

Diploma for Reproductive Health

On completion of this programme the Diplomate will be able to:

1. Functions independently and in collaboration with other members of the health team, intersectoral team and TBAs to provide comprehensive reproductive health services.
2. Contribute to the improvement of access to quality maternal and reproductive health services in rural areas by involving men as the main advocate for reproductive health.
3. Initiate and conduct research in reproductive and other health related issues.
4. Broaden and enhance the prevention of diseases which threaten maternal health, including STI, and HIV/AIDS, through involving men in activities of prevention, care and support.
5. Sensitize, mobilize and educate individuals, families and groups in order to effect positive change in the reproductive pattern of the community.
6. Assess the health needs of the community with special reference to basic needs of the individual and family.
7. Counsel and provide Family Planning Services.
8. Monitor the effects of Family Planning Services in the individual and the community.
9. Utilize the knowledge and skills of information, education and communication in improving reproductive health care services
10. Support government policy, UN SDG 3 decision- making process and qualify through the provision of well researched empirical data and information relevant to reproductive and maternal health.

Support rural communities, State and Local government agencies, NGOs, Civil Society Organizations to assess and mobilize local and external resources for improving reproductive and maternal health.

Structure of the Programme

The three years Professional Diploma for Reproductive Health (RH) is structured to last for six semesters and two practical outings of three months each.

Diploma for Reproductive Health

1. Practical Areas

Practical I

1. Comprehensive Health Centre/Primary Health Centre/Maternity Homes/Clinic
 - i. Family Planning Unit
 - ii. Maternity Section
 - iii. Nutrition Unit
 - iv. MCHC Unit
 - v. Health Education Unit

Practical II

1. General Hospital
2. Federal Medical Centre
3. Teaching Hospital
 - i. Reproductive Health Unit
 - ii. Family Medicine Unit
 - iii. Family Planning Unit
 - iv. Maternity Section
 - v. MCHC Section
 - vi. Gynae Ward/Section

Practical Log Book

It is expected that each student must acquire a copy of practical skill log book and the officers concerned in the unit must endorse each of the above work.

Supervision of Practical Posting

Institution should ensure that students on attachment are visited thrice within the three month of their placement one visit in every four weeks.

It is also expected that each institution based supervisor should initial the log book during each visit. Similarly, a practical supervision checklist should be used during the practical supervision by the institution based supervisor. This will enable him/her to check and determine to what extent the objectives of the scheme are being met.

The RH training programme requires that the students have patient interactions in a clinical setting. Ideally, areas that have access to Reproductive Health Services System should send students into the field with experience Preceptors. The Hospital based supervisor must establish appropriate relationships with various clinical sites to ensure adequate contact with patients.

The students are required to:-

Interview and assess a minimum of ten patients/clients each week during the clinical experience.

Inserted ten (10) Intra-Uterine Contraceptive Devices (IUCD), fitted two (2) Diaphragms and if applicable prescribed fifty (50) Oral Contraceptives.

Witnessed at least twenty (20) Insertions and Inserted four (4) Implant or Norplant.

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Administered forty (40) Injectables

Perform five (5) Manual Vacuum Aspiration (MVA) Procedures.

Evaluation of Students during clinical and field practice experience.

In the evaluation of students, cognizance should be taken of the following items:

Punctuality

Attendance

Neatness/Dressing Code

General Attitude to Work

Respect for Authority

Interest in the field

Technical Competence

Students with poor attendance in the practical should be required to repeat clinical or field settings experiences until they are deemed competent within the goals established by the program.

Students are expected to have at least 85% attendance during the clinical field practical experience.

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Internship

Students are to be posted for a four (4) month compulsory Internship immediately after they have completed their final examination in any of the following health facilities:

- i. Primary Health Centre/Comprehensive Health Centre
- ii. General Hospital
- iii. Federal Medical Centre
- iv. Teaching Hospital

On completion of the Internship students are to submit to the School a Comprehensive Internship report which would be used in clearing students before collecting their final examination result (i.e. for those that have successfully passed their final examination).

Training/Learning Method

The recommended training/learning method is theory and practical with a ration of 40-60 respectively. The practical component should comprise classroom demonstrations, laboratory sections and field exposure.

Teaching/Learning Methods Shall Include:

Brain storming

Interactive lectures and discussion

Practical demonstration

Clinical instruction

Group discussion

Audio-visual (video presentation)

E. learning

Role plays

Field trip (practical)

Case study

Research project

Seminar

Patient/client care studies

3.1 Evaluation Instruments

a. Attendance

b. Continuous assessment

c. Tests (oral or written)

d. Assignments

e. Examinations

f. Observation schedules

g. Reports (pre-hospital care reports)

h. Log book

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Certification

The final Professional Diploma Examination will be conducted by the College (Consultancy Services Department). To pass the final examination candidate shall pass all the courses in the final semester, including the practical, oral examinations and the research project

The pass mark in each of the courses shall be 40%

4.1 GRADING SYSTEM FOR THE COURSE

The four (4) point grading system shall be adopted as follows:

70-100%	-	DISTINCTION (A)
60-69%	-	UPPER CREDIT (B)
50-59%	-	LOWER CREDIT (C)
40-49%	-	PASS (D)
BELOW-39	-	FAIL

Entry Requirements

Prior to commencing the Reproductive Health Diploma (RHD) course a candidate must produce evidence of holding one of the following qualifications: West African Examination Council (WAEC), National Examination Council (NECO) with five (5) credits at not more than two settings which must include: English Language, Mathematics, Biology, Chemistry and Physics.

Holders of EHA, DSA, JCHEW and MLA certificates with two years' post qualification experience can be admitted at 200 level of RH Diploma provided they have the above 'O' level requirements.

6. Description of the Training Programme

Reproductive Health Diploma (RHD) the course prepares the RH student to provide Reproductive Health Services. The programme is intended to raise the creative capabilities of the students so that they would be able to explore and effectively transform the Health Sector.

We believe in nurturing student to enhance their future ability to meet community driven needs by exposure to a wide range of diversity through intensive clinical and community experiences. We believe in educating student through enhanced interdisciplinary approach that reflects the talents, resources and complexity of the health care system. We believe in parental care which is a comprehensive obstetrical plan that is individualized to meet each woman's specific needs and preferences. We believe in holistic and individualized care approach that is rooted in gross maternal and infant morbidity/mortality reduction.

The Programme shall consist of training course lasting three academic years of Six (6) semesters of classroom/learning sessions including educational, visits/practical. Each semester of the programme will last for a minimum of Sixteen (16) weeks. Each course is subdivided into units. One credit course represents teacher/student contact

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hours of one hour per week. The training programme consists of both theoretical and practical instructions, presentation of practical reports and project research report

7. Entry Requirement for the Final Examination

- i. A candidate must have attended a minimum of eighty-five (85%) attendance in both classroom lectures and practical sessions.
- ii. Candidate must have passed each of the unit courses at not less than 40% in the examination conducted by the School.
- iii. A candidate must have to pass the practical/oral examinations in the final in order to obtain the certificate.
- v. A candidate who fails the final examination after three attempts shall be withdrawn from the course
- vi. A candidate must pass all the courses in order to be presented for the final examination.

8. COURSE EVALUATION

- i. Each course shall be graded out of a minimum of 100%. 70% being end of semester examination and 30% being course work assessment.
- ii. Final grading should be based as follows:

Percentage Score	Letter Grade	Grade Point
70-100%	A	3.50-4.000
60-69%	B	3.00-3.49
50-59%	C	2.50-2.99
40-49%	D	1.00-1.49
Below 39%	E	0.00-0.99

Award of the Diploma in Reproductive Health (RH) shall be classified as follows:

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 1.00-1.49
Fail	-	CGPA below 1.00

10. Student Intake

A maximum of 70 students shall be admitted annually.

**Diploma Reproductive Health
List of Courses**

First Year, First Semester

RHE 110 – Anatomy and Physiology I

RHE 101 – Use of English

EHT 111 – Introduction to Environmental Health

RHE 111 – Primary Health Care

RHE 112 – Hospital Based Clinical Practice

HEP 105 – Communication for Health

RHE 113 – Microbiology

RHE 114 – Behavioural Science

RHE 115 – Nutrition

RHE 116 – Introduction to Reproductive Health I

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First Year, Second Semester

- RHE 117 – Clinical Skills I
- RHE 118 – Reproductive Anatomy and Physiology II
- RHE 119 – Pharmacology
- RHE 120 – Community Based Practice
- RHE 121 – Medical Sociology
- RHE 122 – Medical/Surgical Reproductive Health Care
- RHE 123 – Introduction to Information Technology
- EVT 124- Principles of Epidemiology and Disease Control
- RHE 124 – Introduction to Midwifery Practice
- RHE 125 – Biostatistics

Second Year, First Semester

- RHE 210 – Community Midwifery
- RHE 211 – Research Methodology in Reproductive Health
- RHE 212 – Care and Management of HIV and AIDS
- RHE 213 – Clinical Skills II
- RHE 214 – Hospital Based Reproductive/Midwifery Practice
- RHE 215 – Child Health
- RHE 216 – Immunity and Immunization
- RHE 217 – Modified Essential Newborn Care
- RHE 218 –FC Family Planning
- RHE 219 – Control of Non-Communicable Diseases

Second Year, Second Semester

- RHE 220 – Maternal Health

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RHE 221 – Community Based Newborn Care
RHE 222 – Control of Communicable Diseases
RHE 223 – Ethics in Reproductive Health
RHE 224 – Reproductive Health II
STB 211 – Science of Laboratory Technology
RHE 225 – Adolescent Reproductive Health
RHE 226 – Safe Motherhood
RHE 227 – Emergency Obstetric Care
RHE 228 – Control of STIs

Third Year, First Semester

RHE 310 – Post Abortion Care
RHE 311 – Counselling in Reproductive Health
RHE 312 – Population and Development
RHE 313 – Leadership in Reproductive Health
RHE 314 – Family Life and Education
RHE 315 – Socio-Cultural and Gender Issues in Reproductive Health
RHE 316 – Mental Health
RHE 324 – Infection Prevention
RHE 325 – Management Information System for Reproductive Health

Third Year, Second Semester

RHE 317 – Advocacy in Reproductive Health
RHE 318 – Menopause and Andropause
RHE 319 – Drug Supply and Management

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RHE 320 – Screening for Reproductive Tract Cancer

RHE 321 – Infertility

RHE 322 – Quality Care/Clinic Setting

RHE 323 – Research Project

FIRST YEAR FIRST SEMESTER

Course Code	Course Title	Lectures	Practical	Total Hour	No. of Unit
RHE 110	Anatomy and Physiology I	30	45	75	2
GNS 101	Use of English	45	-	30	3
EHT 111	Introduction to Environmental health	30	15	45	2
RHE 111	Primary Health Care	30	30	60	2
RHE 112	Hospital-Based Clinical Practice	-	60	60	2
HEP 105	Communication for Health	30	15	45	2
RHE 113	Microbiology	30	15	45	2
RHE 114	Behavioural Science	15	-	15	2
RHE 115	Nutrition	30	30	60	2
RHE	Introduction	30	15	45	2

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116	to Reproductive Health I				
	TOTAL	270	225	495	20

Examinations - 2 weeks

End of Semester Break - 2 weeks

FIRST YEAR SECOND SEMESTER

Course Code	Course Title	Lectures	Practical	Total Hour	No. of Unit
RHE 117	Clinical Skills	30	45	75	3
RHE 118	Reproductive Anatomy and Physiology II	30	15	45	2
RHE 119	Pharmacology	30	15	45	2
RHE 120	Community Based Practice	-	45	45	2
RHE 121	Medical Sociology	30	15	45	2
RHE 122	Medical/Surgical Reproductive health Care	30	45	75	3
RHE 123	Introduction to Information Technology	30	30	60	2
EVT 214	Introduction to the Principles of Epidemiology	30	15	45	2
RHE 124	Introduction to Midwifery Practice	45	45	90	3
RHE 125	Biostatistics	30	15	45	2

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	TOTAL	285	285	575	23
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Examination - 2 weeks

End of Semester Break - 2 weeks

SECOND YEAR FIRST SEMESTER

Course Code	Course Title	Lectures	Practical	Total Hour	No. of Unit
RHE 210	Community Midwifery	30	45	75	2
RHE 211	Research Method in Reproductive Health	30	15	45	2
RHE 212	Care and Management of HIV and AIDs	45	15	60	2
RHE 213	Clinical Skills II	60	30	90	3
RHE 214	Hospital Based Reproductive/Midwifery Practice	30	-	30	2
RHE 215	Child Health	30	45	75	2
RHE 216	Immunity and Immunization	30	15	45	2
RHE 217	Modified Essential Newborn Care	30	30	60	2
RHE 218	Family Planning	30	45	75	3
RHE 219	Control of Communicable Diseases	30	15	45	2
	TOTAL	345	255	600	22

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Examination - 2 weeks

End of Semester Break - 2 weeks

SECOND YEAR SECOND SEMESTER

Course Code	Course Title	Lectures	Practical	Total Hour	No. of Unit
RHE 220	Maternal Health	60	30	90	3
RHE 221	Community – Based Newborn Care	30	30	60	2
RHE 222	Control of Non-communicable Diseases	30	15	45	2
RHE 223	Ethics in Reproductive Health	30	-	30	2
RHE 224	Reproductive Health II	30	-	30	2
STB 211	Science of Laboratory Technology	30	45	75	3
RHE 225	Adolescent Reproductive Health	30	15	45	2
RHE 226	Safe Motherhood	60	30	90	4
RHE 227	Introduction to Obstetric Care	30	30	60	2
RHE 228	Control of STI	30	15	45	2
	TOTAL	360	210	570	22

Examination - 2 weeks

End of Semester Break - 2 weeks

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THIRD YEAR FIRST SEMESTER

Course Code	Course Title	Lectures	Practical	Total Hour	No. of Unit
RHE 310	Post Abortion Care	30	30	60	2
RHE 311	Counseling in Reproductive Health	15	15	30	1
RHE 312	Population and Development	30	-	30	2
RHE 313	Leadership in Reproductive Health	30	-	30	2
RHE 314	Family Life and Education	30	-	30	2
RHE 315	Socio-Cultural and gender Issues in Reproductive Health	30	-	30	2
RHE 316	Mental health	45	-	45	3
RHE 324	Infection Prevention	30	15	45	2
RHE 325	MIS for Reproductive Health	30	15	45	2
	TOTAL	270	75	345	18

Examination - 2 weeks

End of Semester Break - 2 weeks

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THIRD YEAR SECOND SEMESTER

Course Code	Course Title	Lectures	Practical	Total Hour	No. of Unit
RHE 317	Advocacy in Reproductive Health	15	15	30	1
RHE 318	Menopause and Andropause	30	15	45	2
RHE 319	Drug Supply and Management	30	15	45	2
RHE 320	Screening for Reproductive Tract Cancer	30	30	60	2
RHE 321	Infertility	15	15	30	1
RHE 322	Quality Care and Clinic Setting	30	15	45	2
RHE 223	Research Project	-	-	-	4
	TOTAL	150	105	255	14

First Year, First Semester

RHE 110 – Anatomy and Physiology I

PERFORMANCE OBJECTIVES

At the end of the course, the student will be able to:

Explain the organization of the human body, its physiology and maintenance;

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Describe the structure and functions of the musculo-skeletal system;
 Describe the structure and functions of blood and cardio-vascular system;
 Describe structure and functions of the digestive system; and
 Describe the structure and functions of the respiratory system
 Describe the structure and functions of Reproductive System

COURSE CONTENT

Unit	Course Titles
I.ORGANIZATION OF THE HUMAN BODY	Various systems of the human body The basic unit of the human body (cell)
	Cell division (Mitosis and Meiosis) Properties of animal cell
	The scope of generics Concept of adaption and homeostasis
	Cavities and region of the body Body tissues, membranes and their characteristic.
II. STRUCTURE AND FUNCTIONS OF MUSCULO SKELETAL SYSTEM	Anatomical terms e.g. proximal, distal, internal, medical, etc. The anatomical structure of the human body
	Bones of the body Development, structure and composition of bones
	Types of articulation of the skeletal system e.g. synovial joints. Types/characteristics and composition of Muscular/Characteristic and composition of muscular system.
III. BLOOD AND CARDIO-VASCULAR SYSTEM	The structure and function of the heart and blood vessels. Formation and composition of blood.
	Blood groups, ABO and rhesus incompatibility Blood clotting mechanism Blood circulation, blood volume, maintenance of blood pressure, pulse and heart beat.
	Structure and functions of lymphatic system. Circulation of lymph
IV. DIGESTIVE SYSTEM	Organs of digestion, the structure and functions

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	Digestion and metabolism of carbohydrates, protein, fats in the Human Digestive system
	Functions of vitamins) water or fat soluble) and minerals in the body. Heat production in the body Basal metabolic rate
V. RESPIRATORY SYSTEM	- Structure and Function of Respiratory (Nose, Pharynx, Larynx Trachea, Bronchi, Lungs).
	Mechanism of respiration carriage of oxygen in dioxide in blood, gaseous exchange)
	The buffer system
	Nervous control of respiration
	Describe the organs of reproduction
	Structure and functions of Male and Female reproductive organs

RHE 101 – Use of English

OBJECTIVES

At the end of the course, the student will be able to:

1.0 Language Development

- 1.1 Define Language
- 1.2 Explain the meaning of language.
- 1.3 Explain the concept of language.
- 1.4 List the characteristic of language
- 1.5 Enumerate the Various function of Language
- 1.6 Explain the functions of language.
- 1.7 List the use of English language in Nigeria e.g
 - a. as a means of communication with the outside world
 - b. as a unifying language etc.

2.0 Grammatical Convention.

- 2.1 Define grammar.

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- 2.2 Identify the essential of grammar.
- 2.3 List the essential of grammar.
- 2.4 Define part of speech.
- 2.5 List the par of speech.
- 2.6 Analyses the use of parts of speech in context.
- 2.7 Explain syntax.
- 2.8 Construct sentences with correct syntactic arrangement.
- 2.9 Define idioms.
- 2.10 Explain the use of idioms
- 2.11 Identify idiomatic expressions in passage.
- 2.12 Explain punctuation marks.
- 2.13 List the punctuation marks.
- 2.14 Enumerate the use of punctuation marks.
- 2.15 Punctuate a give passage.
- 2.16 Explain figures of speech.
- 2.17 List the figures of speech.
- 2.18 Identify figures of speech
- 2.19 Construct sentences to illustrate figures of speech.
- 2.20 Distinguish between figure of speech and idiomatic expression.
- 2.21 Define lexis in English.
- 2.22 Explain sentence structures.
- 2.23 Identify errors in the structure of a given sentence.

3.0 Summary Writing and Note Taking /Making

- 3.1 Explain the concept of summary writing.
- 3.2 Distinguish between the types of summary writing.
- 3.3 List the steps in summary writing.
- 3.4 Write a good summary of a given passage.
- 3.5 List the techniques of note taking/making
- 3.6 Explain the necessity for acquiring good note taking /making.
- 3.7 List methods of note-taking /making
- 3.8 Identify the theme of a given passage.
- 3.9 Identify the kummel statement in a given paragraph.
- 3.10 Write notes from a given text.

4.0 Essays

- 4.1 Explain the main feature of an essay.
- 4.2 List the types of essay.
- 4.3 Explain the various types of essays.

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- 4.4 Prepare an outline for an essay showing the introduction, the body and the conclusion.
 - 4.5 Explain methods of paragraph development.
 - 4.6 Write specific paragraphs to illustrate the methods.
 - 4.7 Explain the importance of suitable style in essay writing
 - 4.8 Distinguish between styles to be used for different types of essays.
 - 4.9 Explain the basic qualities of good essay e.g.
 - a. thematic unity.
 - b. economy of words.
 - c. simplicity etc.
 - 4.10 Analyse the characteristics of a good essay
 - 4.11 Apply these characteristics in writing an essay
 - 4.12 Write an essay of a specific type and length.
- 5.0 Literature in English**
- 5.1 Explain the meaning of literature.
 - 5.2 List literary genres e.g. drama, poetry, prose.
 - 5.3 Differentiate between the literary genres.
 - 5.4 Explain the advantages of reading literature.
 - 5.5 Explain the influence of literature on the minds of people.
 - 5.6 List the essentials of literature.
 - 5.7 Explain the essentials of literary (prose) work such as theme, plot, characterization etc.
 - 5.8 Answer context questions on a given text.
 - 5.9 Answer essay questions on a given novel
 - 5.10 Write short notes on the characters in given novel.

EHT 111 – Introduction to Environmental Health

OBJECTIVES

On completion of the course, the trainee should be able to:

Know the various types of Environments.

Know the components of Environmental Health in any community.

Know environmental health hazards in any community.

Understand the relationship between air, water and soil pollution on human health.

Know types of waste water.

Know healthful housing, solid waste and excreta disposal method in a community.

Know the common vectors.

PERFORMANCE OBJECTIVES

1.0 Types of Environment

1.1 Define the term environment.

1.2 Classify environment into the following types

Physical (A biotic)

Biological (Biotic).

Occupational and socio cultural.

1.3 Describe the various types of environment listed in 1.2 above.

1.4 Describe the characteristics of the various types of environment in 1.2 above.

1.5 List examples of the various type of environmental in your country.

2.0 Component of Environmental Health

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- 2.1 Explain health as “a state of dynamic equilibrium between an organism and its environment in which all function of the mind and body are normal”.
- 2.2 Define Environmental health.
- 2.3 List the components of Environmental Health:
Air, Water, and Soil pollution; Housing; Water supply and Sanitation, solid waste management; Water related diseases; Vector control; Environmental Epidemiology; and Environmental toxicology.
- 2.4 Define solid waste management, Environmental Epidemiology; and Environmental toxicology.
- 2.5 Explain each of the components listed in 2, 3 above.
- 2.6 State the components of Environmental sanitation
Provision of a safe and adequate water supply.
Disposal of wastes.
Safe guarding of food.
Control of insect vectors and other pests.
Air hygiene and prevention of atmospheric pollution
Elimination of other hazards such as noise, radiation.
- 2.7 Explain the relationship between good health and the environment.

- 3.0 Environmental Health Hazards
- 3.1 Explain the term Environmental Health hazards.
- 3.2 Classify Environmental Health Hazard into: - Physical, Chemical, Biological and social cultural (Psychological).
- 3.3 Explain how each of the examples is related to health.
- 3.4 Explain how to control environmental Health hazards.

- 4.0 Air, Water and Soil Pollution
- 4.1 Define the terms: Air pollution, water pollution and soil pollution.
- 4.2 List sources of air pollution.
- 4.3 List sources of water pollution.
- 4.4 List sources of soil pollution.
- 4.5 State the relationship between air pollution, water pollution and soil pollution.
- 4.6 State how air water and soil pollution affects human health and human activity.
- 4.7 Explain how to control the pollution in 4.6

- 5.0 Waste water
- 5.1 Define natural water and wholesome water.
- 5.2 List possible sources of water in a community.

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- 5.3 Define waste water.
 - 5.4 State types of waste water.
 - 5.5 State sources of wastewater in a community.
 - 5.6 State harmful effects of wastewater.
 - 5.7 State how to prevent harmful effects of wastewater.
 - 5.8 List simple methods of water treatment e.g.
Boiling
Filtration.
Water softening.
 - 5.9 Define water purification, water softening
 - 5.10 List simple methods of waste water treatment:
Sedimentation.
Disinfections.
Chemical Precipitation.
 - 5.11 Describe the methods listed above.
 - 5.12 State the advantages and disadvantages of each method.
 - 5.13 Carry out purification of water and waste using simple methods.
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- 6.0 Healthful Housing, Solid Waste and Excrete Disposal Methods
 - 6.1 Describe ideal housing to sanitary amenities
 - 6.2 Explain the simple methods of solid waste disposal in a community:
 - i) burning
 - ii) Composting
 - iii) Sanitary landfill
 - iv) Controlled tipping
 - v) Incineration
 - 6.3 Identify the various methods of excreta disposal in rural community
 - 6.4 Classify insecticides into its various groups
 - 6.5 Describe the ways in which injurious arthropods affect the health of man i.e.
 - a. Directly injurious arthropods.
 - b. Identify injurious arthropods.

RHE 111 – Primary Health Care

GENERAL OBJECTIVES

On completion of this course, the trainee should be able to:

1. Understand the concepts, principles and components of Primary Health Care.
2. Understand the development of the Nigerian Health Systems since independence.
3. Know the various factors affecting health care in Nigeria.
4. Understand the theories of disease causation as it applies to Nigeria.
5. Know the terms of health care systems in Nigeria.
6. Know the function of Reproductive Health Officers as it relates to Primary Health Care.
7. Know the methods of carrying out Community Diagnosis and Situation Analysis in a community.
8. Know how to mobilize community and describe the steps you will take in involving the community.

PERFORMANCE OBJECTIVES

Basic Concepts of Health

Definition of Health (WHO)

Definition of illness and Health

Factor affecting Health

2.1 Identify factors that affect health care in Nigeria i.e.

- Cultural
- Heredity
- Environmental
- Socio-Economic
- Political
- Health Organizations etc.

Development of Health System

Describe the various stages of development of health system in Nigeria as:

- i) 1960-1975
- ii) 1975 to early 1985 with emphasis on preventive

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iii) 1985 to date (focus on PHC)

3.2 Describe the PHC approaches as:

1960 to coup approach

Emphasis on prevention

(iii) Cost recovery

(iv) Quality assurance

3.3 Explain the PHC approaches of the Nigeria Health System.

Component of PHC.

Define Primary Health Care.

Discuss the principles of Primary Health Care.

4.3 Explain the components of Primary Health Care

4.4 Describe each component mentioned in 4.3 above.

Tiers of Health service delivery in Nigeria.

Identify the three tiers of Health Care System in Nigeria.

Explain each of the tiers identified in 5.1 above.

State the relationship between the tiers mentioned in 5.1 above

Describe the function of each tier identified in the system.

Composition of Health System

Define Health Team.

List the composition of a Health Team

Explain the characteristics of a Health Team

Describe the function of each team member.

Community Diagnosis

Define Community Diagnosis.

Describe the role of Community Diagnosis in Primary Health Care.

State the rationale behind Community Diagnosis in Primary Health Care,

Describe the common methods used in Community Diagnosis i.e. observation, questions on interviews, review of existing records and discussions.

Describe the steps used in carrying out Community Diagnosis e.g. entrance through local governments i.e. introduction to community leaders etc.

Situation Analysis

Define Situation Analysis

Describe the steps and instructions used in Situation Analysis e.g.

(a) Steps: Assembling of instructions, timing and personnel involved;

(b) Instruments forms H, C and F

Plan a Situation Analysis in a target community.

Carryout Situation Analysis in a target community

Community Mobilization

Define Community Mobilization

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Describe the steps involved in Community Mobilization i.e. Definition rationale for Community Mobilization

Describe the various Health Committees that will be established at Local/District Ward and Health Facilities and Village.

Describe the functions of the Health Committees stated in 9.3 above.

10.0 Implementing PHC at Local Level

Describe what District Health System is

Describe home-based records used in PHC.

Discuss Basic Health Planning and Management of Environmental Health Programme

Carry out house numbering system code.

Mobilize Volunteers and Health Team Members for house numbering.

Monitoring and Evaluation

Define Monitoring and Evaluation

11.2 Describe the criteria describe for Monitoring and Evaluation of a programme.

11.3 Discuss the key characteristics of valid indicator in evaluation.

HEP 105 – Communication for Health

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

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Define the nature of communication, characteristics of effective communication.
Define the nature of mass media and demonstrate skills for effective communication.

- Concept of communication.
 - a. Definition of communication.
 - b. Components of communication.
- Nature of electronic and Mass Media, use of internet and cell phones.
Radio, newspaper, television.
- Internet and cell phone.
- Skills for effective communication.
Skills for presentation.
- Skills for writing.
- Skills for interpersonal communication.
- Effective communication and barriers to effective communication.

RHE 113 – Microbiology

OBJECTIVES

At the end of the course, the student will be able to:

Identify different types of organisms;

Relate specific diseases with causative organization;

Describe the mode of transmissions, course and the treatment of specific infections;

Explain the concept of immunity and immune response as applied to epidemiology;

Utilize the knowledge of disease processes in the control of infection;

Perform simple specific laboratory investigations; and

Interpret the result of laboratory findings.

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COURSE CONTENT

Unit	Course titles
INTRODUCTION	History of Microbiology Classifications/ nomenclature
	Growth and Multiplication of Micro Organism Relevance of Microbiology to Midwifery Practice
INFECTION AND DISEASE CONTROL	Sources of Infection Transmission of Infection
	Lesions Produced By bacteria in the Body General Principles in the Control of Infectious Diseases. Standard precautions and prevention of occupational exposures to blood borne diseases. Methods of Disinfections and Sterilization Principles of Asepsis, reverse Isolation and Application to Sterile Procedures
	Disposal of Infected Materials and Specimens Quarantine, Contact Tracing, Case Control, Isolation and Notification
IMMUNITY	Principles and Practices of Immunology General Body Resistance to Infection
	Types of Body Defense Mechanism Against Microorganisms Concept of Natural and Acquired Immunity Active and passive Immunity
	Abnormal Immune Response Auto-immune Response Anaphylaxis Serum Sickness Acquired Immune-Deficiency Syndrome (AIDS)
MICROBIOLOGY OF WATER, MILK AND FOOD	Water Borne Diseases and Control Milk Borne Diseases and Control Food Borne Diseases and Control
DIAGNOSTIC PROCEDURE	Isolation of Micro-Organisms From Different Environments Identification of the Different Organisms Specific Differences, Between Organisms
	Exposure, Incubation And Examination of Specimens Under Various Test Conditions

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	Examinations of Normal Flora Laboratory test for HIB diagnosis and management
ENVIRONMENTAL ASPECT OF MICROBIOLOGY	Introductory Entomology and Parasitological Environmental Sanitation and Parasitic Infections
	Sewage and Waste Disposal, Water and Air Pollution Microbiological Test of Food, Milk and Water in the Environment
	Classification of Parasites, Protozoa, and Common Worms, Ova in the Environment.

RHE 114 – Behavioural Science

OBJECTIVES

At the end of this course the student will be able to:

Define relevant terms and concepts in behavioural sciences

Demonstrate skill in using counselling techniques to assist client/patient develop method suitable for solving identifiable problems

Recognise the various standardized psychological tests and the method of utilization in clinical situations

Utilize behavioural science principles in all aspects of care thereby increasing client/midwife report

COURSE CONTENT

PSYCHOLOGICAL PERSPECTIVES

Unit	Course titles
GROWTH AND DEVELOPMENT	Principles of growth and development Factors influencing growth and development

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	Theories of psycho-social, intellectual and emotional development
PERSONALITY	Theories of personality Personality development Perception, motivation and the learning process
ATTITUDE FORMATION AND ATTITUDINAL CHANGE	Reference groups Moral development Communication and attitudinal change Socio-psychological of health and illness
GROUP STRUCTURE	Leadership Interpersonal and group relations Group dynamics Intergroup tensions, prejudice and stereotype
PSYCHOLOGICAL MEASURES	Technical of counselling Attitudinal measurement Intelligence tests Sociometry

RHE 115 – Nutrition

OBJECTIVES

At the end of the courses, the student will be able to:

Identify basic elements and nutrition in food

Recognize the influence of various factors in eating habits

Explain the role of food in the maintenance of health;

Modify nutritional intake to meet special needs;

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Develop skills in the preparation of foods commonly used in health and diseases; and Guide individuals and families in making the right choices of readily available and affordable food.

COURSE CONTENT

Unit	Course titles
INTRODUCTION	Definition of Nutritional Terms Classification of Food
	Nutrients and their Chemical Contents Functions and Utilization of Nutrients Local Food Items with High Nutritional Values
NUTRITIONAL NEEDS	Functions of Food in the Body Changing Food Needs During Life Cycle Food and Nutrition (Assessment, education and food demonstration)
	Growth Monitoring Factors Affecting the Choice of Food e.g Body Needs, Cultural and Ethical Background Religion Socio-Economic Status, Availability and Geographical Area, Health Status
NUTRITIONAL MANAGEMENT	Methods of Food Storage and Preservation Budgeting Teaching and Supervision of Food Handlers in the Home, School, Health Institutions and Public Eating Places
	Role of Government, Organizations, Communities and Families in Food Production
NUTRITIONAL NEEDS IN PREGNANCY AND LACTATION	Nutrition in Pregnancy: Nutritional Requirement Planning Menu to Meet the Nutritional Requirements Effects of Over/Under Nutrition Effects of Taboos and Cultural Practices
	Nutrition During Lactation: Nutritional Requirements Assessing the Nutritional Status of a Lactating Mother Planning Menu to Meet the Nutritional Requirement Effect of Over/Under Nutrition
	Infant Nutrition

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	<p>Breast Feeding and Breast Milk Composition of Breast Milk Factors Affecting the Quality and Quantity of Breast Milk Breast Feeding Techniques Baby Friendly Initiative: Exclusive Breast Feeding</p>
	<p>Infant Formula/Supplementary Feeding Types of Infant Formula and Nutritional Instant e.g Cow and Goat Milk Use and Preparation of Infant Formula Advantages and Disadvantages of Infant Formula</p>
	PMTCT and Infant feeding
	<p>Introduction to Family Diet-Complimentary Feeding. Types of Family Diet Factors Affecting Complimentary feeding, Poverty, Ignorance, Taboos e.t.c Effects Of Over/Under Nutrition in Infants</p>
DIETETICS	Nutritional Requirements in Special Conditions
	<p>Use of Nutritional Supplements Preparation of Diet for Sick Individual</p>

RHE 116: Introduction Reproductive Health I

At the end of this lesson students will be able to:

- Define demography and population indices
- Discuss the impact of population factors and socio-economic development viz agriculture, health, education and employment.
- Define reproductive health (RH) and reproductive health care.
- Discuss the implication of WHO (1994) definition of RH
- Explain the dimension (components) of RH (the 12 pillars)
- Discuss the status of each pillar of RH in Nigeria

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- Explain the importance of RH.
- Discuss the national population policy (NPP)
- Discuss the reproductive health policy and strategy
- Describe the history and progress of family planning
- Discuss the benefits of family planning

First Year Second Semester

RHE 117 – Clinical Skills I

PERFORMANCE OBJECTIVES		CONTENT
1.1	At the end of the unit, the learners should be able to: Describe the basic principles of interviews	Procedure for interviewing a client Need to create a rapport with the client in a language the patient understands Need to make a client comfortable during interview Types of questions (direct, suggestive question, open-ended question, close ended questions,

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		<p>use of probes) and advantages and disadvantages from the client</p> <p>Making use information obtained for decision making</p>
2.1	Explain the procedures involved in history taking	<p>Obtaining clients history, as guided by the standing orders on first visit.</p> <p>Information needed to be obtained include:</p> <p>Demographics</p> <p>Birth history</p> <p>Development history</p> <p>Immunization history</p> <p>Nutritional history</p> <p>Social history</p> <p>Occupational history</p> <p>Travel history</p> <p>Medical history of illnesses</p>
3.1	Define physical examination	Definition of Physical Examination
3.2	Describe the methods and principles of physical examination	<p>Various methods of physical examination</p> <p>Definition of Physical Examination</p> <p>Various methods of physical examination</p>
4.1	Define vital signs	Definition of vital signs
4.2	Identify instruments and procedures involved in monitoring vital signs and blood pressure	<p>Instruments used in taking vital signs</p> <p>Variation in degree of body temperature noting the normal average</p> <p>Causes of pyrexia (high temperature)</p> <p>Body sites for taking temperature, pulse, respiration an blood pressure identifying</p> <p>Various sites in checking pulse and procedures involved in</p>

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		taking vital signs Recording and interpreting findings adequately Practicum on setting temperature tray
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RHE 118 – Reproductive Anatomy and Physiology II

OBJECTIVES

At the end of the courses, the student will be able to:

Relate the structural adaptation of the organs of reproduction of their functions in normal and pathological conditions:

Utilize the knowledge of anatomy and physiology in the care of clients during the pre-natal and postnatal period of life;

Relate congenital malformations with the vulnerable period of human

Appreciate the role of predisposing factors in the development of congenital malformation

COURSE CONTENT

Unit	Course titles
ANATOMY AND PHYSIOLOGY OF FEMALE REPRODUCTIVE ORGANS	Female reproductive organs Body pelvis
	External genitalia (vulva) Internal genitalia (the vagina/uterus)
	Pelvis floor (changes during pregnancy,

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	labour and puerperium) Menstrual cycle/menstruation
	Fallopian tubers Ovaries
	Oogenesis Influence of related hormones on reproductive organs at puberty, pregnancy and menopause
	Brest (changes in pregnancy, labour and puerperium) Physiology of lactation.
ANATOMY AND PHYSIOLOGY OF THE MALE REPRODUCTIVE ORGANS	External organs-penis and scrotum Internal organs-testis, excretory duct
	Spermatogenesis Andropause
FOETAL DEVELOPMENT	Fertilization and implantation Embryonic development
	Placenta formation Placenta at term (structure and functions)
	Abnormalities of the placenta Foeta-placenta exchange Foetal circulation (structure)
	Circulatory changes at birth Abnormalities of foetal circulation
	The foetal skull External structure-development, sutures, fontanelles, diameters, moulding Internal structure Changes that take place during labour: injuries.
AFFILIATED ORGANS	Urinary system Structure and functions
	Changes during pregnancy, labour and puerperium

RHE 119 – Pharmacology

OBJECTIVES

At the end of the courses, the student will be able to:

Demonstrate an understanding of the importance of pharmacology in midwifery;

Define relevant terminologies and abbreviations used in pharmacology;

Describe drug classifications, sources and basic preparations;

Calculate drug dosages

Utilize the rules and regulations guiding the administration of drugs in health care;

Describe the role of a Rep. Health Worker in the storage, administration and record keeping of drugs and legal consideration

Discuss the problem of drug abuse in Nigeria and other countries.

COURSE CONTENT

Unit	Course titles
INTRODUCTION	History of Pharmacology Importance of Pharmacology in Rep health
	Definition, Scope, Terminologies and Abbreviation Used In-pharmacology
GENERAL INFORMATION ABOUT DRUGS	Sources of Drugs Traditional and Orthodox
	Chemicals, Generics and Brand Names
	Classification and Composition of Drugs
	Introduction to the National Drug Policy and Essential Drug List
PREPARATION AND	Preparation of Drugs – Traditional and Orthodox

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ADMINISTRATION OF DRUGS	Principles and Routes of Drug Administration
	Calculation of Dosages-Tablets, Lotions, Solutions and Infusions Handling and Storage of Drugs
	Reproductive Health workers Responsibility in Administration of Drugs Legal Implication in the Storage, Administration and Record Keeping of Drugs
	Drug Dosage and use of Antidotes
	Drug Abuse and Addiction: Definition and Scope
MECHANISM OF DRUG ACTION	Pharmacokinetics Principles (Absorption, Distribution, Metabolism and Excretion)
	Pharmacodynamics (Action, Interactions, Adverse, Drug Reactions)
	Pharmacogenetics- Idiosyncrasies
	Effects of Age, Diet, Occupation and Disease on Drug Disposition (Distribution and Elimination)

RHE 121 – Medical Sociology

OBJECTIVES

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

Explain the social and cultural aspects of medicine.

1.1 Define the nature and scope of medical sociology.

1.2 Define the concepts of “health” and “ill health”

1.3 Analyze the social and cultural implications of ill-health.

Explain the causes and how family/society response to illness

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2.1 Identify the causes for the following tropical diseases e.g. bilharzias, chronic malaria, sleeping sickness, river blindness, poliomyelitis, sickle cell anaemia, conjunctivitis, worm infestation, kwashiorkor, hepatitis, cardiovascular diseases, diabetes, hypertension, mental illness.

2.2 Justify family societal response to each disease.

Explain the relationship between societal class and illness.

3.1 Categorize diseases into disease of affluence and disease of poverty, e.g. hypertension, cardiovascular disease diabetes, stroke, obesity, kwashiorkor, hypertension, tuberculosis, kidney diseases.

3.2 Explain the relationship between social class and the diseases in 3.1 above.

Describe the contemporary nature of the practice of modern and traditional medicine.

4.1 Describe the socio-cultural settings of modern health institution.

4.2 Describe characteristic unique to traditional health institution.

4.3 Evaluate the best method of health care delivery using modern hospitals, health centres, dispensaries as points of reference.

Describe the roles and relationship between health practitioners and their clients.

5.1 Analyze the RHE relationship.

5.2 Evaluate the RHE relationship and nurse-patient relationship.

5.3 Identify the roles of the hospital administrator and the practitioner.

5.4 Relationship between RHE and client

Explain the general principles of social planning as it affects health care delivery system in the country.

6.1 Describe the pattern of health care delivery in the country (Primary, Secondary and Tertiary).

6.2 Explain the National Government policies on health promotion and education, family planning, housing, environmental sanitation; water supply, waste disposal, preventive/curative medicine and rehabilitation.

6.3 Compare the reality with the ideal proposed.

Explain causes and effects of mental disorder

7.1 Define mental health and mental illness.

7.2 Describe the organization of psychiatric hospital.

7.3 Examine the development of neuro-mental hospitals in the country.

7.4 Explain the advantages and disadvantages of the psychiatric day hospital.

7.5 List causes of mental illness

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7.6 Analyze the social responses to mental illness in the country.

7.7 State measures for promoting mental health in your community

Identify the societal effects of high infant mortality.

8.1 Enumerate the effects of the following infant diseases on the society, cerebral malaria, ankylostomiasis, measles, pertussis, meningitis, tuberculosis, prematurity, septicaemia poliomyelitis, diarrheal, Acute Respiratory Infection etc.

8.2 Identify the causes of these diseases.

8.3 Outline the methods of preventing and controlling the diseases.

Identify the societal effects of maternal mortality.

9.1 Analyze the 12th axiom in relation to the country antenatal care.

i. medical care and the local culture are closely linked.

ii. Medical care must be carefully adapted to the opportunities and limitations of the local culture

iii. Where possible, medical services should do what they can to improve the

iv Non-medical aspects of culture in the promotion of a “Better Health”

Explain how to care for the aged

10.1. List and explain the physical, mental, social and psychological need of the aged

10.2. Examine the health need of the aged

10.3. State how you would condition the physical and social environment to meet the needs of the aged.

Understand the present socio-cultural, public health medical problems in Nigeria today.

11.1. Describe the present health pattern in Nigeria, utilizing current WHO reports, Bulletin, Journals and Newspaper.

11.2. Analyze the current health problems and their solutions, per current available sources.

11.3. Identify the problems associated with the overemphasis on curative rather than preventive health care.

11.4. Analyze the prospect of the National Programme on Immunization (NPI) and Oral Re-hydration Therapy (ORT) in the achievement of the Sustainable development goals (SDGs) by 2022.

RHE 122 – Medical/Surgical Reproductive Health Care

COURSE CONTENT

Unit	Course titles
HEALTH- ILLNESS CONTINUUM	Concept of Health Illness Continuum, Adaptation, Homeostasis and Stress Behaviors in Illness
	Definition of Terms Used in Medical-Surgical Reproductive Health Care e.g Pathophysiology, Diagnosis, Prognosis, Signs and Symptoms etc. Concepts and Principles in Medical – Surgical Nursing e.g Holistic Primary Nursing, Team Approach etc.
DIAGNOSTIC MEASURES	History Taking e.g Personal Data, Family, Medical, Surgical History etc.
	Physical Examination Inspection – Physical and Mental Status Palpation – Neck, Thorax, Abdomen Percussion- Thorax, Abdomen Auscultation – Apex Beat, Fetal Heart Rate Vital Signs – Temperature, Pulse, Respiration, Weight, Height, Blood Pressure
	Health Screening Method Use of Swabs X-Ray

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		<p>Ultrasound Examination of Urine, Faeces, Aspirations etc, Blood- Grouping, Genotype, HB, Cross-Matching etc</p>
		<p>Preparation of Patients for Various Diagnostic Procedures Interpretation and Record of Diagnostic Report</p>
THE NURSING PROCESS		<p>The Nursing Process Assessment Diagnosis Planning Implementation Evaluation</p>
		<p>Application of Nursing Process in the Care of Clients/Patients</p>
		<p>The Nursing Care Plan</p>
COMMON CONDITIONS THAT THREATEN ADAPTATION		<p>Inflammation: Types, Sign and Symptoms, Management Pain: Theories of Pain, Management Pathophysiology of HIV</p>
		<p>Fluid and Electrolyte Imbalance Incontinence etc</p>
		<p>Application of Nursing Process in the Management of Patients With the Following Conditions: Fluid and Electrolyte Imbalance, Haemorrhage Shock Fever Unconsciousness</p>
		<p>Surgical Interventions- Minor/Major Surgery etc</p>
PROBLEMS ASSOCIATED WITH BODY DEFENCE MECHANISMS		<p>Body Defence Mechanism Infection Process as Related to Body Defence Mechanism Pathophysiology of HIV infection</p>
		<p>Signs and Symptoms of Infection Communicable Diseases (Epidemiology,</p>

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	<p>Prevention and Control)</p> <p>Management of Patients with Specific Communicable Diseases Using Nursing Process</p> <p>Tuberculosis and HIV</p>
HAEMATOLOGICAL DISORDER	<p>Pathophysiology of Disorders of Blood e.g</p> <p>Care of Patients on Special Procedures e.g</p> <p>Blood Transfusion</p>
	<p>Disorders of White Blood Cell</p> <p>Haemorrhagic Disorder, Anaemia etc</p>
OPERATING ROOM NURSING	<p>Personnel in Operating Theatre</p> <p>Description of a typical Theatre</p> <p>Circulating Nurse</p> <p>Nurse Anaesthetist</p> <p>Surgeon</p> <p>Student (Nurses, Medical Midwives etc)</p> <p>Rules and Regulations of Operating Theatre</p> <p>Hazards of Operating Room e.g Legal, Physical, Psychological and Social Aspects.</p>
	<p>Positions used in Operations e.g</p> <p>Trendelenburg, Dorsal, Recumbent, Lithotomy</p>
	<p>Aseptic Measures</p> <p>Basic Rule of Surgical Asepsis</p> <p>Operating Room</p> <p>Sterilization of Instruments and Supplies</p> <p>Scrubbing for an Operation/Protocols</p>
	<p>Method of Swab, Instrument and Needle Count in Routine and Interoperations</p> <p>Action of the Operating Room Personnel in a Short Fall in the Instrument Count During Operation</p>
PERI-OPERATIVE MANAGEMENT	<p>Nurses role in pre, intra and post operative support of surgical patient</p>
	<p>Functions of circulating and scrub nurse</p> <p>Recovery room care</p>
	<p>Application of the Nursing Process in the management of a preoperative patient</p>

RHE 123 – Introduction to Information Technology

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

Definition of Computer

Classification of computer by function, purpose, size and age

Components of Computer System

Hardware: Input, output, processing devices, system programme (software), application programme (software), utility (software), translation programmes

Input Devices; keyboard, computer mouse, document reader, terminals and optional marker readers etc.

Processing: Central processing unit (CPU), Control Unit Arithmetic Logical Unit (ALU), Main Memory, Secondary or Auxiliary Storage.

Output Devices: Printer, visual display unit, plotters etc

Main memory

Read Only Memory (ROM)

Random Access Memory (RAM)

Function of main storage

Input storage area

Working storage area

Program area

Output area

Computer Files

Logical files, physical files, master files, references files

File arrangement

Random, access, sequential. Index sequential

File processing,

Batch processing, on-line processing real-time processing, multiple processing multi-user

Storage (Secondary or Auxiliary Storage)

Hard disk

Floppy diskettes etc

Storage capacities

CD'S – flash drive

Data Collection and Control

Stages:

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Data creation, data transmission, data processing, multi-processing and multi-user
Computer Networking

Internet

E-mail

Effects of ICT on quality Nursing Care

Electronic/digital devices

Diagnostic devices – ultra sound, CT scan, MICR, fluoroscopy etc

Monitoring devices – ox meter, cardiac monitoring etc

Tele-nursing

Information Search – Research

EVT 124- Principles of Epidemiology and Disease Control

OBJECTIVES

1.0 EPIDEMIOLOGY, CONCEPTS AND INFECTIOUS DISEASES

1.1 Define Epidemiology

1.2 Define the following terms:-incidence, prevalence, communicable, epidemic, sporadic endemic, pandemic, antibodies, immunity, surveillance, causative agent, reservoir of infection, carrier, control, prevention, resistance, vector, antigen, hyperendemic and mesoendemic

Describe the six (6) infectious disease processes.

2.0 METHODS OF DISEASE TRANSMISSION

2.1 Explain the various reservoir of disease causative agent with examples on each i.e.

- i. Man
- ii. Animal
- iii. Non-living thing

Explain the following modes of transmission of communicable diseases

- a. Contact
- b. Inhalation
- c. Infection
- d. Penetration of skin
- e. Transplacental infection

3.0 CONTROL MEASURE OF COMMON COMMUNICABLE DISEASES

- i. State the various methods of control of communicable diseases in community
- ii. Recognizing the infection and the confirmation of the diagnosis
- iii. Notifying the disease to the appropriate authority
- iv. Finding the source of infection
- v. Assessing the extent of the outbreak by finding other cases and other exposed persons.
- vi. Describe other methods of controlling communicable diseases viz:

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- vii. Eliminate reservoirs of infection
- viii. Interrupt the pathway of transmission
- ix. Protect the susceptible host
- x. Vaccination
- xi. Health education
- 4.0 PRINCIPLES OF INVESTIGATION OF EPIDEMICS
 - i. Describe the principles/methods of investigation of an epidemic in a community
 - ii. Persons
 - iii. Place
 - iv. Time
 - v. Collect and analyzed epidemiological data through the following methods
 - vi. Registration of deaths
 - vii. Notification of diseases and reporting of epidemics
 - viii. Laboratory investigations
 - ix. Investigation of individual cases and epidemics
 - x. Distribution of animal or and the vector
 - xi. Epidemiological survey
 - xii. Demographic and Environmental Data.

RHE 124 – Introduction to Midwifery Practice

OBJECTIVES

At the end of the courses, the student will be able to:

Discuss the perspectives of midwifery practice;

Explain theories and tolls used in midwifery practice

Appreciate the importance of quality care in midwifery practice and;

Discuss ethical legal issues in midwifery practice.

COURSE CONTENT

Unit	Course titles
PERSPECTIVES	Definition of terms: midwifery practice maternal

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OF MIDWIFERY PRACTICE	morbidity and mortality etc. Philosophy of midwifery practice
	Concept of reproductive health History of midwifery in Nigeria
	Functions of a midwife at primary, secondary and tertiary levels of care
	The health term in midwifery practice
	The role of the following in midwifery practice: traditional birth attendants, donor agencies, community health extension workers, community health officers and Reproductive Health Personnel Fundamentals of HIV

RHE 125 – Biostatistics

General Objective

1. Understand fundamentals of Biostatistics
2. Understand the presentation of Health data using Descriptive Statistics tool.
3. Compute statistical tests.
4. Understand vital Statistics

Objectives

- 1.0 Understand the term Biostatistics
 - 1.1 Define Biostatistics
 - 1.2 Explain the uses of Biostatistics.
- 2.0 Understand the use of descriptive statistical tools in the presentation of health data.

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2.1 Compute and present Health data using the following statistical tools.

- (a) Measure of central tendency
- (b) Measure of variability
- (c) Graphs

3.0 Understand statistical test relating to health services.

3.1 Compute statistical of inference test on health data using -

- (a) Measure of associations using linear correlation graph
- (b) Spearman Rank Order Correlation
- (c) Pearson Correlation
- (d) Students T-test.
- (e) Chi-Square test.

4.0 Understand vital statistics.

4.1 Explain in;

- (i) Vital events
- (ii) Vital registration
- (iii) Vital statistics
- (iv) Rate
- (v) Ratio
- (vi) Proportional rate

4.2 Analyze types of vital statistics e.g. Morbidity statistics, Mortality statistics, Natality statistics, Nuptiality statistics, Migration statistics and sanitation-related statistics.

4.3. Compute morbidity statistics such as incident rate, attack rate, point prevalence rate, and relative risk rate.

4.4 Compute Mortality Statistics such as crude death rate, Specified death rate, infant mortality rate, Neonatal Mortality rate, still birth rate, prenatal mortality rate, maternal mortality, case fatality and proportional, mortality rates.

4.5 Calculate Nuptiality statistics such as marriage, child-women, and divorce rates, man-women and dependency ratio.

4.6 Compute Natality Statistics like Birth rate, fertility rate and rate of Natural increase.

4.7 Compute migration statistics e.g. immigration and Emigration rates.

4.8 Compute sanitation statistics like cheopis index, aedes egypti index, sanitation service coverage, occupancy ratio, per capita solid waste generation.

Second Year First Semester

RHE 210 – Community Midwifery

OBJECTIVES

At the end of this course, the student will be able to:

Utilize the concepts and principles of advocacy for community mobilization;

Apply the principles of primary health care on the provision of community midwifery/childcare services;

Utilize the nursing process in community midwifery practice;

Utilize information, education and communication strategies/counseling, to eliminate harmful traditional practices and;

Demonstrate understanding of referral systems in community midwifery practice.

COURSE CONTENT

Unit	Course titles
THE COMMUNITY	Community Definition Community Structure: family, political, cultural, social and economic. Community dynamics Role of TBA's traditional healers, spiritualists (etc.) in maternal health services
	Advocacy Definition Steps and skills Advocacy
	Steps of health services in community practice Advocacy visit Health assessment Health diagnosis Community mobilization
	Community mobilization Definition Steps and skills Methods of community mobilization

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	Application of skills of advocacy in community mobilization
COMMUNITY MIDWIFERY SERVICE/PRIMARY HEALTH CARE	Review of components/functions of primary health care
	Mode of operation of primary health care in maternal/child health including family planning
	Organization of midwifery services in the community/domiciliary midwifery Antenatal screening and selection of patients for home delivery HIV counselling and testing Home delivery (Delivery kit and contents) Puerperium Storage and administration of drugs
	Role of the family and community in midwifery services Basic care and support for PLHIV
	Recognition and management of obstetric emergencies in the community
	The role of the midwife as a member of the health team
ASSESSMENT TOOLS	Quality assurance: definition, components dimensions
	Strategies for sustaining quality care in community midwifery practices: staffing, equipment, standard of practice.
	Use of clinical midwifery protocol
	Application of quality assurance in patient care
	Nursing audit: definition, committee and function Monitoring and evaluation
HARMFUL TRADITIONAL PRACTICES (HTP)	Traditional practices: definition, classifications, (beneficial harmful)
	Types and related midwifery practice Female genital mutilation – types, implications for midwifery practice, management early marriage.

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	Delivery practices (hot bath, potassium pap etc). Sexual violence Nutritional taboos Force feeding etc.
	Types related to human rights Patients' bill of rights Violation of rights (patient's bill, women's rights etc. Gender issues in midwifery practice Decision making (choice of partner, place of confinement, operative procedures etc.)
	Contributory factors to HTP
	Strategies for elimination of HTP
REFERRAL SYSTEM	Scope of practice in the community
	Recognition of obstetric condition that warrant referral to other health facilities (secondary, tertiary)
	Collaboration with other related sectors in the community: Agriculture, Works, utility, Housing, Education, Information etc.

RHE 211 – Research Methodology in Reproductive Health

OBJECTIVES

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

- 1.0 Definition of terms
- 1.1 Explain the meaning of research

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- 1.2 Explain the nature and importance of research
- 1.3 Discuss the various types of research
- 1.4 Characteristics of Research
- 2.0 Research Methodology
 - 2.1 Explain the various research designs
 - 2.2 Enumerate and explain the basic research process
 - 2.3 Explain literature review its sources and components
- 3.0 Methods of Data Collection
 - 3.1 Define data
 - 3.2 State and explain the two types of data i.e primary and secondary data
 - 3.3 Explain the various methods of data collection
 - 3.4 List the various tools for data collection e.g questionnaire, checklist e.t.c
 - 3.5 List the various sources of data
- 4.0 Sampling
 - 4.1 Explain the meaning and importance of sampling in Reproductive Health practice
 - 4.2 Discuss various sampling techniques
 - 4.3 List the advantages and disadvantages of each technique
 - 4.4 Sampling problems/challenges
- 5.0 Data Analysis and Presentation
 - 5.1 list the various statistical technique data analysis and presentation e.g. Frequency, chi-square, percentage, parametric and non-parametric test
- 6.0 Research Presentation
 - 6.1 Understand the presentation of research report
 - 6.2 Explain the general format of a research report i.e. preliminary pages, the main body, references.

RHE 212 – Care and Management of HIV and AIDS

PERFORMANCE OBJECTIVES		CONTENT
1.1	Define the terms HIV and AIDS	HIV and AIDS terms
1.2	Describe the signs and symptoms suggestive of HIV and AIDS	Signs and symptoms suggestive of HIV and AIDS
1.3	Describes the epidemiology of	Epidemiology of HIV and AIDS

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	HIV and AIDs	
1.4	Discuss the modes of transmission of HIV	Modes of transmission of HIV
1.5	Explain the factors that predispose transmission of HIV	Factors that predispose transmission of HIV
1.6	Identify risk/vulnerable groups: CSWs, MSM, multiple sex partners etc	Risk/vulnerable groups: CSWs, MSM, and MSP
1.7	Explain the impact of HIV and AIDS, i.e social, economic, psychological, health impact	Impact of HIV and AIDS social, psychological, health and economic impact
1.8	Describe HIV and AIDS stages (1-4) stages	Progressive stages of HIV and AIDS
2.1	Describe pathophysiology of HIV and AIDs	Pathophysiology of HIV and AIDS
2.2	Discuss the types and life cycle of HIV	Types and life cycle of HIV
2.3	Describe the natural progression of HIV and AIDs	Natural progression of HIV and AIDS
2.4	Identify factors affecting HIV and AIDS disease progression e.g	Factors affecting HIV and AIDS diseases progression

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	viral factor, host genetic factor, host immune factor host cellular factor	
3.1	Define HIV laboratory investigation	HIV laboratory investigation
3.2	Explain methods of HIV laboratory investigation	Methods of HIV laboratory investigation
3.3	Discuss and interpret laboratory results e.g CD4 count, viral load, LFT, FBC, VDRL/RPR	Interpret laboratory results
4.1	Explain the concepts of HIV counseling and testing (HCT)	Concepts of HIV counseling and Testing (HCT)
4.2	Discuss the benefits of HIV	Benefits of HCT
4.3	Explain the differences between HIV pre and post-test counseling	Differences between HIV pre and post test counseling
4.4	Describe the various steps involved in pre-test counseling	Various steps involved in pre-test counseling
4.5	Explain the term post-testing counseling	Post-testing counseling
4.6	Differentiate discordant and concordant	Differences between discordant and concordant couples in HIV and AIDS management

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	couples in HIV and AIDS management	
4.7	Describes the role of culture on effective HIV and AIDS counseling and testing	Role of culture on effective HIV and AIDS counseling and testing
5.1	explain the goals of ARV therapy	Goals of ARV therapy
5.2	Explain the modes of action of ARV drugs	Modes of action of ARV drugs
5.3	List classes of ARV medications	Classes of ARV medications
5.4	Describe the different stages of adverse reactions to ARV	Different stages of adverse reactions to ARV
5.5	Explain the need of adherence to ARV	The need of adherence to ARV
5.6	List factors that enhance adherence to ART	Factors that enhance adherence to ART
5.7	List factors associated with poor adherence to ARV	Factors associated with poor adherence to ARV
5.8	Explain strategies for improving adherence to ARV	Strategies for improving adherence to ARV
6.1	Discuss common opportunistic infections	Common opportunistic infections
6.2	Discuss the	Steps in preventing exposure to

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	steps in preventing exposure to opportunistic infections	opportunistic infections
6.3	explain the prophylaxis for opportunistic infections in PLHWIV	Prophylaxis for opportunistic infections in PLWHIV
6.4	Explain measures for prevention and control of HIV and AIDS (primary and secondary)	Primary and secondary measures for prevention and control of HIV and AIDS
6.5	Explain the multi-sectorial approaches to HIV and AIDS prevention	Multi-sectorial to approaches to HIV and AIDS in healthcare setting
6.6	Describe universal precautions in the management of HIV and AIDS in healthcare setting	Universal precautions of HIV and AIDS in healthcare setting
7.1	Explain the care and support needs of HIV and AIDS clients	Care and support needs of HIV and AIDS clients
7.2	Identify elements of care and support for HIV and AIDS clients i.e medical/physical,	Elements of care and support for HIV and AIDS clients: medical/physical, psychological, home level, community level, etc

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	psychological, home level, community level, primary health care, secondary health care and tertiary health levels	
8.1	Describe relationship between HIV and AIDS and nutrition	Relationship between HIV and AIDS and nutrition
8.2	Discuss common health issues affecting nutrition intake by PLWHIV	Common health issues affecting nutritional intake by PLWHIV
8.3	Describe the nutritional needs of PLWHIV	Nutritional needs of PLWHIV
8.4	Describe the process of infant feeding by HIV positive mothers to prevent transmission	Process of infant feeding by HIV positive mothers to prevent transmission
9.1	Explain the strategies for EMTCT and elimination of mother to child transmission (EMTCT)	Strategies for EMTCT
9.2	Describe the intervention for EMTCT	Intervention for EMTCT
9.3	Explain factors that facilities	Factors that facilities PMTCT

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	MTCT	
9.1	Define vulnerable children (VC)	Vulnerable children at risk of HIV and AIDS
9.2	Explain the measures for prevention of HIV transmission to VC	Measures for preventing transmission of HIV to VC
9.3	Describe interventions for vulnerable children	Intervention for VC
10.1	Explain ethical principles for HIV and AIDS	Ethical principles for HIV and AIDS
10.2	Clients	Approaches to ethical decision making in health care
10.3	Identify approaches to ethical decision-making in health	Rights of the HIV and AIDS patients
10.4	Explain rights of the HIV and AIDS patients	Health care workers responsibilities to HIV and AIDS patients
11.1	Explain referral and types of referral systems	Referral and types of referral system
11.2	Discuss reasons for referral	Reasons for referral
11.3	Discuss basic elements of good referral	Basic elements of good referral
11.4	Explain tips for successful referral	Tips for successful referral
11.5	Describe referral network	Referral network
11.6	Discuss steps in implementing	Steps in implementing and strengthening a referral network

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	and strengthening a referral network	
11.7	Explain factors and tools affecting a referral network	Factors and tools affecting a referral network
12.1	Explain the concept and importance of monitoring and evaluation (M&E)	Explain the concept and importance of monitoring and evaluation (M&E)
12.2	Explain the M&E framework for the health care sector for HIV and AIDS in Nigeria	Explain the M&E framework for the health care sector for HIV and AIDS in Nigeria
12.3	Discuss HIV and AIDS M&E indicators	Discuss HIV and AIDS M&E indicators
12.4	State factors that ensure data quality assurance for HIV and AIDS	State factors that ensure data quality assurance for HIV and AIDS

RHE 213 – Clinical Skills II

OBJECTIVES

At the end of the unit, the learners should be able to:

1. Define wound

Describe types of wounds, Types of wound (incised, punctured, lacerated, and contused), Classify wound according to type

Describe the procedure of wound dressing

Discuss types of bites and their treatment

Explain the contents of Cold Box

Discuss the procedure of immunization of clients against specific diseases

Identify the routes of administration of injection

Discuss the administration of drugs

Describe methods used in the collection of urine specimen

Discuss the procedure for urine testing

Describe how to estimate Haemoglobin using appropriate procedure

Explain how to carry out oral toileting

Explain the procedure for visual acuity

Describe the procedure for breast self examination

Discuss the procedure for assessing the nutritional status of a child

Discuss the procedures for Examination of Ear, Nose and Throat (ENT)

RHE 215 – Child Health

OBJECTIVES

At the end of the course, the student will be able to:

Describe the stages of growth and development;

Explain commonly occurring diseases of age 0-5 years;

Manage the commonly occurring disease;

Utilize approved guideline in the integrated management of childhood illnesses;

Discuss the available health services in the community; and

Recognize the developmental and maturational problems of the adolescent.

COURSE CONTENT

Unit	Course titles
GROWTH AND DEVELOPMENT OF THE CHILD	The child as an individual Stages of normal growth and development (positive factors in child growth and development).
	Physical, social, psychological, nutritional and clothing needs Orphans and vulnerable children (OVC)
	Importance of play and necessary play materials at different ages Feeding methods and practices
	Negative factors in child growth and development
	Inhibition of normal growth and development Natural progression of HIV infection
	Behavioural problems of the child e.g. thumb sucking fear, temper tantrums, bed wetting, aggressiveness, lies telling etc.
COMMONLY OCCURRING DISEASES AT AGE 0-5 YEARS AGE GROUP	Malnutrition Tetanus Pneumonia Measles
INTEGRATED MANAGEMENT OF CHILDHOOD ILLNESSES (IMCI)	The concept of IMCI Definition, rational, advantages, component, selection and used of appropriate case. Management charts and recording forms. Assessment of General Dangers sign Assessment and classification of a child 2 years up to 5 years Cough of difficulty of breathing

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	<p>Diarrhoea Fever HIV and AIDs in children (paediatric HIV & AIDs) Bar problem Malnutrition and anaemia Immunization and vitamin status Mothers health. Identification of treatment Treatment priorities Pre-referral treatment Treatment of the sick child 2 years up to 5 years Urgent referral Children who do not need urgent referral Appropriate oral drugs Home treatment for local infections Communications Counselling mother Assessment and classification of sick infants Week up to 2 months Bacterial infections Diarrhoea Feeding problems and low weight Counselling mother about breast feeding Immunization status Identification of appropriate treatment for the sick infant: infant that needs urgent referral, pre-referral treatment and those who do not require referral. Counselling mother on home care of sick child Follow up care for sick child 2</p>
AVAILABLE HEALTH SERVICES	<p>Child health clinic National programme on immunization Control of diarrhoeal diseases (oral rehydration therapy). School health.</p>
THE ADOLESCENT	<p>The adolescent Normal growth Development and maturational problems associated with school age and adolescent child. Family life education Substance abuse</p>

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Adolescent/youth friendly service Teenage pregnancy/single parenthood
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RHE 216 – Immunity and Immunization

PERFORMANCE OBJECTIVES		CONTENT
1.1	On completion of This courses, the student should be able to: Define immunity	define immunity: Innate and adaptive immunity Antigens and antibodies and their reactions
1.2	Discuss immunity and factors affecting individual resistance to diseases	Immunity and factors affecting individual resistance to disease
2.1	Define immunization	Definition of immunization

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		2.1.1 Importance of immunization in reducing child mortality
2.2	Discuss diseases with local names which are preventable by immunization	Vaccine preventable diseases
2.3	Describe immunization and vitamin A supplementation schedule according to National guidelines	National immunization and Vitamin A supplementation schedule Various types of vaccines and when to give them Contraindication to immunization Adverse events following immunization
2.4	Describe how to trace defaulters	How to trace defaulters
2.5	State the importance of keeping records of immunization activities	Importance of keeping records of immunization activities
2.6	Monitoring and supervision of JCHEWs during immunization activities	Monitoring supervision during immunization activities
2.7	Describe how to teach mothers when to take immunization and consequences of not taking immunization	How to teach mothers when to take immunization and consequences of not taking immunization
2.8	Discuss challenges of immunization of immunization coverage	Challenges of immunization coverage (e.g distance to the place, refusal to vaccinate an eligible child, waiting time, lack of supplies, poor knowledge of parents, fear of side effects, lack of promotion at the community level etc)
3.1	Discuss the cold chain system	The cold chain system
3.2	Demonstrate how to	How to maintain cold chain and

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	maintain cold chain and storage system	storage system
3.3	Explain how to estimate and request for vaccine and other cold chain equipment	How to estimate and request for vaccine and other cold chain equipment
3.4	Describe types and methods of sterilization of equipment	Types and methods of sterilization of equipment
3.5	Discuss the maintenance of materials and equipment	Maintenance of cold chain and storage system
3.6	Discuss medical waste disposal in immunization	Medical waste disposal in immunization
3.7	Identify problems that could be encountered at each nodal point of the chain	Problems that could be encountered at each nodal point of the chain

RHE 217 – Modified Essential Newborn Care

PERFORMANCE OBJECTIVES		CONTENT
1.1	1.0 Discuss the needs of the Newborn	1.1 Definition of the term ‘Newborn’ 1.2 Discuss basic physiology of the Newborn 1.3 The basic needs of newborn Breathing Warmth Asepsis Feeding
2.1	Describe immediate Newborn care	Immediate Newborn Care Ensure immediate warmth (drying, skin to skin contact) Assess breathing &/or Neonatal Resuscitation (helping Babies Breathe) Early initiation of breastfeeding within 30 minutes Clean cord care using 4%

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		chlorhexidine gel
3.1	Describe Essential care for Every baby	Essential Care for Every baby Maintain warmth (continue skin-to-skin care, delay bathing for 24 hours) Eye care with 0.5% Erythromycin ointment/tetramycin ointment Continuous exclusive breastfeeding Vitamin K injection Immunization
4.1	Discuss common Newborn problems	Common New born problems: Asphyxia, Infections, Prematurity, Jaundice, Birth Injuries, Congenital Malformations
5.1	Describe care of babies with special needs including essential care for the small baby	Special Care for the small babies: Prolonged skin-to-skin care (Kangaroo Mother care) Continuous and intermittent KMC Art of KMC: Making KMC wraps Monitoring baby in KMC and follow up till discharge from KMC
6.1	Demonstrate skills on Helping Babies Breathe using models	Practicum to demonstrate competence in using the 3 'Action Plans' and models to: (Help Babies Breathe HBB) Provide Essential Care for Every Baby Provide Essential Care for Small Babies

RHE 218 – Family Planning

OBJECTIVES

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At the end of the course, the student will be able to:

Educate, counsel and motivate individuals and families on the benefits of family planning;

Perform complete physical examination that will facilitate the provision of quality care;

Detect abnormalities that are beyond the scope of her practice and refer appropriately;

Prescribe and administer family planning devices and;

Apply the principles and practice of management to the organization and operation of family planning clinics.

COURSE CONTENT

Unit	Course titles
INTRODUCTION TO FAMILY PLANNING	History of family planning: National and international Legal aspects of family planning The socio-economic, cultural, religious beliefs, myths, misconceptions and customs, which affects clients' acceptance of family planning Demography: Maternal and infant morbidity and mortality rates (general fertility rate, population growth and reproductive rate) Health education and counselling in family planning Male involvement in family planning
DATE collection for family planning clients	History taking and utilization of data (e.g. social, family, medical, surgical, menstrual, obstetrical, gynaecological and contraceptive). Examination of the female reproductive organs Clinical investigations Physical examinations: elements and techniques, including pelvic examination Identification of client requiring laboratory investigations. Laboratory investigations: Collection of specimens e.g. high vaginal, blood samples, semen specimen Interpretation of results related to the following: Pregnancy test Pelvic inflammatory disease Tumours Sexually transmitted infections Cervical erosion

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	Identification and referral of infertile couples.
FAMILY PLANNING METHODS	<p>Hormonal (orals, injectables in plants e.g. norplant). Intrauterine contraceptive device (IUCD) technique of insertion and removal. Barrier methods)diaphragm, condoms, facing vaginal tablets, forms, jellies, creams) Natural family planning Surgical methods (tubal ligation and vasectomy) emphasis on the following for administration, mode of action, advantages and disadvantages, effectiveness, minor side effects, indications and contraindications, major complications client instruction. Referral of clients with major complications and associated problems. Follow-up: Schedule appointments, defaulters Record keeping and reporting: Methods Maintenance Utilization</p>
MANAGEMENT OF FAMILY PLANNING SERVICES	Community analysis including catchment's areas and site. Determination of the required resources: human and material
	Organization of family planning: patients flow, supply and storage of family, planning commodities.
	Management process: Assessment, planning, implementation, and evaluation tools e.g. interview of client and community.
	Budgeting research and utilization of findings in family planning 2 teachers, 2 Preceptors.

RHE 219 – Control of Non-Communicable Diseases

OBJECTIVES

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

Describe Non-communicable disease

- a. Define NCD

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- b. Identify NCDs
- c. Differentiate between communicable and Non communicable diseases
- d. Classify NCDs e.g. genetologic, heamorrhagic, hereditary, etc.
- e. Identify and explain the causes of NCDs.
- f. Examine environmental factors that promote NCDs.
- g. Explain the signs and symptoms of NCDs.
- h. List complications associated with NCD.
- i. Identify various factors responsible for establishment and progression of NCDs.
- j. Explain preventive and control measures against NCDs.
- k. Identify and examine international conventions on the control of NCDs
- l. Identify international and national organizations and NGOs involved in rehabilitation of people with chronic diseases and physically challenge.

Second Year, Second Semester RHE 220 – Maternal Health

PERFORMANCE OBJECTIVES		CONTENT
1.1	Discuss pre-conception and pregnancy	Pre-conception
		Definition of Pre-conception Care
		Importance of pre-conception care
		Services that constitute pre-conception care
		Roles of Reproductive Health Workers in preconception care pregnancy
		Definition of pregnancy
		Physiology of pregnancy
		The process of fertilization to pregnancy

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		<p>Signs of pregnancy Physiological, anatomical, Psychological and social changes in pregnancy</p>
		<p>Signs and symptoms of normal and abnormal pregnancy and management</p>
2.1	Describe the concept and components of focused Antenatal Care (FANC)	<p>Description of FANC components of FANC Birth preparedness and complication readiness iron and folic acid supplements in ANC Tetanus toxoid immunization De-worming using mebendazole Intermittent preventive treatment in pregnancy (IPTp), use of insecticides treatment nets (ITN)</p>
		<p>Identification of danger signs in pregnancy</p>
		<p>Elimination of Mother to Child Transmission (EMTCT) of HIV Primary prevention of HIV infection among women especially young women Prevention of unintended pregnancies among infected women Prevention of HIV transmission from HIV infected women to their infants Provision of appropriate treatment, care and support to HIV – infected mothers, their infants and families</p>
		<p>Effective case management of malaria in pregnancy Carry out malaria test using RDT Administer ACT to those with RDT positive test results Investigate and treat other causes of illness according to national guidelines Provide counseling on drug compliance and adverse reaction Complete pharmaco vigilance form and submit to LGA</p>
3.1	Describe labour and how	<p>Definition of labour</p>

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	to conduct normal delivery using standard protocols	<p>Identification of false & true labour</p> <p>Infection prevention measures (hand washing, using gloves etc.)</p> <p>Identify the different stages of labour: Stage one labour (latent phase <4cm & active phase \geq4cm) Stage two labour (full dilation till baby is delivered) Stage three labour (from when baby is delivered until placenta is delivered) stage four: From when the placenta is delivered until 4 hours postpartum provide supportive care during labour Taking normal delivery and active management of the third stage of labour (AMTSL) for prevention of excessive loss of blood after delivery uterotonics, controlled cord traction, uterine massage) Delayed cord clamping/cutting</p>
4.1	Recognition Of Complicated Cases Of Pregnancy, Labour, Puerperium and prompt referral	<p>Assess emergency sign and treatment according to the Standing Order</p> <p>Maternal haemorrhage/vaginal bleeding (-anti shock garments, Pre-eclampsia Obstructed labour Standing according to standing order and refer immediately</p>
5.1	Demonstrate skills in managing labour and delivery using the model and partograph	<p>Practicum on management of labour and delivery using the delivery model and partograph</p>
6.1	Describe immediate newborn care	<p>Immediate Newborn Care</p> <p>Ensure immediate warmth (drying skills to skin content)</p> <p>Assess breathing &/or Neonatal Resuscitation (Helping babies Breathe)</p> <p>Early initiation of breastfeeding within 30 mins</p> <p>Clean cord care using 4% chlorhexidine</p>

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		gel
7.1	Describe care during postpartum period	<p>Importance of postnatal care</p> <p>Home visitation/contact with mother/infant within 2-3 days of birth</p> <p>Maternal nutrition counseling</p> <p>Post-partum family protection (including special care for low birth weight infant/kangaroo mother care)</p> <p>Daily cord care with 4% chlorhexidine gel</p> <p>Exclusive breastfeeding through 6 months</p> <p>Newborn immunization</p> <p>Newborn eye care (0.5% Erythromycin/Teramycin)</p>

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PERFORMANCE OBJECTIVES		CONTENT
1.1	Define perinatal	Definition of perinatal mortality
1.2	Define neonatal mortality	Definition of neonatal mortality
2.1	Describe the main causes of neonatal mortality	Main causes of neonatal mortality
3.1	Describe intervention packages that have been found to be beneficial in essential newborn care at community level.	<p>Beneficial Community based interventions for essential Newborn care at community level</p> <p>3.1.1 Home visits</p> <p>3.1.2 Birth preparedness emergency readiness (promote facility delivery)</p> <p>3.1.3 Counseling and preparation for new-born care</p> <p>3.1.4 Birth Preparedness. Thermal care (skin-to skin contact).</p> <p>3.1.5 Simple early newborn care</p> <p>3.1.6 Healthy home care including exclusive breastfeeding promotion,</p> <p>3.1.7 Cord care with 4% Chlorhexidine gel</p> <p>3.1.8 Thermal care</p> <p>3.1.9 Care for small Babies (kangaroo Mother Care-KMC)</p> <p>3.1.10 Birth Spacing.</p> <p>3.1.11 Maternal Nutrition</p> <p>3.1.12 Promoting illness recognition & timely accessing of care.</p>
3.2	Describe care for the small baby	Types Of Small Babies)Small Babies [1.5kg – 2.5kg], Very Small Babies [<1.5kg])

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		<p>3.2.1 Definition Of KMC</p> <p>3.2.2 Types and Components of KMC</p> <p>3.2.3 Demonstration of KMC implementation of KMC</p>
4.1	Demonstrate how to implement beneficial intervention packages in Community based new born care	<p>Demonstrate on how implement</p> <p>3.1.1-3.1.11 above</p> <p>HOME VISITS DURING PREGNANCY</p> <p>First Visits – as each in pregnancy as possible</p> <p>Second Visit – during the 7th to 9th month of delivery/ help with delivery</p> <p>HOME VISITS AFTER BIRTH</p> <p>Make postnatal visit at health facility or home</p> <p>First visit after birth (day1)</p> <p>Second visit after birth day3)</p> <p>Subsequent visits after birth (day7,)</p> <p>Follow up visits for the small baby – post referral (day 2, 10 and Day 14)</p>

RHE 222 – Control of Communicable Diseases

OBJECTIVES

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

Define basic epidemiological concepts such as:

- (a) Epidemiology
- (b) Incidence
- (c) Prevalence
- (d) Communicable diseases
- (e) Endemic
- (f) Epidemic
- (g) Pandemic
- (h) Causative agent
- (i) Control
- (j) Prevention
- (k) Vectors etc

Explain the factors that determine the transmission of diseases e.g. host agent and environment.

State the endemic and epidemic diseases in Nigeria e.g. malaria, guinea worm cholera, cerebrospinal meningitis (CSM), measles, dysentery, tuberculosis, HIV/AIDS, Onchocerciasis, poliomyelitis, Ebola, Avian Influenza, SARS etc.

Describe the infectious disease process e.g. causative agent, reservoir of infection, mode of transmission, mode of entry, susceptible host.

Describe the prevention and control measure of communicable diseases – recognition and elimination of reservoir, interruption of the pathway of transmission, protection of susceptible host.

RHE 223 – Ethics in Reproductive Health

OBJECTIVES

Know the basic terms in ethics

Understand the uses of ethics

Comprehend ethical codes

Understand the ethical theories of philosophy

Learn ethical theories in relation to philosophers.

Understand Legal aspects of Reproductive Health practice.

Understand ethics in relation to individual and the family.

Understand the concepts of accountability in Reproductive health practice.

PERFORMANCE OBJECTIVES

Define the following terms:

(i) Ethics

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(ii) Etiquettes

(iii) Client

(iv) Code of Ethics

Discuss the functions of ethics and etiquettes in Reproductive Health especially its relation to preventive health services

Discuss the code of ethics formulated by World Health Organization during declarations of "Health for All"

Discuss ethical code of conduct as it relates to:

(i) Clients.

(ii) Professional colleagues

(iii) Health teams members.

Discuss ethics as a branch of philosophy.

Discuss ethical theories in relation to philosophers such as:

(i) Aristotle

(ii) Plato

(iii) Immanuel Kant

(iv) Utilitarian

(v) Stoics

(vi) Religious ethics.

Explain the legal aspects of Reproductive health practice.

Discuss ethics in relation to the individual and the family.

Explain the concept of accountability in Reproductive Health practice.

RHE 224 – Reproductive Health II

OBJECTIVES

At the end of the course the student will be able to:

Identify the components of reproductive health;

Demonstrate skills that will enhance quality care and promote good health among the vulnerable groups; and

Utilize the technical competence acquired to improve the quality of care rendered to all clients/patients

COURSE CONTENT

Unit	Course titles
<p>COMPONENTS OF REPRODUCTIVE HEALTH</p>	<p>Definition of concepts Reproductive health Sexual health Reproductive health care Reproductive rights Concepts of reproductive health Component of reproductive health (Programme of action). Safe motherhood Prenatal care Delivery by skilled personnel Essential obstetric care Emergency obstetric care Pre & postnatal care Neonatal care Breast feeding Family planning Information and services Prevention and management of sexual dysfunction in both male & female Sexuality and reproductive health issues for people living with and affected by HIV/AIDS Prevention & management of complications of abortion. Provision of abortion services where available. Prevention & treatment of reproduction cancers. Prevention & treatment of reproductive</p>

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	<p>Tract infection. Prevention and treatment of sexually transmitted infections. First generation Second generation Third generation Elimination of harmful practices Female genital mutilation Violence against women Widowhood rites etc. Screening for reproductive tract cancers (prostate, breast, cervix) Management of reproductive conditions associated with andropause and menopause. Adolescent reproductive and sexual health. Promotion of health sexual maturation Responsible & safe sex Gender equity Girl child education Status of women Reproduction education and counselling</p>
SKILL ACQUISITION	<p>Communication process Interpersonal communication Counselling and counselling skills Counselling for clients on: Birth control methods STDs HIV/AIDs Breast feeding Crises counselling Skills promotion of health, prevention and treatment of disease</p>
PROVISION OF QUALITY CARE	<p>Provision of quality care: Provision of health education & counselling clients/patients with reproductive health needs across the ages Management of clients with reproductive health problems 2 Teachers</p>

STB 211 – Science of Laboratory Technology

GENERAL OBJECTIVES:

At the end of this lesson students will be able to:

- Outline the scope of microbiology
- Explain the role of microbiology in Medicine, Agriculture, Industry etc
- Explain the principles of microbiology
- Identify and describe the types of microscopes

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- Examine a drop of pond water under a microscope to identify organism
- List and describe the various microbial staining techniques
- Collect and carry out microscopic examination of some samples
- Explain systemic microbiology
- Describe the characteristics of microorganism with examples
- Explain the growth of microorganisms and their nutritional requirements
- Discuss the sources of nutrients for various groups of microorganisms and the microbial growth curve
- Define culture, and culture media
- List and describe the composition of the different groups of media used in the cultivation of bacteria
- Classify bacteria according to their growth characteristics in or on different media
- Cultivate and identify microorganisms by growth characteristics
- Describe all major food pathogens
- Describe isolation of bacteria and fungi from food and food products
- Describe food poisoning and management
- Identify the basic equipment needed in a medical laboratory
- Explain how to maintain laboratory hygiene and safety
- Discuss management of laboratory consumables
- Describe safety precautions in the handling of other equipment in microbiological laboratory work
- Define terms used in diagnostics
- Explain the concepts and purpose of diagnostic skills

RHE 225 – Adolescent Reproductive Health

GENERAL OBJECTIVES

At the end of this lesson students will be able to:

- Define adolescence and related terms
- Describe the current status of adolescent, Sexual and Reproductive Health in Nigeria.
- Explain the importance of adolescent reproductive health (ARH) programming in national development.
- Explain the concept of human Sexuality
- Define the concept of Sexual and Reproductive Health and rights
- Explain the concept of Sexual and Reproductive Health and rights

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- Describe the physical cognitive and emotional changes during the period of adolescence.
- Explain adolescent's sexual lifestyles of their health and development.
- Explain some key factors that affect adolescent development.
- Identify possible interventions to reduce or eliminate the negative facts.
- Explain Teenage pregnancy and its causes
- Explain the challenges of adolescent pregnancy
- Discuss how to prevent adolescent pregnancy
- Define Abortion
- Mention different types of abortion
- Describe the legal issues regarding abortion
- Identify and explain the Physical, social and emotional consequences of abortion.
- Explain post abortion care and the need for preventing reoccurrence
- Explain what is meant by STIs and HIV/AIDS
- List modes of transmission of STIs
- List major signs and symptoms of STIs HIV/AIDS
- Consequences of improper treatment of STIs.
- Explain ways of preventing STIs and HIV/AIDS
- Explain factors enhancing transmission of HIV/AIDS
- Explain the importance knowledge of contraceptives
- Identify the various available contraceptive methods suitable for young people.
- Indicate where young people can obtain contraceptives in the community.

RHE 226 – Safe Motherhood

GENERAL OBJECTIVES

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

Know the concepts of safe motherhood.

Know how to provide quality prenatal care

Know the management of normal labour

Know how to provide post-partum care.

Know the management of the newborn

Know the challenges of providing safe motherhood in our community

General Objectives	Specific Objectives
Understand the concept of safe motherhood	Concept of Safe Motherhood Defined safe motherhood, maternal and neonatal morbidity and mortality. Identify the direct causes of maternal and neo-natal morbidity and mortality Examples:- Hemorrhage Sepsis Unsafe abortion Obstructed Labour Hypertensive disorder of pregnancy (PIH/Eclampsia) Identify the indirect causes of maternal and neo-natal morbidity and mortality Examples:-

	<p>Sickle cell Malaria Diabetes Renal diseases Cardiac diseases</p> <p>High-light the magnitude of maternal morbidity by presenting the global and national pictures as follows:- Globally the number of woman that dies every year from pregnancy related causes. Percentage of the death that occur in developing countries especially sub-sahara Africa. Maternal morbidity rate in Nigeria i.e number per 100,000 live births.</p> <p>1.5 Explain factors that contribute to maternal death as follows:- Socio-economic and cultural(including educational status, poverty, harmful practice, poor status of woman) Intutional poor logistic, lack of basic and emergency obstetric care. Pre-existing health condition (sickle cell Diseases, diabetes, cardiac disease, etc) infrastructure poor transportation and Communication network.</p> <p>1.6. State the strategy for reducing maternal morbidity.</p> <ul style="list-style-type: none"> - Routine antenatal care for all pregnancies and skilled care during and after childbirth - Emergency treatment of complications during pregnancy, delivery and following childbirth. - Post-partum family planning and basic neo-natal care. - Training & equip midwives and community physicians to provide basic and emergency obstetric services. - Creating awareness and mobilizing community towards safe motherhood
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	<p>1.7. identify the components of safe motherhood as follows:- Pre-natal care. Skilled attendant at delivery Clean and safe delivery Post-partum care including family planning emergency obstetric care.</p>
<p>Know how to provide prenatal care</p>	<p>Prenatal Care: Define focused antenatal care State the aims of prenatal care Discuss the physiological and psychological changes during pregnancy Identify the cultural and socio-economic factors affecting pregnancy Explain how to assess clients using problem solving method Explain the use of AFAF in routine prenatal care Plan and undergo clinic visit and draw objectives for the visit State the high risk factors in pregnancy examples age<15, close births, repeated pregnancies etc Identify the risk conditions in pregnancy examples anaemia, hypertension etc</p>
	<p>Explain each of the 2.9 above using the following headings: Definitions Sign/symptoms Different forms of the conditions Management of the various forms Prevention of all the risk conditions mentioned in 2.9 above Demonstrate reflex testing in the prevention of Eclampsia. Undertake clinic visit to practice reflex testing on pregnant woman with PHI (pregnancy induced hypertension) Discuss the management of minor disorders</p>

	<p>of pregnancy.</p> <p>Explain the importance of interpersonal communication in communication health information</p> <p>Share experiences on health pregnancies on health pregnancy-related questions that clients usually ask.</p> <p>Emphasize the need to recognize and address individual client's information needs in the clinics.</p> <p>Enumerate the different kinds of health information provided in the clinic which include</p> <ul style="list-style-type: none"> Personal/environmental hygiene Nutrition education Preparation for labour and delivery Exclusive breastfeeding Immunization and child care HIV/AIDS and VCCF Post partum care Family planning Male involvement (partner support)
	<p>Management of Normal labour:</p> <p>Explain the physiology of normal labour and highlights key the points such as:-</p> <ul style="list-style-type: none"> Nature of uterine contractions Process of cervical dilation Descent of presenting part Separation and expulsion of placenta <p>3.2 List the signs of true labour such as:-</p> <ul style="list-style-type: none"> Regular uterine contractions Appearance of show Progressive effacement and dilation of the cervix Descent of presentation part, state that these signs are absent in false labour <p>3.3 Explain the management of labour which are:-</p> <ul style="list-style-type: none"> Fist stage onset of regular uterine contractions, till full cervical

	<p>Second stage full dilation of the cervix to the delivery of the body, and Third stage from delivery of body to expulsion of the placenta and control of bleeding</p> <p>3.4 Highlights the most important areas in the management of labour, as:- Monitoring of the maternal and foetal conditions Monitoring of the progress of labour Relief of pain Monitoring of maternal hydration Prevention of infection</p> <p>3.5 Explain how to assess a woman in labour using the problem solving method as follows:- Ask and listen to history of labour and other relevant questions (review antenatal records) Look and feel, conduct complete examination (observations, palpation, vaginal examination)</p> <p>3.6 Explain the importance of correct interpretation of findings and prompt intervention where abnormalities are identified, e.g bleeding, malpresentation, high blood pressure, and anaemia.</p> <p>3.7 Introduce the pantograph by:- Describing it as a tool used for monitoring the progress of labour In order to promptly detect deviation from the normal Explain the two important lines, that is, the alert and action lines. Explain how to use the pantograph with emphasis on the four hourly vaginal examination noting effacement and/or dilation of the cervix descent of the presenting part and degree of the moulding.</p> <p>3.8 Explain the importance of recording the drugs administered, vital signs and urinary output on the pantograph</p>
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	<p>3.9 Explain the management of the second stage of labour highlighting the following Wash hands and use protective clothing Confirmation of second stage through V.E. Rupture membrane if not rupture Observe contractions and maternal and fetal condition Encourage and support the woman Deliver the baby skillfully by preventing parental tear and injury to the baby Observe universal precautions of infection control.</p> <p>3.10 Explain the active management of third stage of labour and its importance in the prevention of PPH</p> <p>3.11. Demonstrate how to examine the placenta using a live specimen where possible</p> <p>3.12. Demonstrate how to give immediate care to the newborn starting from the assessment with APGAR scoring at 1 minute and 5 minute and stress the need for the use of an APGAR score chart in the labour room.</p> <p>3.13. Explain the component of APGAR as:- Appearance (skin colour) Pulse (heart rate) Grimace (facial appearance) Activity (reflex response) Respiration (breathing rate), stating that each parameter is score 0-2, and that score of 6 or below calls for immediate attention and further resuscitation</p> <p>3.14. Explain the importance of infection control in the labour ward with highlights on ways of controlling infection as follows:- Personal hygiene of provider and client Routine or regular cleaning and disinfection of the labour ward Proper decontamination and cleaning of delivery couch Use of clean gloves for each vaginal</p>
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	<p>examination followed by appropriate decontamination and disposal Proper denomination of all used articles in chlorine solution (bleach) for 20-30 minutes for decontamination before discarding or washing prior to sterilization or high level disinfection Sterilization of all delivery instruments after decontamination. Appropriate disposal of waste by burning and burying.</p> <p>3.15. Explain and demonstrate the steps of infection control as follows:- Soak all used materials in 0.5% hypochloride solution for 20-30 minute Wash with soap under running water Sterilized by boiling, autoclaving or treat with high level disinfectant</p>
<p>How to provide post-partum care.</p>	<p>Post-partum Care. Review physiology of puerium which include:- Involution process Lochia Initiation and maintenance of lactation Psychological changes Discuss the management of mother and the newborn baby highlighting the following:- For the mother: Observation of vital signs, emotional state, genital bleeding and lochia Examination for anaemia, breast condition, and establishment of lactation Other issues such as personal hygiene, maternal nutrition and rest Stress the importance of continued hospital observation after delivery (ideally 48 hours for the multipara and 5 days for primipara) For the baby: Observation of physical conditions, bleeding from the cord, presence of any abnormalities</p>

	<p>List and discuss the methods of infant feeding Exclusive breast feeding Supplementary feeding Complementary feeding Review the anatomy and physiology of the breast Review physiology of lactation by highlighting the following:- Role of prolactin Oxytocin release Suckling reflex State the advantage of exclusive breast feeding State the ten steps to successive breastfeeding Explain with demonstration the positioning and attachment of baby during breastfeeding Explain the importance of correct positioning and attachment of baby to breast Demonstrate practice of correct positioning with students using dolls with observation and corrections of students List and explain the common abnormalities of puerperium Discuss the need for follow-up care after six weeks for post-natal examination.</p>
<p>Know how to manage the new born</p>	<p>Management of New Born Describe a normal newborn baby: As a neonate until it is four weeks of age and has the following features:- Pink skin Lusty cries Presence of swallowing and rooting reflexes Average head circumference of 29cm Average length of 45cm Complete limbs (proximal and distal digits) Explain the immediate care of the newborn which include:- Immediate resuscitation by stimulating</p>

	<p>respiration and assessing APGAR SCORE Keeping baby warm Initiating breastfeeding within 30 minutes of delivery Prevention of infection 5.3 Describe the physical examination of the newborn from head to toe and stress the need to note: Head circumference, fontanelles, sutures, swellings size, any discharge or other abnormalities Chest retraction, abnormal pulsation and the condition of the breast Extremities deformities such as extra digits, clubbing, webby of fingers or toes 5.4 State the common abnormalities of the newborn 5.5 Identify possible complications in the newborn 5.6 Identify how to prevent complications in the Newborn</p>
<p>Know the challenges of providing safe motherhood in our community</p>	<p>Identify and discuss the challenges such as: Absence of skilled manpower Inadequate facilities Poor motivation Attitude of health workers And community based challenges such as ignorance</p>

RHE 227 – Emergency Obstetric Care

GENERAL OBJECTIVES

At the end of this course the students should be able to:

Know how to provide emergency obstetric care at various levels.

General Objectives	Specific Objectives
<p>Know to provide emergency obstetric care</p>	<p>Concept of Safe Motherhood Define obstetric emergency and emergency obstetric care Identify obstetric conditions that require emergency care as follows: -</p>

	<p>Pre and post-partum haemorrhages Obstructed labour Sepsis Shock Eclampsia Foetal distress etc Discuss the risk factors the risk factors for each of the emergencies mentioned above Identify life-saving actions to be taken in managing obstetric care as follows: Manual removal; of placenta Bimanual compression of the uterus Suturing lacerations and episiotomy Active resuscitation if the new born (cardio-pulmonary resuscitation CPR) Hydration and treatment of shock Initiation of antibiotic treatment in case of sepsis Emphasis on the importance of prompt referral Define post-partum haemorrhage List the causes of PPH and which include: - Retained placenta Uterine atony Lacerations (perineum, vaginal and cervix) Episiotomy Emphasize the importance of identifying the cause of bleeding before acting Emphasis the importance of active management of the 3rd stage of labour in prevention of PPH Emostrate the manual removal of placenta using models then allows students/trainees return demonstration Arrange for the students to practice the skill of manual removal of placenta. Ensure that the procedures are conducted under supervision with necessary corrections made. Mention indication for performing bimanual compression of the uterus as uterine atony</p>
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	<p>stating its [risk factors e.g high parity, multiple pregnancies, hydramnois and fibroids. Stress the importance of using diagnostic chart in detecting uterine atony.</p> <p>Demonstrate the procedure of external and internal bimanual compression of the uterus and allow trainees to perform return demonstration using models making necessary corrections as necessary.</p> <p>Arrange clinical visits for trainee to perform bimanual compression of the uterus to relevant clients under close supervision.</p> <p>Review the anatomy and physiology of pelvic floor muscles.</p> <p>Define episiotomy and state types</p> <p>List indications for episiotomy and summarize as follows:</p> <ul style="list-style-type: none">Prevent perineal lacerationPrevent baby from brain damageTo hasten second stage in foetal distressWomen with ill healthInstrumental delivery <p>Using the square foam demonstrate the technique of cutting and suturing of mediolateral episiotomy and the repairs of laceration. Emphasis on prompt suturing to minimize bleeding.</p> <p>Recall steps in the immediate care of the newborn, including the use of APGAR scoring in the assessment of the condition of the newborn.</p> <p>Highlights emergency conditions requiring cardio-pulmonary resuscitation eg asphyxia (CPR)</p> <p>Explain the ABC approach for determine the need for cardio-pulmonary resuscitation and the related actions:</p> <ul style="list-style-type: none">Airway (cleared and blocked)Breathing (yes or no)Cardiac function (beating or not)
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	<p>Shock (signs present or not)</p> <p>Outlines actions that needs to be taken in resuscitation of the newborn as:</p> <p>Clearing the airway</p> <p>Mouth to mouth respiration</p> <p>Cardiac massage</p> <p>Demonstrate the procedure for resuscitation and observe trainer as they perform return demonstration using checklist</p> <p>Emphasis the following points in resuscitating the newborn</p> <p>Gentle handling (never slap, put cold water or rough handle the baby)</p> <p>Turn back upside down</p> <p>Keep baby warm and dry</p>
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RHE 228 – Control of STIs

GENERAL OBJECTIVES

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

Know the concepts of STIs.

Know how to prevent and control STIs

Know the current policies and intervention strategies in STIs control

General Objectives	Specific Objectives
Understand the concept of STI	<p>Concept of STIs</p> <p>Definition of Sexually Transmitted Infections</p> <p>Classification of STI such as</p> <p>Bacterial</p> <p>Gonorrhea</p> <p>Syphilis</p> <p>Chancroid</p> <p>Chlamydia etc</p> <p>Fungal</p> <p>Candidiasis (yeast infection)</p> <p>Viral</p> <p>Viral hepatitis (Hepatitis B virus)</p>

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	<p>Herpes simplex virus HIV (<i>Human Immunodeficiency Virus</i>) HPV (<i>Human Papillomavirus</i>) Molluscum contagiosum Parasites Crab louse Scabies Trichomoniasis</p>
2.0	<p>Discuss the causative agents, routes of transmission, signs and symptoms and management of diseases listed above</p>
3.0	<p>Prevention and control STIs Discuss the current approaches in planning and implementing interventions to prevent and control STIs.</p>
4.0	<p>Explain the current national/state policies and intervention strategies in control of STIs.</p>

Third Year, First Semester

RHE 310 – Post Abortion Care

GENERAL OBJECTIVES

At the completion of this course the students should be able to:

Know to provide information on the concepts of abortion

Know to provide information on the prevention of unsafe abortion

Recognize complications of abortion

Know to provide post abortion care

General Objectives	Specific Objectives
1.0 know to provide Information on concept of abortion	Provide information on Abortion Define Abortion List the types of abortion Explain each of the types stated in 1.2 above States the signs and symptoms of abortion State the causes of the different types of abortion stated in 1.2 above Ethical and medico-legal aspects of abortion in Nigeria
2.0 know to provide information on the prevention of unsafe abortion	provide on the prevention of unsafe abortion: 2.1. Identify the factors responsible for unwanted pregnancies 2.2. Discuss family planning counselling and services 2.3. Presents relevant posters on family planning commodities. 2.4 Identify family planning methods suitable for adolescents 2.5 Presents a video tape on counselling of clients to make an informed choice. 2.6 Explain how to provide information on comprehensive reproductive health care outlets 2.7 Discuss alternatives to abortion where unwanted pregnancies have occurred

	<p>examples:</p> <p>Keeping the pregnancy and the baby Fostering and adoption Sending baby to institutions</p> <p>2.8 State the need for counselling of client’s partners, parents, and relatives on the need to respect the client’s decision</p> <p>2.9 Emphasize the need of support from partners, parents and Relations</p>
<p>3.0 Know to recognize complications of abortion</p>	<p>Complications of Abortion:</p> <p>3.1 Discuss the magnitude of problems of unsafe abortion</p> <p>3.2 Enumerate the complications of unsafe abortion</p> <p>3.3 Explain the clinical signs of complicated abortion</p> <p>3.4 State the Physical problems associated with abortion</p> <p>3.5 Summarize key points</p>
<p>4.0 Know to provide post abortion care</p>	<p>Post Abortion Care</p> <p>4.1 Define post abortion</p> <p>4.2 Discuss the guidelines for management of abortion</p> <p>4.3 Explain the use of MVA with highlights on the following:</p> <ul style="list-style-type: none"> - Place of MVA in abortion - Principles of MVA - How MVA works - Maintenance of MVA equipments - Demonstration on the use of MVA with models <p>4.4 Define record keeping</p> <p>4.5 Identify the various types of data that needs to be recorded</p> <p>4.6 Discuss the importance of record keeping</p> <p>4.7 Highlights the various methods of recording using MIS module</p> <p>4.8 Enumerate the conditions for referral</p>

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	system 4.9 Explain the referral procedure 4.10 Demonstrates the use of referral form providing a sample to view 4.11 Summarize key points
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RHE 311 – Counselling in Reproductive Health

GENERAL OBJECTIVES

General Objectives	Specific Objectives
Know how to counsel clients on	Counseling clients on RH issues

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RH issues	Define counselling Discuss the purpose of counselling Discuss the principles of counseling State the qualities of a good counselor Discuss value clarification Conduct game on value clarification Discuss the types of counselling State how counselling skills are acquired State the basic steps in counselling process Describe appropriate counselling environment Identify difficult moments in counselling
Know how to counsel groups with special needs	Counselling groups with special needs Infertile couples Adolescents Single parents HIV discordant couple

RHE 312 – Population and Development

GENERAL OBJECTIVES

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

Know the basic concepts in demography

Know the national population policy for national development in Nigeria

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To understand the ICPD programme of action, reproductive health (RH) and reproductive right (RR)

To know the RH profile and situation in Nigeria in relation to MDGs

General Objectives	Specific Objectives
<p>Know the basic concepts in demography</p>	<p>National population policy of Nigeria: Discuss the demographic indices in Nigeria by explaining the following: Population size Age distribution Population distribution Crude birth rate Crude mortality rate Growth rate (GR) Total fertility rate (TFR) Contraceptive prevalence rate (CPR) Maternal mortality ratio (MMR) Infant mortality rate (IMR) Child mortality rate (CMR) School enrolments by sex Migration (immigration and emigration)</p>
<p>Know the national population policy for national development in Nigeria</p>	<p>State the rationale for the national population policy Identify the components of the national population policy</p>
<p>To understand the ICPD Programme of actions, reproductive health and reproductive rights</p>	<p>ICPD programme of actions, reproductive health and reproductive rights Introduce the ICPD by: Mention where it was held The outcome of the conference (which was the programme of action on population and development for the next 20 years (by 2015) Follow up progress made Explain the goals and essential</p>

	<p>message of the programme of action which include:</p> <p>Population growth and development planning</p> <p>Improving access to reproductive health and education</p> <p>Gender equality and equality</p> <p>Women empowerment</p> <p>Correcting inequalities related to power and resources</p> <p>Discuss these terms in relation to population and development in Nigeria</p> <p>Define the reproductive health and rights</p> <p>Identify the goals and objectives of RH care</p> <p>State the components of RH and life cycle approach</p> <p>List the enabling conditions for RH</p> <p>Discuss the advantages of moving from the concept of maternal and child health and family planning (MCH/FP) to RH</p> <p>Which include:-</p> <p>RH has a wide scope in terms of services</p> <p>RH focus on the need of both sexes and all age groups while MCH/FP focuses mainly on women of reproductive health age group</p> <p>RH gives greater attention to gender and rights issues</p> <p>Discuss how to operationalize the RH concept in health care</p> <p>Setting stressing that in targeted approach is most</p>
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	desirable
5.0 know RH situation in Nigeria	RH situation in Nigeria 4.1 discuss the experiences in the communities of RH

RHE 313 – Leadership in Reproductive Health

GENERAL OBJECTIVES

At the end of the course, the students should be able to:

Understand the basic concept in leadership

Understand the leadership styles and how to use each style to address specific reproductive health issue

Discuss some leadership skills and apply it to RH programme implementation

General Objectives	Specific Objectives
Understand the basic concept in leadership	Basic concepts of leadership in RH: Developing Objectives Goals Vision Mission Strategy Work plan

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	<p>Define leader and leadership in RH</p> <p>Define manager and management in RH</p> <p>Differentiate between leadership and management</p> <p>Insight</p> <p>Value and value clarifications</p>
<p>Understand the leadership styles, theories and models</p>	<p>Discuss the following theories as it can be applied to RH</p> <p>Leadership theories such as:</p> <p>Behavioral theory</p> <p>Contingency theory</p> <p>Functional theory</p> <p>Great man theory</p> <p>Trait theory</p> <p>Transformational theory</p> <p>Transformational theory</p> <p>Leadership models:</p> <p>Adaptive leadership</p> <p>Appreciative leadership</p> <p>Authentic leadership</p> <p>Charismatic leadership</p> <p>Dynamic leadership</p> <p>Heroic leadership</p> <p>Participative leadership</p> <p>Servant leadership</p> <p>System and complexity leadership</p> <p>Leadership styles</p> <p>Autocratic leadership</p> <p>Democratic leadership</p> <p>Laissez-faire leadership</p>
<p>Discuss some leadership skills and apply it to RH programme implementation</p>	<p>Discuss some leadership skills that are vital to reproductive health programmes such as;</p> <p>Responsibilities</p> <p>Communication</p> <p>Transparency</p> <p>Accountability</p>

	Collaboration Team building
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RHE 314 – Family Life and Education

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

- Define Family
- Define Family Life Education
- Define Adolescent, Youth and Young Person
- State the behavioural characteristics of adolescents
- Discuss the changes in adolescents which include:
 - Physical changes
 - Emotional changes
 - Psycho-social changes
 - Biological changes
 - Social adjustment
- Discuss the problems of adolescents which include:
 - Pimples
 - Obesity
- State the needs of the adolescents
- Explain the concept of Sexuality

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- Describe with the aid of diagram the anatomy and physiology of male and female Reproductive System
- State the functions of male and female Reproductive System development
- Discuss sexual development in adolescence
- Discuss the deviant sexual activities during adolescence
- Explain Homosexuality in adolescence
- Explain Promiscuity in adolescence
- State the motivation for sexual behaviour
- Explain sexual health education
- Discuss how to prevent teenage pregnancy
- Discuss the risks relating to adolescent sexuality and the development process
- State the social causes of issues relating to adolescent sexuality and the development process
- Discuss the skills needed to cope with issues relating to adolescent sexuality and the development process
- Undertake an educational visit to youth friendly clinics/centres to practice counseling of adolescents
- State the types of youth friendly services to adolescents
- State the characteristics of youth friendly services
- Discuss the barriers to the provision and utilization of RH services by adolescents
- Highlights the strategies to overcome these barriers
- Discuss the counselling of adolescents on RH issues
- Discuss how to effectively manage a youth friendly clinic

RHE 315 – Socio-Cultural and Gender Issues in Reproductive Health

GENERAL OBJECTIVES

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

Know the socio-cultural issues that affect reproductive health

Know the national Gender policy

Know how to create awareness on gender issues in reproductive health

General Objectives	Specific Objectives
<p>Know the socio-cultural issues that affect reproductive health</p>	<p>Socio-cultural issues that affect reproductive health: Age at marriage: timing of first birth Duration of married life, possibility if remarriage Spacing of children: value of children in the society Educational status Economic status Religion Nutritional status: breastfeeding custom Status of women/opportunities for women Industrialization and urbanization</p>
	<p>Gender Issues In Reproductive Health</p> <ol style="list-style-type: none"> 2.1. Define Sex And Gender 2.2. Conduct An Exercise Using Gender Game 2.3. Identify the difference between gender and sex 2.4. State sex and gender roles 2.5. Identify The Disparities in gender roles 2.6. Define gender stereotypes

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	<p>2.7. state the characteristics of both sexes</p> <p>2.8. know to advocate for male involvement and participation in RH</p> <p>2.9. Identify the gaps in gender roles</p> <p>2.10. Define gender equality and equity</p> <p>2.11. Explanation gender balance in decision making</p> <p>2.12. Discuss on how bridge the gap in gender roles</p>
<p>2.0 know how to create awareness on gender issues in reproductive health</p>	<p>advocate male involvement and participation in RH</p> <p>2.1. Explain male involvement/participation in reproductive health</p> <p>2.2. Discuss the rational for male involvement and participation</p> <p>2.3. State men concerned and identify the obstacles to male involvement/participation in reproductive health.</p> <p>2.4. Discuss the strategies for the involvement of men in reproductive health</p>

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RHE 316 – Mental Health

PERFORMANCE OBJECTIVES		CONTENT
1.1	Define Mental Health	Definition of Mental Health
1.2	Explain Mental Health Laws as they affect Primary Health Care	Mental Health Laws at the Primary Health Care
1.3	Discuss decentralized community based mental care versus institutionalized	Decentralized community based mental care versus institutionalized care Different types of mental illness (i.e. psychosis, depression, anxiety puerperal psychosis etc. Discuss the condition above under the following headings: Definition Causes (economic, stress) Incidence Signs and symptoms Management
1.4	Explain different types of mental illness	Positive mental health habits e.g adequate sleep, adequate nutrition, holiday etc.
1.5	List positive mental health habits e.g adequate sleep, adequate nutrition, holiday etc.	
2.1	Discuss support for clients and families in the home management of the mentally ill	Support of clients and families in the home management of mentally ill
2.2	Discuss the	Resources available at community level, and

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	<p>various resources available at community level, and form non-governmental and governmental organizations to support positive mental health</p>	<p>from non-governmental and governmental organizations to support positive mental health</p>
2.3	<p>Describe ways to mobilize the community to promote positive mental health</p>	<p>Steps in mobilizing the community to promote positive mental health</p>
3.1	<p>Explain the role of the family in the identification and management of mentally ill in the home</p>	<p>Roles of the family in the identification and management of the mentally ill in the home</p>
3.2	<p>Define stigma and stereotypes associated with mental illness</p>	<p>Stigma and stereotypes associated with mental illness</p>
3.3	<p>Discuss the effects of stigma and stereotypes on the client, family and the community</p>	<p>Effects of stigma and stereotypes on the client, family and the community</p>
3.4	<p>Explain how to</p>	<p>Recommended actions/interventions</p>

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	address stigma and correct stereotypes in the communities	address stigma, stereotypes, and correct misconceptions and reduce barriers services in the communities.
4.1	Demonstrate the management of mental condition using the standing orders	Management of mental conditions using the Standing Orders
4.2	Discuss the principles of rehabilitation of the mentally ill in the community	Principles of rehabilitation of the mentally in the community

RHE 324 – Infection Prevention

At the end of this lesson student will be able to:

- Discuss importance of infection prevention infections
- Explain disease transmission cycle (disease process)
- Identify roles of health provider in infection prevention
- Identify potential consequences of infection prevention practices
- Define aseptic technique
- Describe ways to properly prepare a client for clinical procedures
- Determine proper use of gloves
- Demonstrate appropriate attire for reproductive health (RH) and family planning (FP) service provision
- Explain the steps of processing instruments and other items
- Demonstrate appropriate order for conducting the steps
- Explain the importance of carrying out the steps in the correct order
- Organize an area of the facility for processing instruments and other items

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- List ways that health workers can become injured by sharps
- Describe actions that surgical team can take to prevent or minimize injuries by needles/sharps
- Describe the proper procedures for safe use and disposal of needles and other sharps
- Describe the proper procedures for giving injections and use of multi dose vials
- Explain housekeeping in a health facility
- List five general housekeeping guidelines
- Describe how to prepare disinfectant cleaning solution
- Describe appropriate waste disposal
- Discuss the consequences of improper disposal of biomedical waste
- Explain the various methods of biomedical waste disposal

State the important of correct disposal of biomedical waste.

RHE 325 – Management Information System for Reproductive Health

GENERAL OBJECTIVES

On completion of this course the students should be able to
 Know reproductive health management information system forms within the NHMIS
 Know the appropriate RH forms and record keeping registers
 Know how to collect data from VHW/TBA/CBDs
 Know how to complete forms to the appropriate authority and conduct on the spot analysis of clinic data

General Objectives	Specific Objectives
Know reproductive health management information system forms within the NHMIS	Reproductive Health Management Information System Forms within the NHMIS Introduce the course State the elements of management information system Define management information system State the types of R.H information Define record keeping States the importance of record keeping Explain the MIS Forms
Know the appropriate R.H forms and record keeping registers	Application of R.H forms and record keeping registers Explain how to complete the MIS Forms
Know how to collate data from VHW/TBA/CBDs	Collate Data from VHW/TBA/CBDs Define Data Explain data collection Discuss data integration
Know how to complete forms to the appropriate	Data Management in R.H Explain information flow Explain data collection

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authority and conduct on the spot analysis of clinic data	Explain data completion Discuss data presentation Explain the use of data Explain effective ways of Dissemination information
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Third Year, Second Semester

RHE 317 – Advocacy in Reproductive Health

GENERAL OBJECTIVES

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

Know advocate support for reproductive health from policy makers and opinion leaders

General Objectives	Specific Objectives
Know to solicit support for RH from policy makers and opinion leaders	Solicit for RH from policy makers and opinion leaders: Define advocacy State and explain the steps in advocacy process Explain advocacy methods State the advocacy methods Explain the methods stated in 1.4 above Field visit to an organization Explain the role TBAs/VHW, CBDs and community development committees (CDC) in the management of outreach site. Summarizes the key points

RHE 318 – Menopause and Andropause

GENERAL OBJECTIVES

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

Know the male and female sexual hormones, their sites of production, functions, and how they influence the reproductive process.

Diploma for Reproductive Health

Understand terms menopause, andropause and climacteric

Understand the changes associated with menopause and andropause

Know the sign and symptoms of andropause and menopause

Understand the problems and issues associated with menopause and andropause

Understand safe contraceptives for climacteric women

Know how to manage the problems/complaints associated with menopause and andropause and the coping mechanisms

General Objectives	Specific Objectives
<p>Know the male and female sexual hormones, their sites of production, functions, and how they influence the reproductive process.</p>	<p>Know the male and female sexual hormones, their sites of production, functions, and how they influence the reproductive process.</p> <p>State the function of the ovaries and testes</p> <p>Discuss the influence of gonadotrophic hormones on the testes and ovaries</p> <p>Explain the effects of these hormones on the maturation of ova and spermatozoa and their effects on other organs of the body</p> <p>State the hormones produced by the testes and the ovaries and their influence on menopause and andropause</p>
<p>Understand terms menopause, andropause and climacteric</p>	<p>Menopause, Andropause Climacteric</p> <p>2.1. Define The Following: Menopause Andropause Climacteric</p> <p>2.2. Explain each of 2.1 above</p>
<p>Understand the changes associated with menopause and andropause</p>	<p>Changes Associated with Menopause and Andropause</p> <p>Describe the changes associated with menopause and andropause</p> <p>Describe the changes associated with menopause in the female</p>

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	<p>reproductive system</p> <p>Describe the changes associated with the musculo-skeletal system</p> <p>Describe the changes associated with andropause in the male reproductive system</p>
<p>Know the sign and symptoms of andropause and menopause</p>	<p>sign and symptoms of andropause and menopause</p> <p>Describe the physiology of andropause and menopause</p> <p>Describe the symptoms and sign of andropause and menopause</p>
<p>Understand the problems and issues associated with menopause and andropause</p>	<p>Problems and associated with menopause and andropause</p> <p>Explain the problems of physical changes</p> <p>Explain sexual problems</p> <p>Discuss the psychological problems</p> <p>Explain the socio cultural problems</p>
<p>Understand safe contraceptives for climacteric women</p>	<p>safe contraceptives for climacteric women</p> <p>Counsel climacteric women on contraception</p> <p>Identify the various safe contraceptives that can be climacteric women e.g. progesterone, IUCD etc</p>
<p>Know how to manage the problems/complaints associated with menopause and andropause and the coping mechanisms</p>	<p>Management the problems/complaints associated with menopause and andropause</p> <p>Discuss the management of the physical problems</p> <p>Regular physical exercise</p> <p>Adequate sleep</p> <p>Adequate meals</p> <p>Discuss the management of psychological problems e.g. by counselling, drug therapy</p> <p>Discuss the management of psychosexual problems by:</p>

	<p>Counselling Taking nutrients supplements especially vitamin and minerals salts Discuss the management of socio-cultural problems e.g. by dispelling myths and misconception. Discuss the management of sexual problems by: Counselling Supplementation/complementation of depleted hormones, vitamins and minerals levels Explain methods used to guard against family disruption e.g. counselling, family values and respect for each other, understanding of psychological and physiological changes Explain the need for referral for medical care.</p>
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RHE 319 – Drug Supply and Management

GENERAL OBJECTIVES

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

Know the role of Health Workers in the administration and security of reproductive health drugs

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Know the drugs for RH

Understand the drug revolving fund for Reproductive Health

Understand the drug selection, ordering, stocking and issuing procedure and protocol

Understand drug inventory and stock taking

General Objectives	Specific Objectives
<p>Know the role of Reproductive Health officers in the administration and security of Reproductive Health drugs</p>	<p>Role of Reproductive Health Officers in Administration and Security of drugs: Describe the role of Reproductive Health officers in the management of "Essential drugs" Describe the functions of Health workers in the Administration of drugs Evaluation functions of the Health workers in drugs administration Describe methods of safety of drugs in Hospital, clinics (especially RH), and Health centers</p>
<p>Know the drugs for RH</p>	<p>Drugs in RH Define RH List the important drugs in RH State the functions of the drugs stated in 2.2 above List the drugs that are dangerous to RH State the effects of the drugs listed in 2.4 above Mention the complications due to 2.5 above State the management of the complications stated in 2.6 above</p>
<p>Understand the drug revolving fund for Reproductive Health</p>	<p>Drug Revolving Fund Define the drug revolving fund Identify sources of drug revolving fund in Nigeria Describe the management of drug revolving fund in Nigeria State the limitations of drug revolving fund</p>
<p>Understand the drug selection, ordering, stocking and issuing</p>	<p>Drugs Selection Explain how drugs are selected State the problems encounter in drug selection</p>

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procedure and protocol	<p>Drug Ordering, Stocking and issuing Procedures</p> <p>Explain the procedure of drug ordering, stocking and issuing</p> <p>State the rules and regulations governing the ordering, stocking and issuing procedures</p> <p>Select and order drugs following proper routine</p>
Understand the utilities of drugs and record keeping	<p>Utilization of Drugs</p> <p>Identify steps taken for proper utilization of drugs</p> <p>Explain the importance for drug complication clients</p> <p>Record Keeping</p> <p>Define record keeping</p> <p>Explain the importance of record keeping in drug administration</p> <p>Document records obtained</p>
Understand drug inventory and stock taking	<p>Inventory and Stock Taking</p> <p>Describe the process of drug inventory and stock taking</p> <p>Explain need for periodic/drug inventory</p> <p>Take inventory of drugs</p>

RHE 320 – Screening for Reproductive Tract Cancer

GENERAL OBJECTIVES

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

Have broad knowledge of reproductive tract cancers

Have the skills and knowledge to screen and refer common reproductive tract cancers

General Objectives	Specific Objectives
Have broad knowledge of	Reproductive Tract Cancers Define the following

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<p>reproductive tract cancers</p>	<p>Cancer Reproductive tract cancers Identify the common reproductive tract cancers. Females: Cancer of the cervix Cancer of the breast Cancer of the uterus Cancer of the ovaries Males: Cancer of the prostate gland Discuss the strategies for detection of cancers in the early stages State the risk factors for the reproductive tract cancers stated in 1.2 above State the signs and symptoms for the common reproductive tract cancers stated in 1.2 above Discuss the preventive measures for reproductive tract cancers</p>
<p>Have the skills and knowledge to screen and refer common reproductive tract cancers</p>	<p>Skills and knowledge to screen and refer common reproductive tract cancers: Explain how to take history of patients with reproductive Discuss screening method for reproductive cancers Discuss counselling management of reproductive tract cancers Discuss counselling of clients with reproductive tract cancers Discuss the referral for clients with reproductive tract cancers</p>

RHE 321 – Infertility

GENERAL OBJECTIVES

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

Have knowledge on infertility and its prevention

Have knowledge on counselling support, and referral for infertile couples

General Objectives	Specific Objectives
Have knowledge of infertility and its prevention	Infertility and its prevention describe the factors necessary to achieve pregnancy Define infertility State the types of infertility Identify the common causes of infertility
Have knowledge on counseling support, and referral for infertile couples	Counseling Support and referral for Infertile Couples History taking Discuss issues involved in counseling infertile couples Discuss ways of achieving pregnancy in infertile couples

RHE 322 – Quality Care/Clinic Setting

GENERAL OBJECTIVES

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

Know the concept of quality care and its importance in RH Services

Identify strategies for achieving and sustaining provision of quality care RH services

Apply the concept of quality care in RH service delivery

General Objectives	Specific Objectives
<p>Know the concept of quality care and its importance in RH service</p>	<p>Concept of Quality Care and its Importance in RH</p> <p>Define quality care</p> <p>State the benefits of good quality care</p> <p>State the elements of quality care</p> <p>Discuss the relevance of clients perspectives in Q.O.C issues</p> <p>State the importance of clients perspective in Q.O.C issues</p> <p>State the right of clients in relation to service delivery</p> <p>Discuss the ways that clients opinion on services can be can obtained in clinical setting</p> <p>Discuss the myriad of problems that arise when clients reproductive rights are violated</p>
<p>Identify strategies for achieving and sustaining</p>	<p>Strategies for Achieving and Sustaining Provision of Quality RH Care</p> <p>Identify the factors that affect quality care</p>

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<p>provision of quality care RH service</p>	<p>State the three areas of quality care in clinical settings Identify indicators for measuring quality of services State the principles of quality management</p>
<p>Apply the concept of quality care in RH service delivery</p>	<p>Application of Quality Care in RH Service Delivery State how the quality of RH services can be improved in Practical terms Discuss the assessment of quality care in clinical settings Explain the concept of infection control in clinical settings Outline the broad areas of attention in infection control Focus on the following practical issues and provide explanation The use of protective barriers Processing of equipment and materials Handling of syringes and needles Disposal of medical wastes Assessment of quality care in clinical settings. Example Exit interviews for clients Facility assessment Review of clients record, etc</p>