which were previously not taught and are now considered relevant in the light of emerging health problems.

The introduction of new subjects e.g. Public health Laws, Citizenship Education, Medical Sociology, Computer Application in Health Services, Microbiology and Health Ethics, would not only make them versatile but will put them with other health professionals with similar background and qualification. Emphasis placed on Emerging and Re-emerging Diseases, Primary ENT/Eye Care and Reductive Health will make practitioners conscious and proficient in dealing these problems for the benefit of the community they serve.

The programme is based on course units and credit system. It is structured to ensure that students receive adequate training in both theory and practice. Accordingly, the entry behavior and length of the programme has also been reviewed.

It is hoped that with adequate preparation of teachers and continuous improvement in facilities in our training institution, Community Health Practitioners with the correct mix of knowledge, skills and character be produced to deliver Primary Health Care Services where our citizens work and live.

**BASHIR UMAR**

REGISTRAR, CHPRBN

JULY, 2006.

## ACKNOWLEDGEMENTS

We gratefully acknowledge the efforts of members of the Committee who worked assiduously to produce the initial draft reviewed Curriculum. Our thanks also go to members of the team who reviewed the work of the first team for taking sufficient pains and time to analyse the comments, and suggestions made by individuals and groups and integrate them into the document in a systematic way.

The input provided by eminent professionals in their official and individual capacity contributed in a huge way to the success of the exercise. In this regard, we would like to appreciate the invaluable contributions by the following persons: Dr. Shehu Sule, DPRS; FMOH; Professor Igbo N. Egwu, Dept of Public Health, University of Calabar; Dr. Kabiru Sabitu, Dept of Community Medicine, ABU Zaria; Dr. M. L. Hadejia, NPHCDA, N/E Zone; Abdullahi M. Edris, School of Health Technology, Ningi; Shehu U. Makarfi, Shehu Idris School of Health Technology, Makarfi; Dr. A. O. Malomo, Chairman, MAC, UCH Ibadan; Aniefiok Moses, Dept of Public Health, FMOH; Dr. Babagana M. Ahmad, Medical Director, National Ear Care Centre, Kaduna; Naomi B. Gbepwi, JUTH and Mal. Sabo Mohammed, Dept. of Technical Education, Kaduna Polytechnic. ·

Our parent Ministry under the leadership of the Honourable Minister of Health, Professor Eytayo Lambo, provided the enabling environment to make the review possible. The pioneering efforts of the officials of the Primary Health Care Department, and later Public Health Department of the Federal Ministry of Health in producing the first set of training manuals cannot be under estimated.

We owe a debt of gratitude to Principals and staff of our training institutions for the suggestions, advice and encouragement they gave over the years, especially with respect to improving our training programmes. We also appreciate the efforts of the National Association of Community Health Practitioners of Nigeria (NACHPN) in this direction.

Both administrative and technical staffs of the Board deserve appreciation for the long hours of work they spent assisting in the production of these manuals.

We appreciate the painstaking efforts of the Secretary of both Committees that worked on the Curriculum, Mr. Shiono A. Bennibor for typesetting and compilation of this curriculum. Mr. Isaac Odiase also deserves our thanks for proof reading the documents. We also wish to thank all those whose direct or indirect contribution made this review a reality.

We must pay special tribute to late Professor Olikoye Ransome-Kuti who out of altruistic desire to take health care to the door-steps of our people initiated the training of Community Health Practitioners, three decades ago.

It is our hope and belief that our modest effort will bring about the much needed improvement in the standard of Community Health Care in Nigeria.

CHPRBN, 2006.

## **JOB DESCRIPTION OF COMMUNITY HEALTH EXTENSION WORKERS**

### **JOB SUMMARY:**

The Community Health Extension Worker (CHEW) is a member of the health team for Primary Health Care (PHC). The Community Health Extension Worker will spend 50% of his time on Community based functions and 50% in the Clinic. He/She has the responsibility of supervising the Junior Community Health Extension Workers (JCHEWs) the Community Health Extension Worker in-training, the Volunteer Village Health Workers and Traditional Birth Attendants. He/She is to be supervised by the Community Health Officer (CHO).

### **JOB TITLE:**

Community Health Extension Worker (CHEW)

### **LOCATION OF THE JOB:**

LGA PHC Department / Community

### **PERSONAL QUALIFICATION**

- i) Physically and mentally fit.
- ii) Able to communicate and work well with people in the community
- iii) Able to guide, supervise and give good leadership to his subordinates
- iv) Be willing to live and work in the community
- v) Mature, approachable, friendly and honest
- vi) Able to work independently when necessary and make good judgment.

### **ENTRY QUALIFICATIONS**

- i) By advancement of confirmed academically qualified JCHEW who has been on the grade for a minimum of 2 years, with valid practice license.
- ii) Four credit level passes at WASSCE/NECO/GCE O' Level at not more than two sittings. These must include two science subjects including Biology and Health Science. Pass in English and Mathematics is compulsory.

## **DURATION OF COURSE**

3 calendar years

## **CERTIFICATE AWARDED**

Diploma in Community Health

## **COMMUNITY BASED FUNCTIONS**

- 1) Explain to the Community the Primary Health Care approach of the Nigerian Health System and his role as a member of the health team to link the community with 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 to initiate preliminary contact with the leaders.
- 4) Familiarize self with target population and health services within the community.
- 5) Follow-up and provide support for the initial contact made by the Volunteer Village Health Workers/Traditional Birth Attendants of Junior Community Health Extension Workers with the Community Leaders.
- 6) Initiate the formation and facilitate the effective functioning of the Development Committees.
- 7) Attend Community Development Committees meeting in rotation at least 2 times in a year.
- 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 assessment of the Community. (Health needs include areas related to provision of good roads, good water supply, education, agriculture, Nutritional problems, HIV/AIDS, poverty eradication, etc).
- 11) Initiate and work with the community and other health workers to carry out general community survey, social and cultural characteristics of the community.
- 12) Work with other health workers and the community to identify major health problems of the community, including HIV/AIDS, Teenage Pregnancies, Juvenile delinquency, problems of the Elderly, gender inequality, etc.
- 13) Teach the Junior Community Health Extension Workers simple methods of data collection and analysis.
- 14) Participate in the analysis of data collected
- 15) Initiate and/or work with his supervising officer and community members to:
  - a) Prioritise health problems.
  - b) Plan solutions to identified health needs
  - c) Identify available resources to solve the health problems.
  - d) Set coverage objectives (targets)
  - e) Identify workable interventions
- 16) Prepare and/or assist the supervising officers in preparing budget 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, Volunteer Village Health Workers/Traditional Birth Attendants and Community members to carry out plans.
- 20) Develop a monthly work plan with the approval of Supervising Officers.
- 21) Coordinate the work plan of the Junior Community Health Extension Workers and the Volunteer Village Health Workers/Traditional Birth Attendants.

- 22) 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.
- 23) Support Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants efforts on health education, and initiate periodic health education campaigns within the community.
- 24) Supervise activities of the Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants and give feedback.
- 25) Assess the accomplishment of set coverage objectives (targets) by Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants.
- 26) 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.
- 27) Supervise the operation of the Essential Drug System and the Drug Revolving Fund
- 28) Keep accurate records of activities and health problems as required within the area of coverage
- 29) Analyse and summarise data collected and present in simple graphic form.
- 30) Compile monthly returns and reports, and send to the supervising officer and the Community Development Committee.
- 31) Update from Volunteer Village Health Workers/Traditional Birth Attendants records, information on births, deaths and new entrants into the community.
- 32) Decide, in consultation with Community Health Officer where available, when there is need for more pre-packaged drugs.
- 33) Maintain a roster for regular servicing of equipment, if Community Health Officer is not available.
- 34) Constantly monitor staff and vehicle movements, if Community Health Officer is not available.
- 35) Maintain a roster decided upon with Volunteer Village Health Workers (VVHWs) / Traditional Birth Attendants (TBAs) for meetings, and inform the community.
- 36) Carry out all other duties assigned to him by his Supervising Officer.

## **CLINIC BASED FUNCTIONS**

1.0 Provide integrated Primary Health Care Services.

2.0 Organize and run Integrated Primary Health Care Services where Community Health Officer is not available. These services are listed in the Nigeria National Health Plan and include:

- a) Health Education concerning prevention and control of prevailing health problems.
- b) Promotion of water supply and basic sanitation
- c) Maternal and child Health, including reproductive health e.g. provides ante-natal care and delivery of normal pregnancy, post-natal care and specified reproductive health services.
- d) Provide immunization services
- e) Manage logistics and cold chain system
- f) Carry out sterilization of equipment according to established protocol.
- g) Treat common conditions and injuries
- h) Perform of simple laboratory test and examination e.g. haemoglobin estimation, stool and urine testing, etc.
- i) Keep and check that clinic equipment are safe and in good working order
- j) Promote mental and dental health.

1.2 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.

1.3 Carry out with Community Health Officer (where available) the day-to-day administration of health services in the target population.

## **TRAINING FUNCTIONS**

1.0 Identify learning needs of Junior Community Health Extension Workers (JCHEWs) and Volunteer Village Health Workers (VVHWs) !Traditional Birth Attendants (TBAs) and members of the Community Development Committee.

2.0 Provide on-the-job training as necessary

3.0 Collaborate in the planning, implementation and evaluation of training programmes for JCHEW and WHWs/TBAs.

4.0 Teach the Junior Community Health Extension workers simple methods of data collection, collation and analysis.

## ABBREVIATIONS

ARIs	Acute Respiratory Infections
BCC	Behaviour Change Communication
CBIS	Community Based Information System
CHEWs	Community Health Extension Workers
CHOs	Community Health Officers
CHPRBN	Community Health Practitioners Registration Board of Nigeria
OAF	Drug Revolving Fund
FGM	Female Genital Mutilation
HMIS	Health Management Information System
IMCI	Integrated Management of Childhood Illnesses
JCHEWs	Junior Community Health Extension Workers
NEDP	National Essential Drug Programme
NHMIS	National Health Management Information System
NPI	National Programme on Immunization
OAT	Oral Rehydration Therapy
ORS	Oral Rehydration Solution I Salt
PHC	Primary Health Care
SSS	Salt Sugar Solution
SCE	Supervised Clinical Experience
SCBE	Supervised Community Based Experience
TBAs	Traditional Birth Attendants
TLV	Threshold Limit Value
VCT	Voluntary Counseling and Testing
VVHWs	Volunteer Village Health Workers
WHO	World Health Organisation.



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GNS 411	Introduction to Psychology
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CHE 245	Supervised Clinical Experience (SCE) II
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CHE 225	Immunity and Immunization
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CHE 258	Research Methods
CHE 265	Research Project
CHE 259	Supervised Community Based Experience (SCBE)
GNP 123	Introductory Pharmacology
BCH 111	General and Physical Chemistry
FOT 111	Geography
BUS 213	Small Business Management
GNS 111	Citizenship Education

List of Members of Curriculum Review Steering Committee

List of Members of Review Committee for Final Draft Curriculum

## **GENERAL INFORMATION**

### **Structure of the Programme:**

The Certificate and Diploma in Community Health are terminal programmes, and are structured to last for 2 years (Four Semesters) and 3 years (Six Semesters), respectively. The Higher Diploma in Community Health is also a terminal programme, and is to last 2 years (Four Semesters).

Furthermore, for each of the programme, each semester shall consist of 15 contact weeks of teaching which includes; practical exercises, examinations, quizzes, tests, etc. These programmes incorporates regimented periods of Supervised Clinical Experience (SCE) and Supervised Community Based Experience (SCBE), which shall last for a total period of 12 weeks in each academic year.

### **Accreditation of the Programme:**

All the programmes in Community Health (i.e. Certificate, Diploma and Higher Diploma) offered by any training institution shall be accredited by the Community Health Practitioners Registration Board of Nigeria (CHPRBN) before the graduands can be awarded the respective Certificate | Diploma | Higher Diploma. Information on the details about the process of accrediting the programmes can be obtained from: The Registrar, Community Health Practitioners Registration Board of Nigeria, Plot 142 Lusaka Street, Wuse Zone 6, P.M. B. 568, Abuja.

### **Condition for award of Certificate/Diploma/Higher Diploma:**

Training institutions offering the accredited programmes will award the Certificate/ Diploma / Higher Diploma to students who successfully completed each programme after passing the prescribed course work, examinations, project (for diplomates), the Supervised Clinical Experience (SCE) and Supervised Community Based Experience (SCBE).

The final examination of students shall be at a ratio of 70:30% (i.e. terminal examination shall constitute 70%, while continuous assessment in schools will constitute 30%). Also, projects shall be supervised by the training institutions and moderated by the Board. The students will therefore sit for only one qualifying examination.

The Four (4) Point Grading System shall be adopted be for the Certificate, Diploma and Higher Diploma i.e.

<b>Range of Scores</b>	<b>Letter Grades</b>	<b>Weighting Points</b>	<b>Remarks</b>
100 – 70%	A	4.00	Excellent
65 – 69%	AB	3.50	Very Good
60 – 64%	B	3.00	Good
55 – 59%	BC	2.75	Fairly Good
50 – 54%	C	2.50	Very Fair
45 – 49%	CD	2.25	Fair
40 – 44%	D	2.00	Just fair
Below 40%	F	0.00	Failure

Certificate/Diploma/Higher Diploma shall be classified as:

- Distinction - CGPA of 3.50 – 4.00
- Upper Credit - CGPA of 3.00 – 3.49
- Lower Credit - CGPA of 2.50 – 2.99
- Pass - CGPA of 2.00 – 2.49
- Fail - CGPA of below 2.00

### **Instructional Guide:**

This new curriculum has adopted the unit course approach in keeping in line with the National Policy on Education which seeks to emphasize the introduction of the semester credit unit system, which enables a student who so desires to transfer the units already completed in an institution of similar standard to that which he/she is transferring.

Also, efforts have been made to ensure that the student on completion of the professional courses is equipped with the requisite technical skills to enable him/her function optimally, enhance his/her marketability for employment purposes in both public and private institutions.

In the light of the above, the curriculum has been written in behavioural objectives, so that the expected performances of the student on successful completion of the programme will be clear to all. Towards this end, the proper articulation of the credit unit system of the programme between the training institutions and the practice areas is highly advocated for its success.

The teaching staff of the department will be expected to make deliberate efforts to ensure that a solid internal evaluation system is put in place for the maintenance of minimum standard and quality of education in the programmes offered.

Furthermore, as much as possible, the theory and practical work should not be taught in isolation. Both should be integrated in a ratio of 50:50 or 60:40, as applicable.

### **Guidelines on Supervised Clinical Experience (SCE) and Supervised Community Based Experience (SCBE) Programme:**

For the purpose of effective supervision and uniformity in conduct of practical clinical and community based experiences, a Log Book has been introduced for use by students and an instructor's Guide Book for the Teacher instructor(s).

The training institutions must ensure that students are posted to practice areas in health facilities where they will be duly exposed to the appropriate skills and their log book signed by the designated Supervisors only when the skills have been performed.

- The Log Book for students shall be obtained from the Board.
- The final evaluation of the student during the period shall be based on the report of the Field Supervisor in the Practice Areas/Health Facility, and must be done objectively.
- The evaluation must take cognizance of: punctuality, attendance, general attitude to work, respect for authority, and interest in the clinical/practice area, technical competence.
- The training institution shall retain the Log Book of the students after graduation.
- The Institution based Supervisors shall countersign the Log Book during each visit to enable him/her determine to what extent the objectives are being met and to assist in resolving any possible problems.
- The Institution based Supervisors shall visit the students three (3) times during their postings at four (4) weeks interval, and the last visit in the last week of posting.

FIRST YEAR, FRST SEMESTER

<b>CODE</b>	<b>COURSE</b>	<b>DURATION</b>	<b>UNITS</b>
GNS 102	Communication in English	30hrs	2
CHE 211	Professional Ethics	15hrs	1
CHE 212	Anatomy and Physiology I	60hrs	4
GNS 213	Introduction to Medical Sociology	45hrs	3
CHE 213	Information Education and Communication (IEC)	60hrs	3
CHE 214	Human Nutrition	15hrs	1
EHT 111	Introduction to Environmental Health	30hrs	2
CH3 215	Introduction to Primary Health Care	30hrs	2
BCH 111	General and Physical Chemistry	15hrs	1
GNS 111	Citizenship Education	15hrs	1
	<b>TOTAL</b>	<b>315hrs</b>	<b>20</b>

- ❖ GNS – General Studies
- ❖ ENT – Environmental Health Technology
- ❖ BCH – Basic Sciences

FIRST YEAR, SECOND SEMESTER

<b>CODE</b>	<b>COURSE</b>	<b>DURATION</b>	<b>UNITS</b>
GNS 411	Introduction to Psychology	45hrs	3
CHE 221	Use of Standing Orders	75hrs	3
CHE 222	Supervised Clinical Experience I	105hrs	4
CHE 223	Clinical Skills	90hrs	4
CHE 224	Reproductive Health	90hrs	4
CHE 225	Immunity and Immunization	45hrs	2
FOT 111	Geography	15hrs	1
	<b>TOTAL</b>	<b>465hrs</b>	<b>21</b>

- ❖ GNS – General Studies
- ❖ FOT – Forestry Technology

## FIRST SEMESTER, YEAR TWO

<b>CODE</b>	<b>COURSE</b>	<b>DURATION</b>	<b>UNITS</b>
COM 111	Introduction to Basic Computer Education	30hrs	2
CHE 231	Anatomy and Physiology II	60hrs	4
CHE 232	Advocacy, Situation Analysis and Community Diagnosis	90hrs	4
CHE 233	Oral Health	15hrs	1
CHE 234	Child Health/IMCI	90hrs	4
CHE 235	Occupational Health and Safety	30hrs	2
STB 211	Introductory Microbiology	75hrs	3
	<b>TOTAL</b>	<b>390hrs</b>	<b>20</b>

- ❖ COM – Computer Science
- ❖ STB – Science Laboratory Technology

## SECOND SEMESTER, YEAR TWO

<b>CODE</b>	<b>COURSE</b>	<b>DURATION</b>	<b>UNITS</b>
CHE 241	Clinical Skills II	90hrs	4
CHE 242	Community Mental Health	30hrs	2
CHE 243	School Health Programme	15hrs	1
CHE 244	Communicable and Non-Communicable Diseases	45hrs	3
CHE 245	Supervised Clinical Experience SCE II	60hrs	2
CHE 246	Accident and Emergencies	45hrs	2
GNP 123	Introductory Pharmacology	15hrs	1
BUS 213	Small Business Management	15hrs	1
	<b>TOTAL</b>	<b>315hrs</b>	<b>17</b>

- ❖ GNP – General Nursing
- ❖ BUS – Business Studies



FIRST SEMESTER, THIRD YEAR

<b>CODE</b>	<b>COURSE</b>	<b>DURATION</b>	<b>UNITS</b>
CHE 251	Community Ear, Nose and Throat Care	30hrs	2
CHE 252	Community Eye Care	15hrs	1
CHE 253	Care of the Aged	15hrs	1
CHE 254	Care of the Handicapped	15hrs	1
CHE 255	Health Statistics	30hrs	2
CHE 256	Management of Essential Drugs	15hrs	1
CHE 257	Human Resource Training	15hrs	1
CHE 258	Basic Research	30hrs	2
CHE 259	Supervised Community Based Experience SCBE	120hrs	4
	<b>TOTAL</b>	<b>285hrs</b>	<b>15</b>

SECOND SEMESTER, THIRD YEAR

<b>CODE</b>	<b>COURSE</b>	<b>DURATION</b>	<b>UNITS</b>
CHE 261	Primary Health Care Management	30hrs	2
CHE 262	Referral System and Outreach Services	30hrs	2
CHE 263	Accounting System in PHC	15hrs	1
CHE 264	Health Management information System	15hrs	1
CHE 265	Research Project		6
	<b>TOTAL</b>	<b>90hrs</b>	<b>12</b>

<b>PROGRAMME</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>
<b>COURSE TITLE</b>	<b>COMMUNICATION IN ENGLISH</b>
<b>COURSE CODE</b>	<b>GNS 102</b>
<b>DURATION</b>	<b>30 HRS</b>
<b>UNIT</b>	<b>2.0</b>

**GOAL:** This course is designed to enable the student to acquire the knowledge and skills of effective communication in English using adequate communication tools.

**GENERAL OBJECTIVE:** On completion of the course the students should be able to;

- 1.0 Understand the concept of communication
- 2.0 Understand the basic rules of grammar
- 3.0 Know various methods of communication
- 4.0 Understand the principles and practice of written communication.
- 5.0 Understand the procedures for writing a report
- 6.0 Understand the theory and practice of communication
- 7.0 Understand the concept of organizational communication.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the concept of Communication.</p> <p>2.0 Understand the basic rules of Grammar.</p> <p>3.0 Know various methods of Communication.</p>	<p>On completion of this course, the student be able to:</p> <p>1.1 Define communication 1.2 Analyse the process of communication</p> <p>2.1 Explain grammar 2.2 Explain parts of speech. 2.3 Correct common errors in the use of parts of speech in sentences. 2.4 List Punctuation marks. 2.5 Enumerate the uses of punctuation marks. 2.6 Explain Idioms. 2.7 Explain figures of speech.</p> <p>3.1 Analyse the purposes of communication. 3.2 Explain the relationship between communication and language. 3.3 Explain the impact of Barrier/interference in communication e.g. phonological, personality 3.4 List the various aids in communication 3.5 Describe the element of good communication 3.6 List the various methods of communication role play, etc. e.g. 3.7 Discuss the various methods identified above. 3.8 Mention the advantages and disadvantages of each method identified above.</p>

<p>4.0 Understand the principles and practice of written communication.</p>	<p>4.1 Explain the principles of letter writing.  4.2 Explain the components of business letter  4.3 Differentiate between a memo and a letter  4.4 Prepare a portfolio of correspondence using different presentation techniques: appointments, promotions, condolence, congratulation, etc.  4.5 Define a report  4.6 List the types of reports  4.7 Enumerate use of report  4.8 Discuss the techniques of note taking I making.</p>
<p>5.0 Understand the procedure for writing a report.</p>	<p>5.1 List the characteristics of good report.  5.2 Outline the stages of writing a report.  5.3 Evaluate a given report.  5.4 Write a report.  5.5 Explain communication theory.  5.6 Analyse in detail the communication process.</p>
<p>6.0 Understand the theory and practice of communication.</p>	<p>6.1 Explain direction of communication flow, viz internal (vertical, horizontal, etc.) and external.</p>
<p>7.0 Understand the concept of organizational communication</p>	<p>7.1 Differentiate between interpersonal and intra-personal communication  7.2 Classify communication variables by content, source, channel, receiver, message and effect.</p>

PROGRAMME: DIPLOMA IN COMMUNITY HEALTH  
COURSE TITLE: INTRODUCTION TO BASIC COMPUTER EDUCATION  
COURSE CODE: COM 111  
DURATION: 30 HOURS  
UNIT: 2.0

**GOAL:** This course is designed to equip the student with the knowledge and use of the computer.

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

- 1.0 Understand the basic concepts of the computer technology
- 2.0 Understand the major components of a computer
- 3.0 Understand how to use the Computer
- 4.0 Understand Data processing and number system
- 5.0 Understand computer operating systems
- 6.0 Understand and identify the computer virus
- 7.0 Understand Internet application

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the basic concepts of the computer technology.</p> <p>2.0 Understand the major components of a computer</p> <p>3.0 Understand how to operate the Computer</p> <p>4.0 Understand the Data processing and number system</p>	<p>On completion of this course, the student should be able to:</p> <p>1.1 Define the computer</p> <p>1.2 Explain types of computer</p> <p>1.3 Classify computers according to:</p> <ul style="list-style-type: none"> <li>a. Capacity</li> <li>b. Mode of operation</li> <li>c. Purpose</li> <li>d. Generations</li> </ul> <p>2.1 Explain the major components of computer</p> <ul style="list-style-type: none"> <li>a. Hardware</li> <li>b. Software</li> </ul> <p>2.2 Explain the deviates and uses of each computer components: Hardware device, Input Unit devices, Keyboard, Mouse, Scanner, Diskette, the visual display Unit (VDU), Telephone line, Majestic tape, tele-printer, software, Output devices, Printer roll, Loud Speakers, Telephone line.</p> <p>3.1 Explain the systematic process of starting the computer and shutting the computer (booting).</p> <p>4.1 Explain the simple data processing system</p> <p>4.2 Electronic Data processing.</p> <p>4.3 Explain the Number System Binary and Hexadecimal system and their conversion.</p>

<p>5.0 Understand Computer operating System.</p>	<p>5.1 Explain the operation system function, computer operation system technique, types of operation system, etc.</p>
<p>6.0 Understand the computer virus</p>	<p>6.1 Explain the meaning of the computer virus and antivirus.</p>
<p>7.0 Understand Internet applications</p>	<p>7.1 Explain the Internet 7.2 Enumerate the uses of the Internet.</p>

**PROGRAMME: DIPLOMA IN COMMUNITY HEALTH**

**COURSE TITLE: PROFESSIONAL ETHICS**

**COURSE CODE: CHE 211**

**DURATION: 15 HOURS**

**UNIT 1.0**

**GOAL:** This course is designed to equip the student with the professional ethics in Community Health Practice.

**GENERAL OBJECTIVES:** On completion of this course, the student should be able to;

- 1.0 Know the basic concepts of professional ethics in Community Health Practice.
- 2.0 Understand the professional responsibilities and limitations of a Community Health Practitioner.
- 3.0 Know the legal aspects of Community Health practice



GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Know the basic concepts of Ethics and Etiquette of Community Health Practice.</p> <p>2.0 Understand the professional responsibilities and limitations of a Community Health Practitioner</p> <p>3.0 Know the legal aspects of Community Health Practice</p>	<p>On completion of this course, the student should be able to:</p> <p>1.1 Define Ethics and Etiquette  1.2 Discuss the ethics and philosophy of Community Health Practice  1.3 List the professional ethics required of a Community Health Practitioner e.g. confidentiality, privacy, integrity, respect for client, patience, etc.</p> <p>2.1 Explain the professional responsibilities and limitations of a Community Health Practitioner.  2.2 Discuss code of conduct under the followings:  Understanding limitations Leadership, Lateness/Absenteeism, Proper dressing, Respect for Leaders/clients, Respect of colleagues, Adultery or fornication with client and client's relation, Stealing/pilfering, etc.</p> <p>3.1 Explain the legal aspect of Community Health Practice.  3.2 Explain Decree 61 of 1992 and its implications and limitations</p>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** ANATOMY AND PHYSIOLOGY 1  
**COURSE CODE:** CHE 2  
**DURATION:** 60 HOURS  
**UNIT:** 4.0

**GOAL:** This course is designed to acquaint the student with knowledge of Anatomy and Physiology of the Human Body.

**GENERAL OBJECTIVES:** On completion of this course, the student should be able to;

- 1.0 Understand the structures of the human body
- 2.0 Understand the chemistry of life
- 3.0 Understand the cells, tissues, glands, membranes and organs of the body
- 4.0 Understand the tissue structure and function
- 5.0 Understand blood and its composition
- 6.0 Understand the cardiovascular system
- 7.0 Understand the heart
- 8.0 Understand the Lymphatic system

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVE
<p>1.0 Understand the structures and functions of the human body.</p>	<p>On completion of this course, the student should be able to: ·</p> <p>1.1 State the levels of structural complexity within the body</p> <p>1.2 Define the term internal environment and homeostasis</p> <p>1.3 Compare and contrast negative and positive feedback control mechanisms.</p> <p>1.4 Outline the potential factors associated with homeostatic imbalance.</p> <p>1.5 Briefly describe the body transport System.</p> <p>1.6 Enumerate the roles of nervous and endocrine systems in internal communication.</p> <p>1.7 Outline how raw materials are absorbed by the body.</p> <p>State the waste materials eliminated from the body·</p> <p>1.8 Outline activities undertaken by an individual for protection and survival</p>
<p>2.0 Understand the Chemistry of life.</p>	<p>2.1 Define the following terms; atomic number, atomic weight, isotope, molecular weight, ion, electrolyte, pH, Acid and alkali.</p> <p>2.2 Compare and contrast the processes of osmosis and diffusion.</p> <p>2.3 Describe how molecules move within and between body compartments</p> <p>2.4 Define intra-and extra cellular fluid</p> <p>2.5 Use examples to explain why homeostatic control of the composition of these fluids is vital to body functions.</p>

<p>3.0 Understand the Cells, Tissues, Glands, Membranes and Organs of the body.</p>	<p><b>Cell Structure and Functions</b></p> <p>3.1 Define a cell and describe the structure and functions of cell membrane</p> <p>3.2 Describe the structure of the plasma membrane</p> <p>3.3 Explain the functions of the organelles: nucleus, mitochondria, ribosomes, endoplasmic reticulum, Golgi apparatus, Lysosomes, microtubules and microfilaments</p> <p>3.4 Enumerate the two (2) types of cell division</p> <p>3.5 Define the term 'mutation'</p> <p>3.6 Compare and contrast active, passive and bulk transport of substances across cell membranes.</p> <p>3.7 Describe the process of protein synthesis.</p>
<p>4.0 Understand the tissue structures and functions</p>	<p><b>Tissue Structures and Functions</b></p> <p>4.1 Describe the structures and functional characteristics of tissues: epithelial, connective tissue, muscles, tissue and nervous tissue.</p> <p>4.2 Enumerate and explain the capacity of different types of tissues.</p> <p>4.3 Define and categorise glands</p> <p>4.4 Compare and contrast the structure and functions of exocrine and endocrine glands.</p> <p>4.5 List the structural and functional characteristics of mucous and serous membranes</p> <p>4.6 Define common anatomical terms.</p> <p>4.7 Identify the principal bones of the</p>

	<p>axial skeleton and the appendicular skeleton.</p> <p>4.8 State the boundaries of the four body cavities.</p> <p>4.9 List the contents of the body cavities</p> <p>4.10 List and discuss the common conditions that affects body tissue</p>
<p>5.0 Understand Blood and its composition</p>	<p><b>Blood and its composition</b></p> <p>5.1 Define and list the functions of Blood</p> <p>5.2 Name the chemical components of plasma and their functions.</p> <p>5.3 Describe the origin and production of the formed elements.</p> <p>5.4 Describe the structure, functions, formation and life history of erythrocytes including the systems used in medicine to classify the different types.</p> <p>5.5 Discuss the structures, functions and formation of the five different types of leukocytes.</p> <p>5.6 Describe the origin, structure and the role of platelets in blood clotting.</p> <p>5.7 Explain the basis of ABO and Rh system incompatibilities.</p>
<p>6.0 6.0 Understand system the cardiovascular.</p>	<p><b>The Cardiovascular System</b></p> <p>6.1 Describe the structure and function of arteries, veins and capillaries</p> <p>6.2 Describe the pulmonary part of the circulatory system</p> <p>6.3 List the major arteries supplying blood to all major body structures and describe their functions.</p>

<p>7.0 Understand the Heart</p>	<p>6.4 Describe the venous drainage involved in returning, blood to heart from the body.</p> <p>6.5 Explain the mechanism by which exchange of nutrients, gases and wastes occurs between the blood and the tissues.</p> <p>6.6 Define the term Blood Pressure and how it can be measured.</p> <p>6.7 Differentiate between normal range and abnormal range in Blood Pressure in various age groups.</p> <p>6.8 Define the term Pulse· and list the main sites of the body where it can be detected.</p> <p>6.9 State the normal and abnormal pulse rate.</p> <p>6.10 Describe the disease condition of the blood and the circulatory system</p> <p><b>The Heart</b></p> <p>7.1 Describe the size, shape, chambers and location of the heart</p> <p>7.2 Explain the location and function of the coronary arteries</p> <p>7.3 Mention the valves of the heart and state their location and function.</p> <p>7.4 List the components of the heart muscles and describe the structure and functions of each.</p> <p>7.5 Trace the circulation of the blood through the heart and the blood vessels of the body</p> <p>7.6 Outline the conducting system of the heart.</p> <p>7.7 Describe the main factor determining heart rate and cardiac</p>
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<p>8.0 Understand the lymphatic system</p>	<p>output.</p> <p><b>The Lymphatic System</b></p> <p>8.1 Describe the composition and the main functions of lymphatic system.</p> <p>8.2 Describe the location and structures of lymph, lymphatic vessels, lymph nodes, tonsils, spleen and thymus gland.</p>
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<b>PROGRAMME:</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>
<b>COURSE TITLE:</b>	<b>ANATOMY AND PHYSIOLOGY II</b>
<b>COURSE CODE:</b>	<b>CHE 231</b>
<b>DURATION:</b>	<b>60 HOURS</b>
<b>UNIT</b>	<b>4.0</b>

**GOAL:** This course is designed to acquaint the student with the knowledge of the systems of the body and their functions.

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

- 1.0 Understand the Nervous System.
- 2.0 Understand the Endocrine System
- 3.0 Understand Respiratory System
- 4.0 Understand the Digestive System
- 5.0 Understand the Urinary System
- 6.0 Understand the Skin
- 7.0 Understand the Skeletal System
- 8.0 Understand the muscular system
- 9.0 Understand the Reproductive system .
- 10.0 Understand the special senses



GENERAL OBJECTIVES	PERFORMANCE OBJECTIVE
<p>1.0 Understand the Nervous System.</p>	<p>On completion of this course, the student should be able to:</p> <p><b>The Nervous System</b></p> <p>1.1 List the division of the nervous system and describe the characteristics of each.</p> <p>1.2 Describe the structure of nervous system and the functions of their components</p> <p>1.3 Describe the location, structure and general functions of neurological cells</p> <p>1.4 Describe the structure of a nerve, nerve tract, nucleus and ganglion.</p> <p>1.5 Describe the structure and function of a synapse</p> <p>1.6 List the parts of reflex arc, brainstem and diencephalons and describe or give their functions.</p> <p>1.7 Describe the structure, position and functions of the midbrain, pons, medulla oblongata and reticular activating system, the basal nuclei, and hypothalamus.</p> <p>1.8 Describe the three meningeal layers surroundings the central nervous system.</p> <p>1.9 State the origins of the paired spinal nerves</p> <p>1.10 Outline the functions of the 12 cranial nerves</p> <p>1.11 List the five various form of plexus nerves</p> <p>1.12 State the two (2) divisions of the autonomic nervous system and central nervous system.</p>

<p>2.0 Understand the Endocrine System</p>	<p>1.13 Discuss the neurotransmitters of the two divisions.</p> <p>1.14 Explain the effects of stimulation of the two on body system.</p> <p>1.15 Explain how referred pain occurs:</p> <p><b>The Endocrine System</b></p> <p>2.1 List the composition of endocrine system and show the location of the organs of endocrine system in the body.</p> <p>2.2 Give the description of the hypothalamus and the pituitary gland.</p> <p>2.3 Discuss the influence of hypothalamus on the lobes of the pituitary gland and outline the hormones and actions secreted by the anterior and posterior lobes of the pituitary gland.</p> <p>2.4 Describe the position and microscopic structure of the thyroid gland.</p> <p>2.5 Describe the position, structure and functions of parathyroid glands</p> <p>2.6 Describe the structure and hormones secreted by the adrenal gland and the actions of three groups of adrenocorticoid hormones.</p> <p>2.7 Describe the actions of adrenaline and noradrenaline and how adrenal glands respond to stress.</p> <p>2.8 Describe the position, structure and names of hormones secreted by the pancreatic glands.</p> <p>2.9 Explain the functions of insulin and glucagons.</p> <p>2.10 Explain how blood glucose level is regulated.</p>
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<p>3.0 Understand the Respiratory System</p>	<p>2.11 State the position of the pineal gland or body and enumerate the actions of melatonin.</p> <p>2.12 Discuss the common conditions affecting the endocrine glands.</p> <p><b>The Respiratory System</b></p> <p>3.1 Describe the organs of respiration from the nose to the alveoli.</p> <p>3.2 Explain the physiology of smell.</p> <p>3.3 Explain the physiology of speech</p> <p>3.4 Describe the pulmonary blood supply</p> <p>3.5 Explain the actions and identify the muscles of respiration during ventilation.</p> <p>3.6 Explain the mechanical events occurring during inspiration and expiration.</p> <p>3.7 Explain the physiological variables affecting respiration</p> <p>3.8 Describe the composition of air and oxygen transportation in the blood system.</p> <p>3.9 Discuss the common conditions affecting respiratory system.</p>
<p>4.0 Understand the Digestive System.</p>	<p><b>The Digestive System</b></p> <p>4.1 Describe the main organs of the digestive system and their functions, including the accessory organs of digestion</p> <p>4.2 Explain the mechanism of swallowing.</p> <p>4.4 Explain the digestion, absorption, transportation and elimination of food in the alimentary canal.</p>

	<p>4.4 List the major digestive enzymes, their sites of action, their substrates and products, sites of groups, absorption of the main nutrient</p> <p>4.5 Briefly explain carbohydrate, the metabolism of protein and fat.</p> <p>4.6 List and discuss common conditions affecting the digestive systems.</p>
<p>5.0 Understand the Urinary System</p>	<p><b>The Urinary System</b></p> <p>5.1 Describe the organs of the urinary system and their functions</p> <p>5.2 Describe the formation of urine and how electrolyte balance is maintained</p> <p>5.3 List the composition of normal Urine</p> <p>5.4 Describe the mechanism of micturation.</p> <p>5.5 List and discuss common conditions affecting urinary system</p>
<p>6.0 Understand the Skin</p>	<p><b>The Skin</b></p> <p>6.1 Describe the structures, and functions of the skin (hypodermis, dermis and epidermis).</p> <p>6.2 Explain how melanin, carotene, blood and collagen affect the skin</p> <p>6.3 List and discuss the disease conditions affecting the skin</p>
<p>7.0 Understand the Skeletal System</p>	<p><b>The Skeletal System</b></p> <p>7.1 Describe the various types of bones, their structures and functions</p> <p>7.2 Explain the component of the skeletal system</p> <p>7.3 Discuss the development of the bone (ossification and repairs)</p>

<p>8.0 Understand the Muscular System</p>	<p>7.4 Explain the difference in structure between the male and female pelvis. 7.5 List and discuss the common conditions affecting the skeletal system.</p> <p><b>The Muscular System</b> 8:1 Identify and describe the various types of muscles their locations and functions. 8.2 Describe the healing of damage muscles 8.3 Describe the common conditions affecting the muscular system.</p>
<p>9.0 Understand the Reproductive System</p>	<p><b>The Reproductive System</b> 9.1 Describe the structure and functions of the organs of male and female reproductive systems. 9.2 Discuss the main changes occurring at puberty in the male and female 9.3 Describe the menstrual cycle 9.4 Define menopause and andropause, and describe the changes that result from them. 9.5 Describe the common conditions affecting the reproductive system</p>
<p>10.0 Understand the Special Senses</p>	<p><b>The Special Senses</b> 10.1 Define sensation and describe the structure of the eye. 10.2 List the accessory structure of the eye and explain their functions. 10.3 Name the muscles of the eye, list the parts of the each muscle, and state functions of each part. 10.4 Explain the differences in function between the rods and cones</p>

	<p>10.5 Describe the chambers of the eye and the fluids they contain.</p> <p>10.6 Explain how images are focused on the retina.</p> <p>10.7 Describe the structure of the outer, middle and inner parts of the ear.</p> <p>10.8 Explain the physiology of hearing.</p> <p>10.9 Describe the structure and functions of a taste bud.</p> <p>10.10 Describe the physiology of smell.</p>
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**PROGRAMME: DIPLOMA IN COMMUNITY HEALTH**

**COURSE TITLE: INTRODUCTION TO PSYCHOLOGY**

**COURSE CODE: GNS 411**

**DURATION: 45 HOURS**

**UNIT: 3.0**

**GOAL:** This course is designed to enable the student to understand the dynamics of human behaviour in order to be able to adjust to situations and work effectively with others.

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

- 1.0 Understand the basis of human behaviour
- 2.0 Know the development of behaviour
- 3.0 Understand the principles of personality development
- 4.0 Know the process of learning
- 5.0 Understand the human memory
- 6.0 Understand human emotions
- 7.0 Understand the process of attitude formation and change
- 8.0 Know the psychological basis of management
- 9.0 Know the psychological effects of ill-health
- 10.0 Know the methods of assessment in experimental psychology

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the basis of human Behavior.</p> <p>2.0 Know the development of behavior</p> <p>3.0 Understand the principles of personality development</p> <p>4.0 Know the process of learning</p>	<p>On completion of this course the students should be able to:</p> <p><b>Scope of Psychology</b></p> <p>1.1 Define psychology</p> <p>1.2 Outline or trace the development of psychology as efforts to understand human behaviour</p> <p>1.3 Describe the methods of studying human behaviour e.g. testing experimentation, case- study, etc</p> <p>1.4 Analyse the interplay between psychology and other social sciences (sociology, economics etc)</p> <p>1.5 Identify motives for behaviour (drives, needs, instincts, etc)</p> <p><b>Development of Behaviour</b></p> <p>2.1 Define cognitive development</p> <p>2.2 Analyse personality development</p> <p>2.3 Define self concept</p> <p>2.4 Describe the states of development- infancy adolescence and puberty</p> <p>2.5 Describe perception</p> <p><b>Principles of Personality Development</b></p> <p>3.1 State the models of personality</p> <p>3.2 Explain conflict model</p> <p>3.3 Examine the consistency model</p> <p>3.4 Describe behaviourism.</p> <p><b>Process of Learning</b></p> <p>4.1 Define learning</p> <p>4.2 List types of learning</p> <p>4.3 State methods of learning</p>



<p>5.0 Understand human memory</p>	<p><b>Human Memory</b>  5.1 Explain short term memory  5.2 Explain long term memory  5.3 Define forgetting</p>
<p>6.0 Understand human emotions</p>	<p><b>Human Emotions</b>  6.1 Define emotion  6.2 Define types of emotion  6.3 Explain causal factors of emotion  6.4 Explain expressions of emotion  6.5 Processes of Attitude Formation and Change</p>
<p>7.0 Understand the processes of attitude formation and change.</p>	<p><b>Processes of Attitude Formation and Change</b>  7.1 Describe development of attitude  7.2 Identify the components of attitude  7.3 Analyse consistency theories of prejudice  7.4 Explain change of attitudes</p>
<p>8.0 Know the psychological basis of management models in industries and organizations</p>	<p><b>Psychological Basis of Management Models</b>  8.1 Explain worker motivation.  8.2 Describe the negotiation and bargain power  8.3 Analyse organizational crisis intervention  8.4 Explain the building of team harmony and cohesion  8.5 Explain psychological models of management (autocratic, democratic, and lassiez faire)</p>
<p>9.0 Know the psychological effects of health</p>	<p><b>Psychological Effects of Health</b>  9.1 Describe hypertension  9.2 Explain coronary heart disease</p>

<p>10.0 Know the methods of assessment in experimental psychology</p>	<p>9.3 Describe the defense mechanisms  9.4 State anxiety Neuroses  9.4 Explain fatigue, frustration and interest  9.5 Explain psycho-social factors in health (poverty, hunger)  9.6 List coping mechanisms (relation therapy Behaviour modification)</p> <p><b>Methods of Assessment in Experimental Psychology</b></p> <p>10.1 Explain reaction time  10.2 Identify achievement motivation  10. 3 Explain interviewing  10.4 List psychological assessment tool (TAT, Rorschach test, Bio-feedback Tachistoscope).</p>
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**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** INTRODUCTION TO MEDICAL SOCIOLOGY  
**COURSE CODE:** GNS 213  
**DURATION:** 45 HOURS

### **UNIT 3.0**

**GOAL:** This course is designed to introduce students to the relationship between sociology and medicine and the application of the general concepts of sociology in the health care delivery system in Nigeria.

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

- 1.0 Understand the concept of Medical Sociology
- 2.0 Understand the family as a social institution in which the most intimate relationship occurs.
- 3.0 Understand the social and cultural aspects of Health
- 4.0 Understand the causes of illness and the family/societal response to illness
- 5.0 Understand the relationship between societal class and illness
- 6.0 Know the complementary nature of the practice of modern and traditional medicine
- 7.0 Understand the roles and relationship between the health practitioners and their clients
- 8.0 Know the general principles of planning as it affects health care delivery system in Nigeria
- 9.0 Understand the present socio-cultural health problems in Nigeria.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the concept of medical Sociology</p> <p>2.0 Understand the family as a social institution in which the most intimate relationship occurs.</p> <p>3.0 Understand the social and cultural aspects of Health care delivery.</p> <p>4.0 Understand the causes of illness and the family/societal response to illness.</p>	<p>On completion of this course, the student should be able to:</p> <p>1.1 Define Medical Sociology</p> <p>2.1 Describe socialization and its agents</p> <p>2.2 Define the concept of family, kinship and marriage.</p> <p>2.3 State the different types, monogamy, polygamy, (polyandry or bigamy), ghost marriage. Levirate Marriage.</p> <p>2.4 Explain various systems of inheritance</p> <p>2.5 Discuss functions of the family</p> <p>2.6 Explain the effect of family labour on the family</p> <p>2.7 Define the family economic roles</p> <p>3.1 Explain how culture and individuals social life influences health care delivery.</p> <p>4.1 Identify the causes of the following tropical diseases: schistosomiasis, chronic malaria, trypanosomiasis, onchocerciasis, poliomyelitis, sickle cell anaemia, conjunctivitis, worm infestation, kwashiorkor, hepatitis, cardiovascular, diseases, diabetes, stroke, obesity, kwashiorkor, tuberculosis, kidney diseases</p> <p>4.2 Justify family/societal response to each diseases in 4.1</p>

<p>5.0 Understand the relationship between societal class and illness.</p>	<p>5.1 Categorize disease into disease of affluence and disease of poverty e.g. hypertension, cardiovascular disease, diabetes, stroke, obesity, kwashiorkor, tuberculosis, kidney diseases.</p> <p>5.2 Explain the relationship between social class and the diseases in 5.1 above.</p>
<p>6.0 Know the complementary nature of modern and traditional medicine.</p>	<p>6.1 Enumerate the advantages and disadvantages of modern and traditional medicine.</p> <p>6.2 Describe the socio-cultural settings of modern health institution.</p> <p>6.3 Describe the characteristics traditional health institution</p> <p>6.4 Evaluate the best method of care delivery using modern hospitals and health centers, as points of reference.</p>
<p>7.0 Discuss the roles and relationship between the health practioner and their client.</p>	<p>7.1 Analyse the health care provider-client relationship.</p> <p>7.2 Evaluate the doctor-client relationship and health practitioner-client relationship</p> <p>7.3 Identify the roles of the Community Health Officer and other health practitioners</p>
<p>8.0 Know the general principles of social planning as it affects health care delivery system in Nigeria.</p>	<p>8.1 Describe the pattern of health care delivery in Nigeria.</p> <p>8.2 Explain the Federal Government policies on health education, family planning, housing, water supply, waste disposal, preventive/curative health care, rehabilitation, environmental protection.</p>

<p>9.0 Understand the present socio-cultural health problems in Nigeria.</p>	<p>8.3 Analyse the social responses to mental illness in Nigeria.</p> <p>9.1 Describe the present health pattern in Nigeria, utilizing current WHO reports and newspaper articles.</p> <p>9.2 Analyse the current health problems and their solutions, per available current sources</p> <p>9.3 Identify the problems associated with the over -emphasis on curative rather than preventive health.</p>
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**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** INTRODUCTION TO PRIMARY HEALTH CARE  
**COURSE CODE:** CHE 216  
**DURATION:** 30 HOURS  
**UNIT:** 2.0

**GOAL:** This course is designed to acquaint the student with the concept of PHC and the development of Nigerian Health System

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

- 1.0 Understand the concept of PHC
- 2.0 Understand the concept of Health

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the concept of Health</p> <p>2.0 Understand the concept of Primary Health Care (PHC).</p> <p>3.0 Understand the concept of Primary Health Care (PHC).</p>	<p>On completion of this course, the student should be able to:</p> <p><b>The Concept of Health</b></p> <p>1.1 Define Health according to World Health Organisation (WHO).</p> <p>1.2 Explain this definition with examples</p> <p>1.3 Discuss the factors that affect health especially in Nigeria e.g. cultural, social, economic, personal and environmental factors.</p> <p>1.4 Describe the various cultural theories of disease causation in Nigeria e.g. ancestral, act of God, evil eye, witches and curses.</p> <p>1.5 Discuss how these theories influence:</p> <ul style="list-style-type: none"> <li>• Acceptance of modern health care</li> <li>• Action taken to get well including medicine</li> <li>• Attitude towards prevention of diseases</li> </ul> <p>1.6 List common sources of Health Care in Nigeria</p> <p>1.7 Define Health Team.</p> <p>1.8 Describe the composition of a Health Team.</p> <p>1.9 Mention the characteristics and functions of a Health Team.</p> <p><b>The Concept of Primary Health Care (PHC)</b></p> <p>3.1 Define PHC according to World Health Organisation (WHO).</p> <p>3.2 List components of Primary Health</p>



	<p>Care (PHC)</p> <p>3.3 Explain the principles of PHC.</p> <p>3.4 Describe briefly the development of the Nigerian health system since independence (1960) till date</p> <p>3.5 Identify the role of PHC in the Nigerian Health System (NHS) as being a central focus</p> <p>3.6 Describe the 3-tier of NHS and discuss the relationship between them</p> <p>3.7 Draw the diagram of the Federal, State and local government health system.</p> <p>3.8 Describe PHC approach of the Nigerian Health System:</p> <ul style="list-style-type: none"><li>• Down up approach</li><li>• Emphasis on prevention</li><li>• Cost recovery</li><li>• Quality assurance</li></ul>
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PROGRAMME: DIPLOMA IN COMMUNITY HEALTH  
COURSE TITLE: ADVOCACY, SITUATION ANALYSIS AND COMMUNITY DIAGNOSIS  
COURSE CODE: CHE 232  
DURATION: 90 HOURS (2HRS LECTURE, 4HRS PRACTICAL)  
UNIT 4.0

**GOAL:** This course is designed to acquaint the student with knowledge and skills of advocacy, situation analysis and community diagnosis .

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

- 1.0 Understand the concept of Advocacy
- 2.0 Understand the concept of Community Mobilization
- 3.0 Understand importance of community diagnosis in PHC
- 4.0 Know how to carry out situation analysis
- 5.0 Know how to implement PHC at the LGA

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the concept of Advocacy.</p> <p>2.0 Understand the concept of Community Mobilization in PHC.</p> <p>3.0 Understand importance of Community Diagnosis in Primary Health Care (PHC).</p>	<p>On completion of this course, the student should be able to:</p> <p><b>Concept Of Advocacy</b></p> <p>1.1 Define Advocacy 1.2 State rationale for advocacy 1.3 List the steps and levels in Advocacy</p> <p><b>The Concept of Community Mobilization</b></p> <p>2.1 Discuss Community Mobilization under the following headings:</p> <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Role of Community Mobilization in PHC</li> <li>• Steps involved in Community Mobilization</li> </ul> <p>2.2 Describe various PHC committees under the following headings</p> <ul style="list-style-type: none"> <li>• Title of the committee</li> <li>• Composition of the Committee</li> <li>• Terms of Reference</li> <li>• Inter-relationship with other Committees</li> </ul> <p><b>Importance Of Community Diagnosis</b></p> <p>3.1 Define Community Diagnosis 3.2 Discuss the roles of Community Diagnosis in PHC 3.3 Explain the rationale for Community Diagnosis in PHC]. 3.4 Describe common methods used in community diagnosis such as, observation, interview, and group discussion. 3.5 Describe the steps in carrying out</p>

<p>4.0 Know how to carry out situation analysis</p>	<p>community diagnosis:</p> <ul style="list-style-type: none"> <li>• Make entry through the LGA into the community</li> <li>• Identify boundaries of the community</li> <li>• Make a sketch map (or obtain sketch map of the community) showing established symbols for major roads, rivers, markets, important landmarks and settlements with population of 500 or more.</li> <li>• Make a list of resource available in the community e.g. industries, markets, churches, mosques, health facilities and labour organisations e.g. transport union, non-governmental organization</li> <li>• Make a list of cultural practices and attitudes affecting health (useful, Harmless, and or harmful).</li> <li>• Describe social customs and important festivals of the community</li> <li>• Make of list of infrastructures in the community e.g. electricity, water · supply, means of transportation etc</li> <li>• Collate information from the community</li> <li>• Conduct interview survey of social groups in the community</li> <li>• Write report using Federal ministry of Healthy format.</li> <li>• Give feedback to the LGA/State/FMOH.</li> </ul> <p><b>Situation Analysis</b></p> <p>4.1 Define Situation Analysis</p> <p>4.2 Describe the instruments used in situation analysis (Form H for</p>
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<p>5.0 Know how to implement PHC at the LGA</p>	<p>household, for C for children and Form F for married women under 50 years and women who have never been pregnant).</p> <p>4.3 Discuss the importance of situation analysis in primary Health Care</p> <p>4.4 Describe the steps in situation analysis.</p> <p><b>PHC Implementation in the LGA</b></p> <p>5.1 Implement PHC Plan at the LGA</p> <p>5.2 Discuss how the CHEW will collaborate with CHO in dividing LGA in District Wards or Autonomous Clan/Community or identify existing districts.</p> <p>5.3 Describe and discuss house numbering.</p> <p>Numbering system code: PHC District/ Settlement/Ward/ House No. 2 digits 3 digits 3 Digit 01-99 001-999 001-999.</p> <p>5.4 Describe the home based records</p> <p>5.5 Discuss the importance of home based records in PHC.</p> <p>5.6 Describe the Steps in placement of home based records:</p> <ul style="list-style-type: none"> <li>• Estimate the number of home based records required for children and adults in the area.</li> <li>• Order home based records and clinic master cards</li> <li>• Mobilize appropriate volunteers and health team who did house numbering e.g. students from SHT, CHO Training Institution and Teachers.</li> <li>• Train mobilized persons to place</li> </ul>
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	<p>home based records.</p> <ul style="list-style-type: none"> <li>• Discuss how to develop contents for training of persons to place home based records.</li> </ul> <p>5.7 Describe how to assign PHC code number to family member as follows: House   Household/Family No./ Personal. No. No. 3 digits 2 digits. 2 digits 001 - 999 01 -99 01-99 01 - Husbands 02 - other heads of the households 03-19 wives 20 - 59 children 60-69 Grannies 70 - 79 Dependent 80 - 89 House helper 90 - 99 others.</p> <ul style="list-style-type: none"> <li>• Cards will be issued to children and adults who reside in a particular place, while those who live elsewhere will be registered in places where they are physically present.</li> <li>• Children who are in residential institutions should be registered at home and take their cards with them to their respective institutions. .</li> <li>• When home based records are issued, the clinic master card must be completed at the same time for the individuals in the 'appropriate households</li> </ul> <p>5.8 Educate households on the use of home- based records stressing reason for using home based records.</p> <ul style="list-style-type: none"> <li>• Responsibility of household and</li> </ul>
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	<p>family members in the use of home based record·</p> <ul style="list-style-type: none"><li>• Safekeeping of home based records.</li></ul> <p>5.9 Describe the Clinic. Master Card.</p>
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**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** INFORMATION, EDUCATION AND COMMUNICATION  
**COURSE CODE:** CHE 213  
**DURATION:** 60 HOURS (2HRS LECTURE, 2HRS PRACTICAL)  
**UNIT:** 3.0

**GOAL:** This course is designed to equip the student with the knowledge and skills of Information, Education and Communication for Community mobilization and participation.

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

- 1.0 Understand the concept of community
- 2.0 Understand the Socio-cultural factors that influence health behaviour in the Community.
- 3.0 Understand Community mobilization for health action.
- 4.0 Understand the general concept of IEC.



GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the concept of Community</p> <p>2.0 Understand the socio-cultural factors that influence health behaviour in the Community.</p> <p>3.0 Understand Community Mobilization for health action.</p> <p>4.0 Understand the general concept of</p>	<p>On completion of this course, the should be able to:</p> <p><b>Concept of Community.</b></p> <p>1.1 Define Community</p> <p>1.2 Describe the organizational structure of a community:</p> <ul style="list-style-type: none"> <li>• Leadership (Modern and traditional)</li> <li>• Household structure (power and decision making.</li> <li>• Organisational structure (modern and traditional)</li> </ul> <p><b>Socio-Cultural Factors that Influence Health Behaviour</b></p> <p>2.1 Discuss harmful traditions and culture that influence health behaviour and health actions towards replacing them. ·</p> <p>2.2 Explain helpful traditions and culture that influence health behaviour and health actions towards encouraging them.</p> <p>2.3 Explain some harmless traditions and culture that have no effect on health behaviour in the community.</p> <p><b>Community Mobilization for Health Action</b></p> <p>3.1 Discuss the importance of Community Mobilization for health action.</p> <p>3.2 Describe various PHC committees.</p> <p><b>General Concept of IEC</b></p> <p>4.1 Define IEC.</p>

IEC	<p>4.2 Define Health Education.</p> <p>4.3 Explain the principles of Health Education</p> <ul style="list-style-type: none"> <li>• Clarity</li> <li>• Simplicity</li> <li>• Adaptabilit</li> <li>• Endurance of understanding, etc</li> </ul> <p>4.4 Discuss the factors that promote effective Health Education.</p> <ul style="list-style-type: none"> <li>• Building on what people know</li> <li>• Favourable environment</li> <li>• Elimination of Communication barrier</li> <li>• Teaching people with respect.</li> <li>• Being a good listener</li> <li>• Respecting tradition and culture</li> </ul> <p>4.5 Describe the elements of good communication</p> <ul style="list-style-type: none"> <li>• The sender/encoder</li> <li>• The message</li> <li>• The receiver/decoder</li> <li>• The medium</li> <li>• The feedback</li> </ul> <p>4.6 List and perform these various methods of communication in passing health messages to individual, families and communities:</p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Story telling</li> <li>• Simulation</li> <li>• Songs and drama</li> <li>• Demonstration</li> <li>• Counseling</li> <li>• Dancing</li> </ul> <p>4.7 Explain types of communication</p> <ul style="list-style-type: none"> <li>• Verbal</li> <li>• Non-verbal</li> </ul> <p>4.8 Identify and use various educational</p>
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	<p>a. Visual- Flannel raph, Black board, Visual slides, Puppets, etc.</p> <p>b. Audio - Radio, tapes, computer</p> <p>c. Audio-visual- Television, VCD, Teleconference, puppets, etc.</p> <p>4.9 Discuss the barriers to effective Communication.</p> <ul style="list-style-type: none"> <li>• Personality</li> <li>• Socio economic difference</li> <li>• Inadequate knowledge</li> <li>• Poor listening ·</li> <li>• Difference in attitude and perception</li> <li>• Poor planning</li> <li>• Emotion</li> <li>• Language difference</li> <li>• Wrong use of media</li> <li>• Power failure</li> </ul> <p>4.10 Identify local sources of information used in Information, Education and Communication</p> <ul style="list-style-type: none"> <li>• Town criers, etc</li> </ul>
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**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** SUPERVISED CLINICAL EXPERIENCE (SCE) I  
**COURSE CODE:** CHE 222  
**DURATION:** 105 HOURS (1HR LECTURE, 6HRS PRACTICAL)  
**UNIT:** 4.0

**GOAL:** This course is designed to introduce the student to field practical's in client care.

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

1.0 Know what is required of them in clients' care

2.0 Know how to carry out simple responsibilities in clients' care

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Know what is required of them in clients' care.</p> <p>2.0 Know how to carry out simple responsibilities in clients' care</p>	<p>On completion of this course the student should be able to:</p> <p><b>Requirements for Clients' Care</b></p> <p>1.1 Establish rapport and win the client confidence.</p> <p>1.2 Counsel I advise clients appropriately.</p> <p>1.3 Assess the health condition of clients.</p> <p>2.1 Monitor the progress of the client.</p> <p>2.2 Reassure the clients.</p>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** CLINICAL SKILLS I  
**COURSE CODE:** CHE 223  
**DURATION:** 90 HOURS (2HRS LECTURE, 4HRS PRACTICAL)  
**UNIT:** 4.0

**GOAL:** This course is designed to equip the student with the knowledge and skills in practical procedures, which will enhance effective health care delivery.

**GENERAL OBJECTIVES:** On completion of this course, the student will be able to:

- 1.0 Understand the basic principles of interview
- 2.0 Know the procedure involved in history taking
- 3.0 Understand the principles of physical examination
- 4.0 Know procedures involved in monitoring vital signs and blood pressure
- 5.0 Know how to carry out the procedure on tepid sponging.
- 6.0 Know how to prepare and administer salt sugar solution and other form of ORT
- 7.0 Understand the principles of Aseptic technique in clinical procedure

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the basic principles of interview.</p> <p>2.0 Know the procedure involved in history talking.</p> <p>3.0 Understand the principles of physical examination.</p>	<p>On completion of this course the student should be able to:</p> <p><b>Basic Principles of Interview</b></p> <p>1.1 Describe the procedure for interviewing a client</p> <p>1.2 Explain the need to create a rapport with the client in a language the patient understands.</p> <p>1.4 Explain the need to make a client comfortable during interview</p> <p>1.4 Interview and record information from the client</p> <p><b>Procedure involved in History Talking</b></p> <p>2.1 Obtain Client's history, as guided by the Standing Orders on first visit. Obtain Birth history.</p> <p>2.2 Obtain Developmental history.</p> <p>2.3 Obtain Immunization history.</p> <p>2.4 Obtain Nutritional history.</p> <p>2.5 Obtain Social history.</p> <p>2.6 Obtain Medical history of illness</p> <p><b>Principles of Physical Examination</b></p> <p>3.1 Define Physical Examination</p> <p>3.2 Describe the various methods of physical examination</p> <p>3.3 Identify the various instruments used for physical examination ·</p> <p>3.4 Describe the use and handling of the various instruments.</p> <p><b>Procedures involved in Monitoring Vital Signs</b></p>

<p>4.0 Know procedures involved in monitoring vital signs and blood pressure.</p>	<p>4.1 Define Vital Signs  4.2 Identify the instrument used in taking vital signs  4.3 Explain the variation in degree of body temperature noting the normal average.  4.4 Identify the causes of pyrexia (high temperature)  4.5 List the sites in taking temperature, pulse, respiration and blood pressure. Set temperature tray  4.6 Identify the various sites in checking pulse·  4.7 Mention the procedure involved in taking vital signs.  4.8 Record and interpret findings adequately.</p>
<p>5.0 Know how to carry out the procedure of Tepid Sponging.</p>	<p><b>Procedure of Tepid Sponging</b>  5.1 Identify Tepid Water.  5.2 Identify requirements for Tepid Sponging.  5.3 Explain reasons for tepid sponging Carry out tepid sponging.</p>
<p>6.0 Know how to prepare and administer Salt Sugar Solution and other form of ORT.</p>	<p><b>Prepare and Administer Salt Sugar Solution</b>  6.1 Identify the equipment necessary for preparing Salt Sugar Solution  6.2 List the components of oral re-hydration sachet.  6.3 Identify the need for administration of Salt Sugar Solution.  6.4 Prepare Salt Sugar Solution to the correct strength Administer Salt Sugar Solution as prescribed.  6.5 Teach mothers how to prepare SSS</p>



<p>7.0 Understand the principles of aseptic technique in clinical procedure</p>	<p>at home.</p> <p><b>Principles of Aseptic Technique in Clinical Procedure</b></p> <p>7.1 Define Aseptic techniques</p> <p>7.2 Explain the concept of aseptic technique</p> <p>7.3 Describe the methods of sterilizing equipment</p> <p>7.4 Sterilize equipment according to laid down rules</p> <p>7.5 Identify the contents of packs for various procedures (e.g. dressing packs, etc)</p> <p>7.6 Demonstrate the use of mask, gloves and gowns.</p>
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**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** CLINICAL SKILL II  
**COURSE CODE:** CHE 241  
**DURATION:** 90 HOURS (2HRS LECTURE, 4HRS PRACTICAL)  
**UNIT:** 4.0

**GOAL:** This course is designed to equip the student with the knowledge and skills in practical procedures, to enhance effective health care delivery.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Know the procedure involved in wound dressing
- 2.0 Know the contents of a cold box
- 3.0 Understand the procedure of immunization of clients against specific diseases.
- 4.0 Know the routes of administration of injection
- 5.0 Understand the administration of drugs
- 6.0 Understand method used in collection of urine specimen
- 7.0 Understand the procedure for urine testing
- 8.0 Know how to estimate Hemoglobin using appropriate procedure
- 9.0 Know how to carry out Oral toilet
- 10.0 Understand the procedure for visual acuity
- 11.0 Know the procedure for breast self-examination.
- 12.0 Understand the procedure for assessing the Nutritional status of a child.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Know the procedure involved in wound dressing.</p> <p>2.0 Know the contents of a cold box.</p> <p>3.0 Understand the procedure of immunization of clients against specific diseases.</p>	<p>On completion of this course, the student should be able to:</p> <p><b>Procedure involved in Wound Dressing</b></p> <p>1.1 Define wound  1.2 Describe the types of wounds  1.3 Classify wounds according to type  1.4 Prepare a trolley/tray for wound dressing  1.5 Dress wound applying aseptic technique  1.6 Care for drains in wound  1.7 Remove sutures from wounds  1.8 Describe principles and techniques of bandaging  1.9 Apply tourniquet to bleeding limbs</p> <p><b>The Contents of a Cold Box</b></p> <p>2.1 Explain the cold box and its use  2.2 Identify content of cold box  2.3 Define the cold chain system  2.4 Maintain a cold chain system</p> <p><b>Procedures Of Immunization against Specific Diseases</b></p> <p>3.1 Define Immunization  3.2 List the various Vaccines used in immunization of clients  3.3 Mention the routes of administration of these vaccines  3.4 List the immunizable diseases  Set immunization tray  3.5 Educate client adequately on reason for immunization  3.6 Carry out immunization under aseptic technique.</p>

<p>4.0 Know the routes of administration of injection.</p>	<p><b>Routes of Administration of Injection</b></p> <p>4.1 List various routes of administering injections.</p> <p>4.2 Describe the various methods of administering injection.</p> <p>4.3 Prepare injection tray/trolley in accordance with basic requirements</p> <p>4.4 Identify the sites for injection</p> <p>4.5 Administer injection by aseptic techniques</p> <p>4.6 Calculate flow of infusion as per need</p>
<p>5.0 Understand the administration of drugs.</p>	<p><b>Administration of Drugs</b></p> <p>5.1 Define Drugs</p> <p>5.2 Identify the routes of drug administration</p> <p>5.3 Set tray/trolley for drug administration</p> <p>5.4 Describe the procedures for drug administration peculiar to the different routes, noting; colour, label sedimentation, expiry date, etc. Administer drugs.</p>
<p>6.0 Understand the methods used in collection of urine specimen.</p>	<p><b>Collection of Urine Specimen</b></p> <p>6.1 Explain the various urine specimen</p> <p>6.2 Identify the various containers for urine collection.</p> <p>6.3 Educate client on preparation of self before collection of urine specimen e.g. mid stream urine.</p> <p>6.4 Collect urine specimen for laboratory test</p> <p><b>Procedure for Testing Urine</b></p>

<p>7.0 Understand the procedure for testing urine.</p>	<p>7.1 Identify various reagents for different urine test.  7.2 Explain the normal and abnormal constituents of urine e.g. water 96% etc.  7.3 Discuss the causes of these abnormalities mentioned above.  7.4 Observe the colour, odour, quantity, reaction specific gravity of urine  7.5 Carry out the appropriate test  7.6 Interpret results according to guidelines</p>
<p>8.0 Know how to estimate hemoglobin using appropriate procedure.</p>	<p><b>Hemoglobin Estimation</b>  8.1 Mention reasons for Hemoglobin estimation  8.2 Discuss the different methods used in hemoglobin estimation  8.3 Perform hemoglobin estimation using appropriate methods  8.4 Read and interpret the hemoglobin level.</p>
<p>9.0 Know how to carry out Oral Toilet.</p>	<p><b>Oral Toileting</b>  9.1 Define Oral Toilet  9.2 Set tray for oral toilet  9.3 Prepare client for oral toilet  9.4 Carry out the procedures  9.5 Explain the preventive and control measures of mouth infection.</p>
<p>10.0 Understand the procedure for visual acuity.</p>	<p><b>Procedure for Visual Acuity</b>  10.1 Define vision  10.2 Identify different methods in carrying out visual acuity test carry out visual acuity test  10.3 Describe the five levels of vision</p>



**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** USE OF STANDING ORDERS  
**COURSE CODE:** CHE 221  
**DURATION:** 75 HOURS (1HR LECTURE, 4HRS PRACTICAL)  
**UNIT:** 3.0

**GOAL:** This course is designed to provide the student with the knowledge and skills in the use of PHC Standing Orders.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:

- 1.0 Know the historical background of Standing Orders.
- 2.0 Know the layout and format of Standing Orders.
- 3.0 Understand the procedures for the use of Standing Orders.
- 4.0 Know the Referral System.
- 5.0 Know the conditions in children or adults, which put them 'At Risk'.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
1.0 Know the historical background of Standing Orders.	<p>On the completion of this course, the student should be able to:</p> <p><b>Historical Background of Standing Orders</b></p> <p>1.1 Define the Standing Orders ·</p> <p>1.2 Describe the evolution of Standing Orders</p> <p>1.3 List the objectives of the Standing Orders</p>
2.0 Know the layout and format of Standing Orders.	<p><b>Layout and Format of Standing Orders</b></p> <p>2.1 Identify the various sections of the Standing Orders e.g.</p> <ul style="list-style-type: none"> <li>• The maternal and child health section.</li> <li>• The adult health section and appendix, etc.</li> </ul>
3.0 Understand the procedures for the use of Standing Orders.	<p><b>Procedures for the Use Of Standing Orders</b></p> <p>3.1 Discuss the steps in the use of the Standing Orders</p> <p>3.2 Describe the use of the Standing Orders for different client's situation e.g. first visit, follow-up, emergency.</p> <p>3.3 Assist in management of clients with different complaints using the Standing Orders.</p>
4.0 Know the Referral System.	<p><b>Referral System</b></p> <p>4.1 Define two-way Referral System.</p> <p>4.2 List the indications for referral system.</p>
5.0 Know the conditions in children or adults, which put them 'At Risk'.	<p><b>Conditions which put People 'At Risk'</b></p> <p>5.1 Identify conditions in children or adults, which put them in grave danger.</p>



	<p>5.2 Explain 'At Risk' register.</p> <p>5.3 Select cases for the 'At Risk' register.</p> <p>5.4 Develop Check-list for follow-up of 'At Risk' cases.</p>
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**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** INTRODUCTORY MICROBIOLOGY  
**CODE:** STB 211  
**DURATION:** 75 HOURS (1HR LECTURE, 4HRS PRACTICAL)  
**UNIT:** 3.0

**GOAL:** This course is designed to provide the student with knowledge of the general principles of Microbiology.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Understand the history and scope of microbiology
- 2.0 Know the microscopic examination of micro-organisms.
- 3.0 Understand systemic microbiology.
- 4.0 Understand the effect of environmental factors on the growth of micro-organisms.
- 5.0 Know the various media for cultivation of micro-organisms.
- 6.0 Understand microbial pathogenicity.
- 7.0 Understand safety precautions in microbiology laboratory work.
- 8.0 Understand the diagnostic skills in Community Health Practice
- 9.0 Know how to manage a laboratory.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the history and scope of microbiology</p> <p>2.0 Know the microscopic examination of micro-organisms.</p> <p>3.0 Understand systemic microbiology.</p>	<p>On completion of this course, the student should be able to.</p> <p><b>History and Scope of Microbiology</b></p> <p>1.1 Outline the scope of microbiology. 1.2 Explain the role of microbiology in medicine, agriculture, industry, etc.</p> <p><b>Microscopic Examination of Microorganism</b></p> <p>2.1 Explain the principles of microscopy. 2.2 Identify and describe all types of microscope e.g. light microscope, compound microscope, dark field microscope, phase contrast microscope, electron microscope. 2.3 Examine a drop of pond water under the light and compound microscope and identify micro-organisms. 2.4 List and describe the various microbial staining techniques e.g. gram, spore stain, flagella stain. 2.5 Collect and carry out microscopic examination of: sputum, urine, stool, blood, etc.</p> <p><b>Systemic Microbiology</b></p> <p>3.1 Describe the characteristics of micro-organisms. 3.2 Describe the morphological characteristics of the following groups of Micro-organisms, Viruses, Bacteria, Rickettsia, Mycoplasma, Protozoa, Fungi, Algae.</p>

<p>4.0 Understand the effect of environmental factors on the growth of micro-organisms.</p> <p>5.0 Know the various media for cultivation of micro-organisms.</p> <p>6.0 Understand microbial pathogenicity.</p> <p>7.0 Understand safety precautions in microbiology laboratory work.</p>	<p><b>Growth of Micro-Organisms</b></p> <p>4.1 Explain the nutritional requirements of micro-organisms</p> <p>4.2 Explain the sources of nutrient for various groups of micro-organisms</p> <p>4.3 Describe the microbial growth curve.</p> <p><b>Microbial Growth Media</b></p> <p>5.1 Define 'culture' and 'culture media'</p> <p>5.2 List and describe the composition of the different groups of media used in the cultivation of bacteria.</p> <p>5.3 Classify bacteria according to their growth characteristics in or on different media.</p> <p>5.4 Transfer micro-organisms from one culture media to the other by streaking, stabbing, etc, to obtain pure Culture.</p> <p>5.5 Cultivate and identify micro-organisms by growth characteristics.</p> <p><b>Microbial Pathogenicity</b></p> <p>6.1 List all major food pathogens and describe their mode of infection, growth, pathogenicity and control.</p> <p>6.2 Isolate bacteria and fungi from tinned food, milk, beverages, vegetables, meat, egg, water, bread.</p> <p><b>Safety Precautions</b></p> <p>7.1 Describe safety precautions in the handling of other equipment in microbiological laboratory work, e.g. use of the autoclave, hot oven, water bath, centrifuge, and dangerous chemicals.</p>
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<b>PROGRAMME:</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>
<b>COURSE TITLE:</b>	<b>COMMUNITY EAR, NOSE AND THROAT CARE</b>
<b>COURSE CODE:</b>	<b>CHE 251</b>
<b>DURATION:</b>	<b>30 HOURS</b>
<b>UNIT</b>	<b>2.0</b>

**GOAL:** This course is designed to reduce the incidence of preventable Ear, Nose and Throat conditions in the community.

**GENERAL OBJECTIVES:** On completion of the course this student should be able to:

- 1.0 Know how to recognize and treat Ear, Nose and Throat diseases.
- 2.0 Understand the complications from Ear, Nose and Throat diseases through early treatment and referral to Specialist Centres.
- 3.0 Know how to mobilize the community to identify the link between unsafe Ear, Nose and Throat practices, Ear, Nose and Throat disorders and related impairment.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Know how to recognize and treat Ear, Nose and Throat diseases.</p> <p>2.0 Understand the complications from Ear, Nose and Throat diseases through early treatment and referral to Specialist Centres.</p> <p>3.0 Know how to mobilize the community to identify the link between unsafe Ear, Nose and Throat practices, Ear, Nose and Throat disorders and related impairment</p>	<p>On completion of this course the student should be able to:</p> <p><b>Recognize and Treat Ear, Nose and Throat Diseases</b></p> <p>1.1 Describe the anatomy of the Ear, Nose and Throat organs.</p> <p>1.2 Identify disease conditions of the Ear, Nose and Throat organs.</p> <p>1.3 Enumerate the signs and symptoms of Ear, Nose and Throat disorders identified above.</p> <p>1.4 Treat the disease conditions according to Standing Orders.</p> <p><b>Complications from Ear, Nose and Throat Diseases</b></p> <p>2.1 Discuss the complications from Ear, Nose and Throat diseases I conditions.</p> <p>2.2 Identify referral centres for specialist care.</p> <p><b>Mobilize the Community on Unsafe Practices associated with Ear, Nose And Throat-</b></p> <p>3.1 Identify unsafe practices in the community associated with disorders of the Ear, Nose and Throat.</p> <p>3.2 Discuss the process of mobilizing the community against unsafe Ear, Nose and Throat practices.</p> <p>3.3 Identify resources in the community for the promotion Ear, Nose and Throat care.</p>

**PROGRAMME: DIPLOMA IN COMMUNITY HEALTH**

**COURSE TITLE: COMMUNITY EYE CARE**

**COURSE CODE: CHE 252**

**DURATION: 15 HOURS**

**UNIT: 1.0**

**GOAL:** This course is designed to equip the student with knowledge and skills to identify, manage and refer community eye problems accordingly.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

1.0 Understand the incidence of eye problems.

2.0 Know how to mobilize the community to understand the relationship between unhygienic practices and eye problems.

3.0 Know how to manage eye conditions according to Standing Orders.



GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the incidence of Eye problems.</p> <p>2.0 Know how to manage Eye conditions according to standing orders.</p> <p>3.0 Know how to mobilize the community to understand the relationship between unhygienic practices and eye problems.</p>	<p>On completion of this course, the student should be able to:</p> <p><b>Incidence of Eye Problems</b></p> <p>1.1 Describe the anatomy and physiology of the Eye·</p> <p>1.2 Identify common eye problems in the community (e.g. trachoma, glaucoma, cataract, etc).</p> <p>1.3 Enumerate the sign and symptoms of the major community eye conditions.</p> <p>1.4 Identify the common causes of blindness in the community with a view of reducing its occurrence and complication.</p> <p><b>Management of Eye Conditions</b></p> <p>2.1 Manage Eye conditions according to Standing Orders</p> <p>2.2 Refer cases for specialist care.</p> <p><b>Mobilization of the Community</b></p> <p>3.1 Discuss the unhygienic practices that increase the incidence of Eye problems in the community.</p> <p>3.2 Identify practices in the Community that promotes the reduction of incidence of Eye problems in the Community.</p> <p>3.3 Mobilize the community to participate in Community Eye Care Programmes.</p>

**PROGRAMME: DIPLOMA IN COMMUNITY HEALTH**

**COURSE TITLE: COMMUNITY MENTAL HEALTH**

**COURSE CODE: CHE 242**

**DURATION: 30 HOURS**

**UNIT: 2.0**

**GOAL:** This course is designed to equip the student with the knowledge and skills to enable him/her promote positive mental health, recognize and manage mental illness in the community.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

1.0 Understand community mental disorder

2.0 Know how to mobilize the community to promote positive mental health

3.0 Know the community resources available in managing and promoting mental health services

4.0 Know how to manage cases of mental disorders

5.0 Understand the role of the family and community in the management of mental disorders

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1 .0 Understand community mental disorder.</p> <p>2.0 Know how to mobilize the community to promote positive mental health.</p> <p>3.0 Know the community resources available in managing and promoting mental health services</p>	<p>On completion of this course, the student should be able to:</p> <p><b>Community Mental Disorder</b></p> <p>1.1 Define the Mental Health</p> <p>1.2 Cite Mental Health Laws as they affect Primary Health Care.</p> <p>1.3 Classify mental illness into two major types (i.e. psychosis and neurosis).</p> <p>1.4 Discuss the condition under each classification above, under the following headings;</p> <p>a. Definition</p> <p>b. Causes</p> <p>c. Incidence</p> <p>d. Signs and Symptoms</p> <p>e. Management.</p> <p>1.5 List positive mental health habits e.g. adequate sleep, adequate nutrition, holiday etc.</p> <p><b>Promoting Positive Mental Health in the Community</b></p> <p>2.1 Discuss the support for clients by families in the home management of mentally ill.</p> <p><b>Community Resources Available for Mental Health Services</b></p> <p>3.1 Discuss the family support, various levels of government, non-governmental organizations available for promoting positive mental health.</p>



**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** ORAL HEALTH  
**COURSE CODE:** CHE 233  
**DURATION:** 15 HOURS  
**UNIT:** 1.0

**GOAL:** The course is designed to equip the student with the knowledge and skills necessary to promote community oral health and prevent oral diseases.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

1.0 Understand oral health.

2.0 Know how to identify and manage common oral health problems in the clinic and in the community.

3.0 Know how to mobilize the community to promote positive oral health habits.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand Oral Health.</p> <p>2.0 Know how to identify and manage common oral health problems in the clinic and in the community.</p> <p>3.0 Know how to mobilize the community to promote positive oral health habits.</p>	<p>On completion of this course, the student should be able to:</p> <p><b>Oral Health</b></p> <p>1.1 Define Oral Health</p> <p>1.2 Draw the anatomy of the buccal cavity</p> <p>1.3 Identify types of teeth</p> <p><b>Identify and Manage Common Oral Health Problems</b></p> <p>2.1 List diseases associated with oral cavity</p> <p>2.2 Explain the disease of the mouth</p> <p>2.3 Explain the preventive and control measures of mouth infection.</p> <p>2.4 Manage oral health problems according to Standing Orders.</p> <p><b>Mobilize the Community</b></p> <p>3.1 Explain the steps involved in mobilizing the community in promoting positive oral health behaviour.</p>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** REPRODUCTIVE HEALTH  
**COURSE CODE:** CHE 224  
**DURATION:** 90 HOURS (2HRS LECTURE, 4HRS PRACTICAL)  
**UNIT:** 4.0

**GOAL:** This course is designed to equip the student with the knowledge and skills to provide reproductive health care.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Understand the anatomy and physiology of the male and female reproductive system.
- 2.0 Understand the concept of Reproductive Health and Right, including Family Planning.
- 3.0 Understand the process of pregnancy.
- 4.0 Understand the management of labour according to acceptable standard.
- 5.0 Understand the care of the mother and child during puerperium.
- 6.0 Understand population dynamics and the benefits of family planning.
- 7.0 Understand abortion and its possible complications.
- 8.0 Understand the concept of infertility.
- 9.0 Understand menopause and andropause.
- 10.0 Understand the concept of Female Genital Mutilation.
- 11.0 Know the 'At Risk' pregnant women for prompt referral.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the anatomy and physiology of the male and female reproductive system.</p> <p>2.0 Understand the concept of Reproductive Health and Right, including Family Planning.</p>	<p>On completion of this course, the student should be able to:</p> <p><b>Anatomy and Physiology of the Male and Female Reproductive System</b></p> <p>1.1 Describe the anatomy and physiology of the male and female reproductive system.</p> <p>1.2 Explain the significance of the male and female reproductive organs in relation to family planning.</p> <p>1.3 Explain the physiology of menstruation and the phases of the cycle.</p> <p>1.4 Describe the process of sperm formation.</p> <p>1.5 Identify menstrual disorders.</p> <p>1.6 Discuss the types of sexual dysfunctions.</p> <p><b>Reproductive Health and Right, including Family Planning</b></p> <p>2.1 Define Reproductive Health.</p> <p>2.2 Define the right of human to reproduce</p> <p>2.3 Identify the factors that could influence the Reproductive Health and Right e.g. housing, economy, poor water supply, etc.</p> <p>2.4 Explain the role of father, mother and child in reproductive Health and Right.</p> <p>2.5 Provide specific adolescent reproductive health services.</p> <p>2.6 Provide syndromic management of STIs and HIV/AIDS.</p> <p>2.7 Provide information and education on Voluntary Counseling and Testing</p>



<p>3.0 Understand the process of pregnancy.</p> <p>4.0 Understand the management of labour according to acceptable standard.</p> <p>5.0 Understand the care of the mother and child during puerperium.</p>	<p>(VCT) on HIV/AIDS.</p> <p><b>Process of Pregnancy</b></p> <p>3.1 Define the term pregnancy.</p> <p>3.2 Describe the physiology of pregnancy from fertilization term.</p> <p>3.3 Identify the probable and positive signs of pregnancy.</p> <p>3.4 Explain the physiological and psychological changes during pregnancy.</p> <p>3.5 Manage pregnant mothers during antenatal period:</p> <ol style="list-style-type: none"> <li>a. History taking</li> <li>b. Health Education</li> <li>c. Nutritional counseling and demonstration</li> <li>d. Importance of rest and sleep</li> <li>e. Exercises, etc.</li> </ol> <p><b>Management of Labour</b></p> <p>4.1 Define normal Labour.</p> <p>4.2 Identify the signs of Labour.</p> <p>4.3 Take normal delivery.</p> <p>4.4 Manage the mother and newborn.</p> <p><b>Care of the Mother and Child during Puerperium</b></p> <p>5.1 Define the term Puerperium.</p> <p>5.2 Provide postnatal care according to acceptable standard.</p> <p>5.3 Identify any abnormality of mother and baby.</p> <p>5.4 Refer serious abnormality and follow-up.</p> <p>5.5 Give health education on:</p> <ul style="list-style-type: none"> <li>• Proper nutrition and weaning diet.</li> </ul>
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<p>6.0 Understand population dynamics and the benefits of family planning.</p>	<ul style="list-style-type: none"> <li>• Family planning.</li> <li>• Proper care of the baby.</li> </ul> <p><b>Population Dynamics</b></p> <p>6.1 Define Population Dynamics and National Population Policies.</p> <p>6.2 Define Family Planning.</p> <p>6.3 Discuss family planning methods and types available.</p> <p>6.4 Explain the advantages and disadvantages of each method and type.</p> <p>6.5 Identify standard equipment for setting up family planning clinic.</p> <p>6.6 Manage family planning clinics, prescribe and administer commodities.</p> <p>6.7 Stimulate the acceptance of family planning services in the community.</p>
<p>7.0 Understand abortion and its possible complications.</p>	<p><b>Abortion and its Complication</b></p> <p>7.1 Define Abortion</p> <p>7.2 Describe types and causes of Abortion.</p> <p>7.3 Discuss post-abortion care.</p> <p>7.4 Enumerate the possible complications in abortion.</p> <p>7.5 Refer clients with complications to appropriate quarter.</p> <p>7.6 Counsel client on post-abortion family planning.</p>
<p>8.0 Understand the concept of infertility.</p>	<p><b>Concept of Infertility</b></p> <p>8.1 Discuss infertility under:</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Causes</li> <li>• Prevention</li> </ul>

<p>9.0 Understand menopause and andropause.</p> <p>10.0 Understand the concept of Female Genital Mutilation.</p> <p>11.0 Know the 'At Risk' pregnant women for prompt referral.</p>	<p>8.2 Manage couples and individuals concerning difficulties in getting pregnant according to S/orders</p> <p><b>Menopause and Andropause</b></p> <p>9.1 Define menopause and andropause</p> <p>9.2 Explain pre-and post-menopausal symptoms.</p> <p>9.3 Manage menopausal symptoms according to Standing Orders.</p> <p><b>Female Genital Mutilation</b></p> <p>10.1 Define Female Genital Mutilation (FGM)</p> <p>10.2 List the types of FGM.</p> <p>10.3 Manage Female Genital Mutilation according Standing Orders.</p> <p>10.4 List the complications of FGM.</p> <p>10.4 Discuss other harmful practices.</p> <p><b>'At Risk' Pregnant Women</b></p> <p>11.1 Identify 'At Risk' pregnant women.</p> <p>11.2 Refer identified cases appropriately.</p>
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**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH

**COURSE TITLE:** CHILD HEALTH /INTEGRATED MANAGEMENT OF CHILDHOOD ILLNESS (IMCI)

**COURSE CODE:** CHE 234

**DURATION:** 60 HOURS (2HRS LECTURE, 4HRS PRACTICAL)

**UNIT:** 4.0

**GOAL:** This course is designed to provide the student with knowledge and skills to promote child health and reduce morbidity and mortality rate through Integrated Management of Childhood Illness.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Understand the physiology and care of the newborn.
- 2.0 Know the process of growth and nutrition of children (<5yrs).
- 3.0 Understand the assessment of health and immunization status of children (<5yrs).
- 4.0 Understand the Rights of the Child as declared by the United Nations.
- 5.0 Know the concept of Integrated Management of Childhood Illness (IMCI).
- 6.0 Know conditions which may expose the child to grave danger.
- 7.0 Know interventions currently included in the IMCI strategy.
- 8.0 Know how to use IMCI Standing Orders to manage cases of childhood illness
- 9.0 Know how to improve the health system to deliver IMCI.
- 10.0 Know how to improve family and community practices.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the physiology and care of the newborn.</p> <p>2.0 Know the process of growth and nutrition of children (&lt;5yrs).</p> <p>3.0 Understand the assessment of health and immunization status of children.</p> <p>4.0 Understand the Rights of the Child as declared by the United Nations.</p> <p>5.0 Know the concept of Integrated</p>	<p>On completion of this course, the student should be able to:</p> <p><b>Physiology And Care Of The Newborn</b></p> <p>1.1 Explain the physiological needs of the newborn.</p> <p>1.2 Identify congenital abnormalities of the newborn.</p> <p>1.3 Explain how to provide immediate care to the newborn.</p> <p><b>Process of Growth and Nutrition of Children</b></p> <p>2.1 Explain importance of Exclusive Breast Feeding in the first 6 months of life.</p> <p>2.2 Emphasize continuing breastfeeding with adequate complimentary feeding based on locally available foodstuff.</p> <p>2.3 Explain the importance of growth monitoring in children (&lt;5yrs).</p> <p>2.4 Discuss developmental milestone of the child.</p> <p><b>Assessment Of Health Status Of Children</b></p> <p>3.1 Describe the methods of assessing the health status of children.</p> <p>3.2 Explain the importance of immunization and immunization schedule.</p> <p><b>The Rights Of The Child</b></p> <p>4.1 Discuss the Rights of the Child as declared by the United Nation.</p> <p><b>Concept of Integrated Management of Childhood (IMCI)</b></p> <p>5.1 Define Integrated Management of</p>

<p>Management of Childhood Illness IMCI.</p> <p>6.0 Know conditions, which may expose the child to grave danger.</p>	<p>Childhood Illness (IMCI). 5.2 State the rationale of IMCI. 5.3 State the objectives of IMCI. 5.4 State the advantages of IMCI.</p> <p><b>Conditions which may expose the child to grave danger</b></p> <p>Establish a 'Cause and effect' relationship between:</p> <p>6.1 Pneumonia, severe anaemia, p. falciparum malaria with presenting complaint of cough and/or fast breathing.</p> <p>6.2 Cerebral malaria, meningitis, severe dehydration, severe pneumonia with presenting complaint of lethargy or unconsciousness.</p> <p>6.3 Pneumonia, diarrhoea, ear infection with presenting complaint of measles rash.</p> <p>6.4 Pneumonia, meningitis, sepsis with 'very sick" young infant.</p> <p>6.5 Recount other conditions which may expose children to grave danger such as;</p> <ul style="list-style-type: none"> <li>a. Haemoglobin below 7gm% or newborn with haemoglobin below 15gm%.</li> <li>b. Stiff neck and/or bulging fontanelle.</li> <li>c. Abdominal pain with rigidity</li> <li>d. Jaundice</li> <li>e. Oedema</li> <li>f. Signs of severe local injury, profuse bleeding, deep lacerations, displaced fractures or severe burns.</li> </ul> <p><b>Interventions in the IMCI Strategy</b></p>
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<p>7.0 Know interventions currently included in the IMCI strategy.</p>	<p><b>(Home Interventions).</b></p> <p>7.1 Explain how to mobilise community for home-based interventions to improve nutrition such as: home gardening, small-scale fishing, piggery,</p> <p>7.2 Explain to the community how to use Insecticide-Treated Nets ITNs.</p> <p>7.3 Discuss the need for early case management in the community. .</p> <p>7.4 Discuss how an individual/community can seek appropriate care of illness in PHC facilities.</p> <p>7.5 State the need to comply with full treatment regimen.</p> <p><b>Health Service Interventions</b></p> <p>7.6 Give the immunizations stated in the immunization schedule for ages 0-5 years.</p> <p>7.7 Counsel mothers on complementary feeding and breast feeding.</p> <p>7.8 Give micronutrient supplementation according to the dosage in IMCI Standing Orders.</p> <p>7.9 Give iron treatment according to the dosage in IMCI Standing Orders.</p> <p>7.10 Give antihelminthic treatment according to the dosage in IMCI Standing Orders.</p> <p><b>Case Management with IMCI Standing Orders</b></p> <p>Follow the protocol of history taking, examination and management of the following cases of:</p> <p>8.1 Acute Respiratory Infections (ARI)</p>
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	<p>8.2 Diarrhoea 8.3 Measles 8.4 Malaria 8.5 Malnutrition 8.6 Other Serious Infections</p> <p><b>Health System Improvement to Deliver IMCI</b></p> <p>9.1 Discuss essential drug supply and management. 9.2 Describe organization of work in the health facilities. 9.3 Explain Referral Services and Care 7.4 Discuss Quality of Care and Equity of Access. 7.5 Describe Health Management Information Systems. 7.6 Discuss management and Supervision.</p>
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**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** SCHOOL HEALTH PROGRAMME  
**COURSE CODE:** CHE 243  
**DURATION:** 15 HOURS  
**UNIT:** 1.0

**GOAL:** This course is designed to equip the student with the knowledge and skills to enable him/her provide effective school health programme.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Understand School Health Programme and its components
- 2.0 Educate teachers and parents on school health programme.
- 3.0 Evaluate school health programme.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand School Health Programme and its components.</p> <p>2.0 Know how to educate teachers and parents on school health programme.</p> <p>3.0 Evaluate school health programme.</p>	<p>At the end of this course, the student should be able to:</p> <p><b>School Health Programme and its component</b></p> <p>1.1 Define School Health Programme.  1.2 Discuss the components of School Health Programme  1.3 Discuss school inspection, inspection of food vendor, treatment of minor ailment, etc.</p> <p><b>Teachers and Parents Education</b></p> <p>2.1 Discuss the importance of organizing seminar/workshop for teachers and parents to enable them screen and manage cases among school children and take appropriate action.  2.3 Explain how school children should provide Child-to-Child Care (e.g. tepid sponging, feeding, etc.)</p> <p><b>Evaluation of School Health Services</b></p> <p>3.1 Explain how School Health Services could be evaluated through teachers interview, direct observation, use of existing records, student questionnaire, etc.</p>

<b>PROGRAMME:</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>
<b>COURSE TITLE:</b>	<b>OCCUPATIONAL HEALTH AND SAFETY</b>
<b>COURSE CODE:</b>	<b>CHE 235</b>
<b>DURATION:</b>	<b>30 HOURS</b>
<b>UNIT:</b>	<b>2.0</b>

**GOAL:** This course is designed to equip the student with the knowledge and skills to promote, protect and prevent early deviation from normal health of workers in their work environment.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Understand Occupational Health Services
- 2.0 Know common occupational health hazards in the community and be able to manage them appropriately.
- 3.0 Understand Occupational Diseases according to their classification.
- 4.0 Understand factory in relations to occupational health services.
- 5.0 Understand industrial accidents and safety.
- 6.0 Know how to collaborate with occupational authorities and government regulating bodies to promote safe working environment.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand Occupational Health Services.</p> <p>2.0 Know common occupational health diseases in the community and be able to manage them appropriately.</p> <p>3.0 Understand occupational health hazards according to their classification.</p>	<p>On completion of this course the student should be able to:</p> <p><b>Occupational Health Services</b></p> <p>1.1 Define Occupational Health</p> <p>1.2 Discuss the Principles and practice of Occupational Health and Safety·</p> <p><b>Occupational Health Diseases in the Community</b></p> <p>2.1 Discuss occupational diseases under the following:</p> <p>a. <b>Biological</b>-bacterial-cataract, arthritis, viral- HIV/AIDS, Helminthiasis, etc.</p> <p>b. <b>Chemical</b> Pneumoconiosis -silicosis, Bargassosis etc.</p> <p>c. <b>Psycho-Social</b> - Stress conditions neurosis, psychosis, etc.</p> <p>2.2 Discuss each disease under the following headings:-</p> <ul style="list-style-type: none"> <li>• Causes/sources</li> <li>• Signs and symptoms</li> <li>• Prevention and control</li> <li>• Treatment according to Standing Orders</li> <li>• Referral</li> <li>• Follow up</li> </ul> <p><b>Occupational Health Hazards</b></p> <p>3.1 Discuss occupational hazards under the following:</p> <p>a. Physical hazards:-Noise, light. Vibrations, heat etc</p> <p>b. Chemical hazards: - gases, lead, mercury, fumes, solids, solvents, etc</p> <p>c. Biological hazards: - virus, bacteria,</p>

<p>4.0 Understand the factory Act in relation to occupational health services.</p> <p>5.0 Understand industrial accident and safety.</p> <p>6.0 Know how to collaborate with occupational authorities and government regulating bodies.</p>	<p>fungi, protozoa, parasites</p> <p>d. Psycho-social hazard: -stress, poor work environment, poor motivation to work.</p> <p><b>The Factory Act</b></p> <p>4.1 Discuss the factory act in relation to: Health Provision, Welfare Services, Safety services, etc.</p> <p><b>Industrial Accident and Safety</b></p> <p>5.1 Define Industrial Accidents and Safety.</p> <p>5.2 Discuss the causes of industrial accidents.</p> <p>5.3 Explain the prevention/control of Industrial accidents.</p> <p><b>Collaboration with Occupational Authorities</b></p> <p>6.1 Explain the roles of the followings in promoting safety in work environment; Local Government State Ministry of Health, Federal Ministries of Health, Environment and Labour, Local and International NGOs, etc.</p>
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**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** CARE OF THE AGED  
**COURSE CODE:** CHE 253  
**DURATION:** 15 HOURS  
**UNIT:** 1.0

**GOAL:** This course is designed to equip the student with the knowledge and skills to provide health care services to the aged.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Understand the concept of the aged.
- 2.0 Know the resources and facilities available in the community and health facility to help the aged.
- 3.0 Know the appropriate counseling and counseling techniques on care of the aged.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the concept of the aged.</p> <p>2.0 Know the resources and facilities available in the community and health facility to help the aged.</p> <p>3.0 Know the appropriate counseling and counseling techniques on care of the aged.</p>	<p>On completion of this course, the student should be able to:</p> <p><b>Concept of the Aged</b></p> <p>1.1 Define the aged</p> <p>1.2 Discuss the process of aging.</p> <p>1.3 Explain the medical classification in use for the aged.</p> <p>1.4 Discuss the aged and common problems affecting them such as, failing sight and hearing, poor dentition etc</p> <p>1.5 Discuss preventive measures and treatment according to Standing Orders.</p> <p><b>Resources and Facilities in the Community</b></p> <p>2.1 Describe the resources and facilities available in the community health facility to help the aged and how to contain them.</p> <p><b>Counseling Techniques</b></p> <p>3.1 Discuss appropriate counseling techniques on how these resources and facilities can be utilized to care for the aged, e.g. Development Committees, religious groups, friends, local associations, etc.</p>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** CARE OF THE HANDICAPPED  
**COURSE CODE:** CHE 254  
**DURATION:** 15 HOURS  
**UNIT:** 1.0

**GOAL:** This course is designed to equip the student with the knowledge and skills to manage handicapped conditions.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Understand common handicapping conditions
- 2.0 Know how to manage common handicapping conditions
- 3.0 Understand the importance of social support for the handicapped.



GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand common handicapping conditions.</p> <p>2.0 Know how to manage common handicapping conditions.</p> <p>3.0 Understand the importance of social support of the handicapped.</p>	<p>On completion of the course, the student should be able to:</p> <p><b>Handicapping Conditions</b></p> <p>1.1 Explain handicapped conditions</p> <p>1.2 Enumerate common handicapping conditions in the community to include:-</p> <ul style="list-style-type: none"> <li>• Deafness</li> <li>• Epilepsy</li> <li>• Asthma</li> <li>• Diabetic</li> <li>• Blindness</li> <li>• Mental sub normality.</li> </ul> <p><b>Management of common Handicapping Conditions</b></p> <p>2.1 Use the Standing Orders to manage common handicapping conditions in the clinic.</p> <p>2.2 Refer handicapped clients to appropriate facilities</p> <p><b>Social Support Of The Handicapped</b></p> <p>3.1 Teach and work with families of disabled persons on the care and rehabilitation of the disabled.</p> <p>3.2 Work in collaboration with Community Development Committees to provide sheltered workshop for the disabled in the community.</p> <p>3.3 Identify the resources in the community for the screening and care of the disabled.</p> <p>3.4 Keep a register of names, sex, age and addresses and activity of the disabled.</p>

	3.5 Keep a directory of persons, institutions, including; NGOs caring for the disabled.
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PROGRAMME: DIPLOMA IN COMMUNITY HEALTH  
COURSE TITLE: HEALTH STATISTICS  
COURSE CODE: CHE 255  
DURATION: 30 HOURS  
UNIT: 2.0

**GOAL:** This course is designed to equip the students with the knowledge and skills of statistics in relations to Health.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Understand the nature, scope and uses of health statistics
- 2.0 Know how to calculate rates in health statistics
- 3.0 Understand sampling techniques
- 4.0 Know the various methods of data collection.
- 5.0 Know the measures of central tendency
- 6.0 Know the measures of dispersion
- 7.0 Understand population dynamics

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the nature, scope and uses of health statistics.</p> <p>2.0 Know how to calculate rates in health statistics.</p> <p>3.0 Understand sampling techniques.</p> <p>4.0 Know the various methods of data collection.</p> <p>5.0 Know the measures of central tendency.</p>	<p>On completion of this course the student should be able to:</p> <p><b>The Nature of Health Statistics</b></p> <p>1.1 Define Health Statistics</p> <p>1.2 Define Vital Statistics</p> <p>1.3 List various sources of health statistics</p> <p>1.4 Explain the importance of vital statistics in health.</p> <p><b>Calculate Rates</b></p> <p>2.1 Calculate the following rates:</p> <p>a. Crude birth and death rates, ·</p> <p>b. Infant morbidity and mortality rates</p> <p>c. Maternal morbidity and mortality rates</p> <p>d. Life expectancy rate.</p> <p>2.1 Describe the common measurement of rate and attack rates.</p> <p><b>Sampling Techniques</b></p> <p>3.1 Define sampling.</p> <p>3.2 Explain various methods of sampling.</p> <p>3.3 Explain retrospective and prospective studies.</p> <p><b>Methods of Data Collection</b></p> <p>4.1 Explain various ways/methods of data presentation</p> <p>4.2 Explain how to collect, collate and interpret collected data.</p> <p><b>Measures Of Central Tendency</b></p> <p>5.1 Explain the indices of central tendency-mode, mean, and median</p>

<p>6.0 Know the measures of dispersion.</p>	<p><b>Measures of Dispersion</b>  5.1 Explain range, variance, standard deviation and percentile as the levels of the measurement</p>
<p>7.0 Understand population dynamics.</p>	<p><b>Population Dynamics</b>  7.1 Define demography.  7.2 Explain the various factors that affect population e.g. Age/sex distribution, migration, emigration, growth rate.</p>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** COMMUNICABLE AND NON COMMUNICABLE DISEASES  
**COURSE CODE** CHE 244  
**DURATION:** 45 HOURS  
**UNIT:** 3.0

**GOAL:** This course is designed to equip the student with the knowledge of Communicable and Non-Communicable Diseases.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Understand the concept of communicable disease
- 2.0 Understand the concept of non-communicable diseases.
- 3.0 Understand the prevention and control of communicable and non-communicable diseases.
- 4.0 Understand current policies and intervention strategies in diseases control.



<p>3.0 Understand the prevention and control of communicable and non-communicable diseases.</p> <p>4.0 Understand current policies and intervention strategies in disease control.</p>	<p>above, under the following: causes, sign and symptoms, risk factors, prevention and control, management of the diseases.</p> <p>2.4 Manage non-communicable diseases using the Standing Orders.</p> <p><b>Prevention and Control</b></p> <p>3.1 Discuss on the planning and implementation of the control and prevention of communicable and non-communicable diseases</p> <p><b>Current Policies and Intervention Strategies</b></p> <p>4.1 Explain the current policies and intervention strategies in disease control, such as:</p> <ul style="list-style-type: none"> <li>• Roll back malaria programme,</li> <li>• National TBL control programme,</li> <li>• HIV I AIDS scale-up programme,</li> <li>• National Filarial control programme, etc.</li> </ul>
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**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** SUPERVISED CLINICAL EXPERIENCE (SCE) II  
**COURSE CODE:** CHE 245  
**DURATION:** 60 HOURS (4HRS PRACTICAL)  
**UNIT:** 2.0

**GOAL:** This course is designed to expose the student to adequate practical skills in clients care

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Know how to offer adequate care to various clients who attend health care facilities
- 2.0 Know how to assist in monitoring simple labour and child delivery services
- 3.0 Know how to attend to simple prevailing health problems in the health facilities.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Know how to offer adequate care to various clients who attend the health care facilities.</p> <p>2.0 Know how to assist in monitoring simple labour and child delivery services.</p> <p>3.0 Know how to attend to simple prevailing health problems in the health facilities.</p>	<p>On completion of this course, the student should be able:</p> <p>1.1 Diagnose and monitor conditions according to Standing Orders:</p> <ul style="list-style-type: none"> <li>• Use diagnostic set proficiently</li> <li>• Refer complicated cases to the superior officer or higher health facilities in accordance with the Standing Orders.</li> </ul> <p>2.1 Assist in monitoring simple labour and child delivery:</p> <ul style="list-style-type: none"> <li>• Take history.</li> <li>• Monitor the vital signs of the client</li> <li>• Reassure the client</li> <li>• Identify danger signs e.g. tachycardia, fetal distress, etc.</li> <li>• Quantity of blood loss during labour and puerperium.</li> </ul> <p>3.1 Diagnose and treat according to the Standing Orders <b>(REFER TO THE LOG BOOK)</b></p>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** PRIMARY HEALTH CARE MANAGEMENT  
**COURSE CODE:** CHE 261  
**DURATION:** 30 HOURS  
**UNIT:** 2.0

**GOALS:** This course is designed to equip the student with managerial knowledge and skills for PHC implementation.

**GENERAL OBJECTIVES:** On completion of this course the student should be able:

- 1.0 Understand the concepts of management
- 2.0 Understand the functions of management
- 3.0 Know health planning
- 4.0 Understand the organizational structure of PHC management in Nigeria.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the concept of management.</p>	<p>On completion of this course, the student should be able to:</p> <p>1.1 Define management</p> <p>1.2 Discuss the principles of management</p> <p>1.3 Define supervision</p> <p>a. Describe the types of supervision</p> <p>b. Outline the qualities of a good supervision</p> <p>c. Outline the purpose of supervision in PHC</p> <p>d. Design a supervision schedule for VVHWs/TBAs</p> <p>e. Describe the supervisory check list</p> <p>1.4 Define delegation.</p> <p>- Discuss the merits and demerits of delegation</p> <p>- Describe the problems associated with delegation</p> <p>1.5 Define leadership</p> <p>- Describe types of leaders</p> <p>- Describe the various leadership styles</p> <p>1.6 Define motivation</p> <p>- Describe the principles of motivation</p> <p>- Outline the different types of motivational factors for PHC Management.</p> <p>1.7 Define management by objective</p> <p>- Describe the principles of management by objectives</p> <p>- Describe the problems associated with management by objective.</p>
<p>2.0 Understand the functions of</p>	<p>2.1 Discuss management functions to</p>

management.	include: Planning, controlling, organizing, staffing, directing, reporting, budgeting implementation, monitoring and evaluation.
3.0 Know health planning.	3.1 Define Health Planning · 3.2 Describe steps in health planning 3.3 List those in order in health planning
4.0 Understand organizational structure of PHC Management in the clinic and community	4.1 Describe the job, who is to do the job, where are when 4.2 Describe how the job relate to other job 4.3 Describe resources allocation manpower (money and material) 4.4 Describe the smooth flow of client to clinic

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** REFERRAL SYSTEM AND OUTREACH SERVICES  
**COURSE CODE:** CHE 262  
**DURATION:** 30 HOURS  
**UNIT:** 2.0

**GOAL:** This course is designed to equip the student with the knowledge and skills required to enable him/her carry out reach services in the community.

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

- 1.0 Understand the concept of outreach services
- 2.0 Know how to carry out outreach services.
- 3.0 Understand how to carry out 2-way referral system.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the concept of outreach services.</p> <p>2.0 Know how to carry out outreach services.</p> <p>3.0 Understand how to carry out 2-way referral system</p>	<p>On completion of this course the student should be able to:</p> <p>1.1 Define outreach services</p> <p>1.2 Describe the rationale for outreach services.</p> <p>2.1 Plan outreach services -</p> <ul style="list-style-type: none"> <li>- Objectives,</li> <li>- Strategies,</li> <li>- meeting with C.D.C,</li> <li>- logistics, materials, staff</li> <li>- accommodation for services .</li> </ul> <p>3.1 Define referral services</p> <p>3.2 Explain how to fill in the two way referral form correctly.</p> <p>3.3 Draw the diagram of 2-way referral system showing normal and emergency paths</p> <p>3.4 Teach the JCHEW's, VVHWS/TBAs and other community health extension workers on the use of 2-way referral system.</p> <p>3.5 Describe the criteria for identifying Client to be referred</p> <ul style="list-style-type: none"> <li>- illness not responding to treatment</li> <li>- When in doubt accept referral from lower or upper levels as necessary.</li> </ul> <p>3.6 Enumerate advantages of 2- way referral system.</p> <p>3.7 Discuss the facilitators and constraints of 2-way referral system.</p>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** MANAGEMENT OF ESSENTIAL DRUGS  
**COURSE CODE:** CHE 256  
**DURATION:** 15 HOURS  
**UNIT:** 1.0

**GOALS:** This course is designed to equip the student with the knowledge and skills to enable him/her manage essential drugs and drug revolving fund

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Understand the management of Essential Drugs and supply system.
- 2.0 Understand how to calculate Drug needs/requirements of a community.
- 3.0 Understand the concept and management of the Drug Revolving Fund (DRF).
- 4.0 Understand the pharmacology of drugs in the Essential Drug List



GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the management of essential drugs and supply system.</p> <p>2.0 Understand how to calculate Drug needs/requirements of a community.</p> <p>3.0 Understand the concept and management of the Drug Revolving Fund (DRF).</p> <p>4.0 Understand the pharmacology of Drugs in the Essential Drug list.</p>	<p>On completion of this course, the student should be able to:</p> <p>1.1 Define management of essential drugs and supplies, system.</p> <p>1.2 Explain the objective of the National Essential Drugs programme (NEDP)</p> <p>1.3 Describe the steps for management of essential drugs programme.</p> <p>1.4 State the criteria for selecting essential drugs</p> <p>1.5 List the steps for ordering Drugs</p> <p>1.6 Enumerate the steps involved in stocking Drugs.</p> <p>1.7 Describe the steps involved in issuing drugs.</p> <p>1.8 Explain pre-packing of drugs and its Merits</p> <p>2.1 Explain the methods used in the quantification of drugs.</p> <p>3.1 Discuss the concept of Drug Revolving Fund (DRF)</p> <p>3.2 Describe steps for setting up a DRF</p> <p>3.3 Discuss the advantages of DRF</p> <p>3.4 Explain the reasons why DRF fail.</p> <p>4.1 Describe the drugs in the Essential Drugs list under the following:</p> <ul style="list-style-type: none"> <li>• Generic, name,</li> <li>• Indications,</li> <li>• Contra-indications,</li> <li>• Toxicity, etc.</li> </ul>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** ACCOUNTING SYSTEM IN PHC  
**COURSE CODE:** CHE 263  
**DURATION:** 15 HOURS  
**UNIT:** 1.0

**GOAL:** This course is designed to equip the student with the knowledge and skills to enable him/her operate simple accounting system.

**GENERAL OBJECTIVES:** At the end of this course the student should be able to:

- 1.0 Understand the basic principles of accounting
- 2.0 Understand the difference between government and commercial accounting procedures
- 3.0 Understand the various books used in accounting
- 4.0 Understand how to place orders and receive stock.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the basic principles of accounting.</p> <p>2.0 Understand the difference between government and commercial accounting procedures.</p> <p>3.0 Understand the various books used in accounting.</p> <p>4.0 Understand how to place orders and receive stock</p>	<p>On completion of this course, the student should be able to:</p> <p>1.1 Define accounting system in PHC 1.2 Describe principles of accounting 1.3 Describe the types of money (invisible and visible)</p> <p>2.1 Discuss the differences between government accounting and commercial accounting procedures</p> <p>3.1 Describe the following books used in accounting: Book of original entry, Ledger, Cash Book, Imprest, Stock Account Book, Balance Sheet, Voucher Sheet, Vouchers, Invoices, etc. 3.2 Describe double entry Book-Keeping system. 3.3 Describe a petty cash Imprest system 3.4 Describe budget 3.5 Explain the implication and effects of improper budgeting. 3.6 Describe financial report.</p> <p>4.1 Describe how to order, receive and stock supplies 4.2 Describe how to keep inventory of expendable supplies.</p>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** HEALTH MANAGEMENT INFORMATION SYSTEM  
**COURSE CODE:** CHE 264  
**DURATION:** 15 HOURS  
**UNIT:** 1.0

**GOAL:** This course is designed to equip the student with the knowledge and skills of Health Management Information System for monitoring and evaluation in health care delivery.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Understand the concept of Health Management Information System (HMIS).
- 2.0 Know the various health indicators for appropriate intervention.
- 3.0 Know the various levels of data collection for HMIS.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand Concept of Health Management Information System (HMIS).</p> <p>2.0 Know the various health indicators for appropriate intervention.</p> <p>3.0 Know the various levels of data collection for HMIS.</p>	<p>On completion of this course, the student should be able to:</p> <p>1.1 Explain the concept of Health Management Information System</p> <p>1.2 Define Monitoring and Evaluation</p> <p>2.1 Define Health Indicators</p> <p>2.2 Use appropriate indicators for various health assessment and intervention.</p> <p>3.1 List the levels of data collection for the National Health Management Information System</p> <p>3.2 List the records/data collection forms and format at all levels.</p> <p>(a) Home level- PHC Child Health Card and Treatment Card, PHC Personal Health Care and Treatment Card</p> <p>(b) Community Level- VVHWs/TBAs Pictorial Record of Work, Community Demographic Profile, Community Pregnancy Profile, Community Family Planning Profile.</p> <p>(c) Health facility/Ward level- Clinic master card, NHMIS forms and format.</p> <p>(d) Local Government Level- NHMIS forms and formats.</p> <p>3.3 Describe how to monitor register of birth and death and explain their significance.</p> <p>3.4 Explain the flow of information</p>

	under the national PHC programme as beginning from the community to health facility to district to L.G to state and federal levels.
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**PROGRAMME: DIPLOMA IN COMMUNITY HEALTH**

**COURSE TITLE: HUMAN RESOURCE TRAINING**

**COURSE CODE: CHE 257**

**DURATION: 15 HOURS**

**UNIT: 1.0**

**GOAL:** This course is designed to equip the student with the knowledge and skills needed for organizing Human Resource training.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

1.0 Understand the concept Human Resource training

2.0 Know how to plan Human Resource training activities.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the concept of Human Resource training.</p> <p>2.0 Know how to plan Human Resource training activities.</p>	<p>On completion of this course, the student should be able to:</p> <p>1.1 Define Human Resource training</p> <p>1.2 Explain Types of Human Resource training</p> <p>1.3 Discuss the importance of Human Resource training</p> <p>2.1 Identify staff training needs using simple training assessment methods.</p> <p>2.2 Discuss staff training need with the superior officer.</p> <p>2.3 Collaborate with other members of staff in planning, implementation and evaluation of training needs, of JCHEW, VVHWs and TBAs.</p> <p>2.4 Assist JCHEW to develop training Programme for VVHWs and TBAs.</p> <p>2.5 Assist other State and Federal level trainers to train JCHEW, VVHWs/TBAs.</p>



**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** HUMAN NUTRITION  
**COURSE CODE:** CHE 214  
**DURATION:** 15 HOURS  
**UNIT:** 1.0

**GOAL:** This course is designed to equip the student with the knowledge and skills to provide community nutrition services.

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:

- 1.0 Understand the concept of Human nutrition
- 2.0 Know how to provide comprehensive nutrition services
- 3.0 Understand intersectoral collaboration in the establishment and maintenance of income generating activities.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the concept of Human nutrition.</p> <p>2.0 Know how to provide comprehensive nutrition services.</p> <p>3.0 Understand intersectoral collaboration in the establishment and maintenance of income generating activities</p>	<p>On completion of this course, the student should be able to:</p> <p>1.1 Define Human Nutrition</p> <p>1.2 Define Food</p> <p>1.3 Discuss with examples the classes of food and their uses</p> <p>1.4 Explain the importance of adequate nutrition.</p> <p>2.1 Discuss how to provide Comprehensive nutrition services in the clinic and community, including:</p> <p>a. Nutritional assessment</p> <p>b. Appropriate history and management of children with abnormal growth curves according to Standing Orders, counseling the mother on breast feeding, weaning and growth monitoring</p> <p>c. Giving feedback to the health team and the community on growth monitoring and other nutritional activities.</p> <p>d. Screening pregnant Women for nutritional problem.</p> <p>e. Encouraging exclusive breast feeding</p> <p>f. Supervising JCHEW, VVHWs/TBAs on Nutrition activities</p> <p>g. Teaching food handlers (Caterers and vendors) on food hygiene and adequate diet.</p> <p>3.1 Collaborate with other sectors to establish and maintain income generating activities such as food production, processing, storage and preparation.</p>

<b>PROGRAMME:</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>
<b>COURSE TITLE:</b>	<b>INTRODUCTION TO ENVIRONMENTAL HEALTH</b>
<b>COURSE CODE:</b>	<b>EHT 111</b>
<b>DURATION:</b>	<b>30 HOURS</b>
<b>UNIT:</b>	<b>2.0</b>

**GOAL:** This course is designed to equip the student with the knowledge and skills to provide environmental health services

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Know the various types of environment
- 2.0 Know the concept and components of environmental health in any community
- 3.0 Know environmental health hazards in any community. -
- 4.0 Understand the relationship between air, water and soil pollution and human health.
- 5.0 Know types of waste water.
- 6.0 Know healthful housing and housing, solid and excreta disposal method in a community.
- 7.0 Know various harmful vectors.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Know the various types of Environment</p> <p>2.0 Know the concept and components of environmental health in any community.</p> <p>3.0 Know environmental health hazards in any community.</p>	<p>On completion of this course the student should be able to:</p> <p><b>Types Of Environment</b></p> <p>1.1 Define the term environment</p> <p>1.2 Classify environment into the following types:</p> <ul style="list-style-type: none"> <li>• Physical (Abiotic)</li> <li>• Biological (Biotic)</li> <li>• Occupational and Socio-cultural</li> </ul> <p>1.3 Describe the various types of environment listed in 1.2 above</p> <p>1.4 Describe the characteristics of the various types of environment in 1.2 above.</p> <p>1.5 List examples of the various types of environments in the country.</p> <p><b>Components Of Environmental Health</b></p> <p>2.1 Define Environmental Health. ·</p> <p>2.2 List components of Environmental Health.</p> <p>2.3 Discuss each component of Environmental Health.</p> <p>2.4 Explain the components of Environmental Sanitation.</p> <p>2.5 Discuss the relationship between good health and environment.</p> <p><b>Environmental Health Hazards</b></p> <p>3.1 Explain the term Environmental Health Hazards. ·</p> <p>3.2 Classify Environmental Health hazards into: physical, chemical, biological and socio-cultural (psychological).</p>



<p>3.0 Know healthful housing and housing, solid and excreta disposal method in a community.</p>	<p>5.9 Discuss each of the methods listed in 5.8 above, stating their advantages and disadvantages.</p> <p><b>Healthful Housing and Housing, Solid and Excreta Disposal Method</b></p> <p>6.1 Describe ideal housing to sanitary amenities.</p> <p>6.2 Explain the simple methods of solid waste disposal in a community:</p> <ol style="list-style-type: none"> <li>a. Burning</li> <li>b. Composting</li> <li>c. Sanitary landfill</li> <li>d. Control tipping</li> <li>e. Incineration, etc.</li> </ol> <p>6.3 Identify the various methods of excreta disposal in a rural community.</p> <ol style="list-style-type: none"> <li>a. Trench latrine</li> <li>b. Pit latrines</li> <li>c. Aqua privy, etc.</li> </ol>
<p>4.0 Know various harmful arthropods and vectors.</p>	<p><b>Harmful Vectors</b></p> <p>7.1 Identify various household and community arthropods and vectors.</p> <p>7.2 Describe the ways in which injurious arthropods affect the health of man i.e.</p> <ol style="list-style-type: none"> <li>a. Directly injurious arthropods</li> <li>b. Indirectly injurious arthropods</li> </ol> <p>7.3 Classify insecticides into its various groups.</p> <p>7.4 Describe the methods of vector control in local communities - biological, mechanical and chemical.</p>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** IMMUNITY AND IMMUNIZATION  
**COURSE CODE:** CHE 225  
**DURATION:** 45 HOURS (1HR LECTURE, 2HRS PRACTICAL)  
**UNIT:** 2.0

**GOAL:** This course is designed to equip the student with the knowledge and skills to provide immunization services

**GENERAL OBJECTIVES:**

On completion of this course the student should be able to:

- 1.0 Understand the concept of immunization
- 2.0 Understand Immunization Services
- 3.0 Know how to manage the Cold Chain and Storage System.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the concept of Immunity.</p> <p>2.0 Understand Immunization Services.</p> <p>3.0 Know how to manage the Cold Chain and Storage System.</p>	<p>On completion of this course, the student should be able to:</p> <p>1.1 Define immunity 1.2 Discuss immunity and factors affecting individual resistance to diseases.</p> <p>2.1 Define Immunization. 2.2 Discuss diseases with local names, which are preventable by immunization. 2.3 Explain the Immunization schedule. 2.4 Describe how to trace defaulters. 2.5 State the importance of keeping record of immunization activities.</p> <p>3.1 Discuss the cold chain system 3.2 Demonstrate how to maintain cold chain and storage system 3.3 Explain how to estimate, and request for vaccine and other cold chain equipment 3.4 Describe types and method of sterilization of equipment 3.5 Discuss the maintenance of materials and equipment.</p>



**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** ACCIDENT AND EMERGENCY  
**COURSE CODE:** CHE 246  
**DURATION:** 45 HOURS (1HR LECTURE, 2HRS PRACTICAL)  
**UNIT:** 2.0

**GOAL:** This course is designed to equip the student with the knowledge and skills to manage emergency situation.

**GENERAL OBJECTIVES:** On completion of this course the student should be able to:

- 1.0 Understand the term accident and emergency
- 2.0 Know the types of emergency conditions
- 3.0 Know how to prevent accident at home and in the community
- 4.0 Know how to manage emergency conditions

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the term accident and emergency.</p>	<p>On completion of this course, the student should be able to;</p> <p>1.1 Define the term Accident and Emergency.  1.2 Define First Aid.  1.3 Explain the rules of First Aid  1.4 Explain the reasons for First Aid  1.5 Identify the content of a standard first aid box  1.6 Explain the uses of the content of a standard first aid box.</p>
<p>2.0 Know the types of emergency conditions.</p>	<p>2.1 List the types of emergency conditions such as:</p> <ul style="list-style-type: none"> <li>- Shock</li> <li>- Fracture</li> <li>- Burns</li> <li>- Bleeding</li> <li>- Acute Abdomen</li> <li>- Asphyxia</li> <li>- Epistaxis</li> <li>- Snake Bite, etc</li> </ul> <p>2.2 Discuss each Emergency Condition under the following;</p> <ul style="list-style-type: none"> <li>- Definition</li> <li>- Types,</li> <li>- Signs and Symptoms, etc.</li> </ul>
<p>3.0 Know how to prevent accident at home and in the community.</p>	<p>3.1 Discuss accident prevention measures at home and in the community e.g.</p> <ul style="list-style-type: none"> <li>- Keep the environment clean</li> <li>- Keep medicine in locked cupboard</li> <li>- Avoid alcohol, etc.</li> </ul>
<p>4.0 Know how to manage emergency</p>	<p>4.1 Manage above emergency</p>

conditions.	conditions according to standing orders.
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**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** RESEARCH METHODS  
**COURSE CODE:** CHE 258  
**DURATION:** 30 HOURS  
**UNIT:** 2.0

**GOAL:** This course is designed to equip the student with the knowledge and skills of research methodology to enable him/her to present research report.

**GENERAL OBJECTIVES:** At the end of this course the student should be able to:

- 1.0 Understand the concept, nature and importance of research.
- 2.0 Understand the concept of research methodology.
- 3.0 Know the methods of data collection
- 4.0 Understand methods of data analysis and presentation.
- 5.0 Understand the presentation of research report.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
1.0 Understand the concept, nature and importance of research.	<p>On completion of this course, the student should be able to:</p> <p>1.1 Explain the meaning nature and importance of research.</p> <p>1.2 Discuss various types of research: historical, experimental, descriptive, etc.</p>
2.0 Understand the concept of research methodology.	<p>2.1 Explain the various research designs.</p> <p>2.2 Enumerate the basic research process.</p>
3.0 Know the methods of data collection.	<p>3.1 Define data</p> <p>3.2 State the two types of data i.e. primary and secondary data.</p> <p>3.3 Explain the methods of collecting data: observation, questionnaire, experiment, interview, etc.</p> <p>3.4 Discuss sampling and sampling techniques i.e. probability and non-probability sampling techniques.</p>
4.0 Understand methods of data analysis and presentation.	<p>4.1 Discuss the various statistical techniques for data analysis and presentation: frequency distribution, percentage, parametric and non-parametric test.</p>
5.0 Understand the presentation of research report.	<p>5.1 Explain the general format of a research report as</p> <ul style="list-style-type: none"> <li>i. Preliminary pages</li> <li>ii. The main body consisting of Chapters I, II, III, IV &amp; V</li> <li>iii. References</li> </ul>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** RESEARCH PROJECT  
**COURSE CODE:** CHO 238  
**DURATION:** 120 HOURS  
**UNIT:** 4 UNITS

**GOALS:** This course is designed to equip the student with the knowledge and skills to enable him/her carry out simple survey on the community.

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

1.0 Understand how to write and present a research project on health related topics.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand how to write and present a research project on health related topics.</p>	<p>On completion of this course, the student should be able to:</p> <p>1.1 Use his knowledge in basic research methods to carry out and write a research project in the following presentation:</p> <p>A. Preliminaries:</p> <ul style="list-style-type: none"> <li>i. Title page</li> <li>ii. Approval I Certification page</li> <li>iii. Dedication page.</li> <li>iv. Acknowledgement</li> <li>v. Table of Content</li> <li>vi. List of Tables</li> <li>vii. List of Figures</li> <li>viii. Abstract</li> </ul> <p>B. Chapter One: Introduction including; background of the study, statement of the problem, purpose (or objective) of the study, significance of the study, research questions and/ or hypothesis (ses), Delimitation of the study, definition of terms (if any), etc.</p> <p>C. Chapter Two: Literature Review.</p> <p>D. Chapter Three: Research Methodology.</p> <p>E. Chapter Four: Data Presentation and Analysis.</p> <p>F. Chapter Five: Summary, Findings, Discussion of findings, Conclusion, Implications and Recommendations, Limitations of the study (if any), Suggestions for further studies.</p> <p>G. References (APA format is recommended).</p> <p>H. Appendix</p>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** SUPERVISED COMMUNITY BASED EXPERIENCE (SCBE)  
**COURSE CODE:** CHEW232  
**DURATION:** 360 HOURS  
**UNIT:** 12 UNITS

**GOALS:** This course is designed to expose the student to adequate practical skills in circuits care.

**GENERAL OBJECTIVES:** At the end of this course, the student should be able:

- 1.0 Understand how to diagnose the community health problems
- 2.0 Know how to draw the sketch map of a community
- 3.0 Know how to mobilize members of the community for health action
- 4.0 Know how to give immunization in the community following established procedures.
- 5.0 Know how to carryout community mobilization
- 6.0 Know how to give health talk in the community on prevailing health problems.
- 7.0 Know how to educate the community on provision of potable water and basic sanitation.



**PROGRAMME: DIPLOMA IN COMMUNITY HEALTH**

**COURSE TITLE: INTRODUCTORY PHARMACOLOGY**

**CODE: GNP 123**

**DURATION: 15 HOURS**

**UNIT: 1.0**

**GOAL:** This course is intended to provide the student with the basic knowledge of drugs and their application.

**GENERAL OBJECTIVES:** At the end of this course, the student should be able:

1.0 Know the terminologies and the importance of pharmacology.

2.0 Know the sources and classification of drugs.

3.0 Know the principles of preparation of drugs

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Know the terminologies and the importance of pharmacology.</p> <p>2.0 Know the sources and classification of drugs.</p> <p>3.0 Know the principles of preparation of drugs.</p>	<p>On completion of this course, the student should be able to:</p> <p><b>Terminologies and Importance of Pharmacology</b></p> <p>1.1 Define these terms:</p> <ul style="list-style-type: none"> <li>• pharmacology,</li> <li>• drug,</li> <li>• pharmacokinetics,</li> <li>• idiosyncrasies,</li> <li>• pharmacovigilance, etc.</li> </ul> <p>Explain chemical, generic and brand names of Drugs.</p> <p><b>Sources and Classification</b></p> <p>2.1 Classify drugs according to their functions.</p> <p>2.2 Classify drugs according to forms.</p> <p><b>Preparation and Administration of Drugs</b></p> <p>3.1 List and explain the various methods of preparation of drugs.</p> <p>3.2 Prepare diluted solutions of lotions from stock strength.</p> <p>3.3 Explain the principles of drug administration, e.g. dosages, routes, etc.</p>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** GENERAL AND PHYSICAL CHEMISTRY  
**CODE:** BCH 111  
**DURATION:** 15 HOURS  
**UNIT:** 1.0

**GOAL:** This course is designed to provide the student with the knowledge of general and physical chemistry

**GENERAL OBJECTIVES:** At the end of this course, the student should be able:

- 1.0 Understand atoms, molecules, their structures and chemical bonding.
- 2.0 Understand the states of matter.
- 3.0 Understand the behaviour of acids, bases and salts in aqueous medium.
- 4.0 Know the fundamental concept of oxidation and reduction reactions.
- 5.0 Understand surface phenomena and colloidal systems.



3.0 Understand the behaviour of acids, bases and salts in aqueous medium.	<p><b>Acids, Bases and Salts</b></p> <p>3.1 Explain acids and bases in relation to Arrhenius, Bronsted Lowry and Lewis concepts.</p> <p>3.2 Explain indicators as organic compounds, which are weak acids or bases.</p> <p>3.3 Identify various types of indicators.</p> <p>3.4 Explain the concept of pH to cover both acidic and basic ranges.</p> <p>3.5 Define a buffer solution</p> <p>3. 6 Explain the action of buffers</p>
4.0 Know the fundamental concept of oxidation and reduction reactions.	<p><b>Fundamental Concept Of Oxidation-Reduction Reactions</b></p> <p>4.1 Explain:</p> <p>(a) Oxidation Reaction</p> <p>(b) Reduction Reaction</p> <p>4.2 List some oxidizing and reducing agents</p>
5.0 Understand surface phenomena and colloidal systems.	<p><b>Surface Phenomena and Colloidal Systems</b></p> <p>5.1 Explain the following surface phenomena</p> <p>(a) Colloidal Gels</p> <p>(b) Surface Tension</p> <p>(c) Adsorption</p> <p>(d) Emulsion</p> <p>(e) Gels</p> <p>(f) Flotation</p> <p>(g) Chromatography</p> <p>5.2 Differentiate between adsorption and absorption.</p>

**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** GEOGRAPHY  
**CODE:** FOT 111  
**DURATION:** 15 HOURS  
**UNIT:** 1.0

**GOAL:** This course is designed to provide the student with knowledge of the Geography of Nigeria necessary for him to appreciate landmarks and terrain in the community.

**GENERAL OBJECTIVES:** At the end of this course, the student should be able:

1.0 Know the physical features, vegetation and climatic zones in Nigeria.

2.0 Know the demography of Nigeria.

Know the measurement of climatic factors.



<p>3.0 Know the measurement of climatic factors.</p>	<p><b>Measurement of Climatic Factors</b></p> <p>3.1 Identify instruments in measurement of climatic factors viz.</p> <ul style="list-style-type: none"><li>a. Thermometers</li><li>b. Rain Gauge</li><li>c. Hydrometer</li><li>d. Wet and Dry Bulb</li><li>e. Evaporimeter</li><li>f. Anemometer</li><li>g. Wind Vane, etc</li></ul> <p>3.2 Measure climatic factors using, the instrument listed in 3.1 above.</p> <p>3.3 Impvise when necessary some of the measuring instruments listed in 3.1 above.</p> <p>3.4 Maintain the instruments listed in above.</p>
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**PROGRAMME:** DIPLOMA IN COMMUNITY HEALTH  
**COURSE TITLE:** SMALL BUSINESS MANAGEMENT  
**CODE:** BUS 213  
**DURATION:** 15 HOURS  
**UNIT:** 1.0

**GOAL:** This course is designed to introduce the student to the principles of management of small scale business enterprise.

**GENERAL OBJECTIVES:** At the end of this course, the student should be able:

- 1.0 Know the small-scale enterprises.
- 2.0 Understand government involvement in small-scale enterprises in Nigeria.
- 3.0 Understand financing of small business enterprises.
- 4.0 Understand financial management in small business enterprises.

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Know the nature of small-scale enterprises.</p> <p>2.0 Understand Government involvement in small-scale enterprises in Nigeria.</p> <p>3.0 Understand financing of small business enterprises.</p>	<p>On completion of this course, the student should be able to:</p> <p><b>Small Scale Enterprises</b></p> <p>1.1 Define the nature and scope of small business</p> <p>1.2 Describe the problems associated with small business operation.</p> <p>1.3 Describe the benefits and frustrations of being self-employed.</p> <p><b>Institutional Roles in Small Scale Enterprises</b></p> <p>2.1 Explain government policies for small-scale enterprises through direct and indirect assistance.</p> <p>2.2 Discuss the role of specific institutions in promoting small enterprises such as State Ministries of Commerce and Industries, CMD NDE, Development Banks, National Economic Reconstruction Fund (NERFUND), NEEDS, SEEDS, LEEDS National Agricultural and National Economic Empowerment Development Strategy, Co-operative Bank, etc.</p> <p>2.3 Identify specific incentives provided by government.</p> <p><b>Financing of Small Business Enterprises</b></p> <p>3.1 Appraise the estimated needed capital.</p> <p>3.2 Identify sources of funds.</p> <p>3.3 Explain the role of specialized institutions.</p> <p>3.4 Explain how to generate short-term</p>

and long terms credits.

**Financial Management in Small Business**

4.1 Explain the need for sound financial management.

4.2 Discuss the preparation of loan repayment schedule.

4.3 Discuss how to determine the breakeven point.

4.4 Discuss the problems of financial management in small enterprises.

**PROGRAMME: DIPLOMA IN COMMUNITY HEALTH**

**COURSE TITLE: CITIZENSHIP EDUCATION**

**CODE: GNS 111**

**DURATION: 15 HOURS**

**UNIT: 1.0**

**GOAL:** This course is designed to expose the student to the basic concepts, principles and provisions of the Nigeria Constitution.

**GENERAL OBJECTIVES:** At the end of this course, the student should be able:

- 1.0 Understand the constitution of Nigeria.
- 2.0 Understand the federal system of government in Nigeria.
- 3.0 Know the constitutional rights and obligations of Nigerian citizens
- 4.0 Understand citizenship.
- 5.0 Know the fundamental objectives and directive principles of state policy of Nigeria.



<p>3.0 Know the constitutional rights and obligations of Nigerian citizens.</p>	<p>in operation in Nigeria. 2.6 Compare and contrast other federations with Nigeria.</p> <p><b>Rights and Obligations of Nigerian Citizens</b></p> <p>3.1 Explain the significance of rights and obligations Nigeria. 3.2 Assess government's protection of fundamental right as contained in the Nigeria constitution. 3.3 Evaluate the responsibilities and duties of Nigeria citizens and the benefits for performing them. 3.4 Assess the responsibilities and duties of constituted authority to the people. 3.5 Evaluate the responsibilities and duties of government to the people.</p>
<p>4.0 Understand citizenship.</p>	<p><b>Nigerian Citizenship</b></p> <p>4.1 Discuss the significance of citizenship. 4.2 Analyse the principles and benefits of citizenship. 4.3 Explain the differences in the modes of acquiring citizenship. 4.4 Evaluate the merits and demerits of each type of citizenship. 4.5 Analyse the basis for the acquisition and withdrawal - Nigeria citizenship. 4.6 Examine the benefits derivable from Nigerian citizenship.</p>
<p>5.0 Know the fundamental objectives</p>	<p><b>Fundamental Objectives of State Policy in Nigeria</b></p> <p>5.1 State the fundamental obligations</p>

<p>and directive principles of state policy of Nigeria.</p>	<p>of government as provided in the constitution.</p> <p>5.2 Explain the general provisions of the fundamental objectives and directive principles of state policies.</p> <p>5.3 Explain the political, economic, social and education policies of Nigeria.</p> <p>5.4 Explain the directive principles and policy of the Nigeria government on culture, the mass media national ethics and duties of the citizen.</p> <p>5.5 Assess the conformity, observance and application the fundamental objectives and directive principle of state policy by government and people of Nigeria.</p> <p>5.6 Recommend improvements on the provisions, conformity, observance and application of the fundamental objectives and directive principles state policy.</p>
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11.	MR.SHIONO A. BENNIBOR	CHPRBN S/S ZONAL OFFICE, PORT HARCOURT.	-DO-

**LIST OF CONTRIBUTORS**

<b>S/NO</b>	<b>NAME</b>	<b>ADDRESS/ORGANISATION</b>	<b>POSITION</b>
1	Dr.Shehu Sule Mni	Director,HP&R	FMOH
2.	Prof.Igbo N.Egwu	HOD,Public Health	University of Calabar
3.	Dr. Kabiru Sabitu	HOD,Community Medicine	ABU,Zaria
4.	Dr.M.L Hadejia	Zonal Co-ordinator	NPHCDA, Bauchi
5.	Mal.Abdullahi M.Edris	Principal	SHT,Ningi
6.	Aniefiok Moses		Dept.of Public Health,FMOH
7.	B.E Amera	Provost	CHT,Gboko
8.	C.T.Azua	HOD, Community Health	CHT,Mkar Gboko
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25.	Mrs.T.A. Ojelabi	Course Co-ordinator	CHOTP,UCH,Ibadan
26.	Dr.M.Gidado	Ag.Principal	NTBL Centre,Zaria
27.	Mrs.Naomi B. Gbefwi	Assist Course Co-ordinator	CHOTP,JUTH,Jos.