



**CURRICULUM**

**FOR**

**DIPLOMA**

**IN**

**COMMUNITY HEALTH**

**Community Health Practitioners Registration Board of Nigeria**

**2015**

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## **PREFACE**

The revision of the curricula for the training of Community Health Practitioners was necessitated by the need to update the content of the curricula in alignment with global initiatives. The updates will improve the skills of the Community Health Practitioners and enhance their performance in the provision of Community Health Care Services. This is important because Community Health Practitioners form the bulk of frontline health workers in Nigeria (especially in rural areas) and are critical and central to the country's attainment of its health goals.

The review entailed the inclusion of new and important subjects and issues in Primary Health Care service delivery. The New Curriculum is also designed to give students a broad knowledge base to function effectively in the present day health care delivery setting.

The previous set of curricula were last revised in 2006 and from that time health care delivery has witnessed many innovations and new interventions; new programmes have been introduced especially with the concerted national efforts towards the attainment of the Millennium Development Goals (2000-2015) as well as the Sustainable Development Goals (2015-2030). These changes must be reflected in the training curricula of Primary Health Care Practitioners to benefit their clients.

A team of Educationists with wide knowledge and experience in teaching from our Schools/Colleges of Health Technology and Community Health Officers Training Institutions produced the initial draft of the revised curriculum. Thereafter, the documents were widely circulated to stakeholders for comments. After comments were received, Save the Children (SCI) anchored the review process and galvanized partner contributions to produce the final curricula.

The revision process was comprehensive and detailed as it examined all our training documents besides the Curriculum. Practical Assessment Log Books, Tutor Guides as well as the Assessment Scheme were also revised. Some of the new courses in the curricula for the three cadres are: Essential New born Care, Community Based New born Care and Population Dynamics. Some other courses have new names, while the content of some courses have been expanded with new topics, such as Integrated Community Case Management of Childhood Illnesses (iCCM), Primary Health Care Under-One Roof, and National Health Act.

To align with global standards in curricula development and ensure evidenced-based and methodical approach to this review process, we conducted an assessment of the 2006 edition of the curricula and log books in all the 69 Schools of Health Technology and Community Health Officers training programmes at the time. The major aim of this study was to scoop critical information from the users of these documents and the community to inform and enrich the review process.

This is novel in the history of pre-service curriculum review in Nigeria; that such a large number of stakeholders especially development partners and international Non-Governmental Organizations were actively involved and committed to the success of the process. To ensure the involvement and participation of key stakeholders, we held three major stakeholders meetings during the course of this review. This robust participatory approach ensured a strategic balance between

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what the students need to know, what they should know, what is nice to know and what they must know.

The new curricula include the additional tasks approved by the National Council on Health, especially as they align strategically with the National Task-shifting and Task-Sharing Policy on Essential Health Care Services in Nigeria. Apart from the assessment survey and robust stakeholder engagement, another major factor that made this review process a three-year journey was the needful and productive alignment with all available national health documents (policies, guidelines and protocols) especially those on capacity building, regulation, and supervision.

The programme is based on course units and credit system. It is structured to ensure that students receive adequate training in both theory and practice. Accordingly, the entry requirements had changed but the duration of the programme have not changed.

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



**SALISU ABUBAKAR (RCHP)  
AG. REGISTRAR CHPRBN 2015**

## ACKNOWLEDGEMENTS

We gratefully acknowledge the effort of the education committee of the Board who worked assiduously to produce the initial draft of the revised Curriculum. Our thanks go to Save the Children International, who sponsored the revision process and integrated the revisions into the current document in a systematic and methodical way.

The input provided by eminent professionals in their official and individual capacities contributed in no small way to the success of the exercise. In this regard, we would also like to appreciate contributions of individual members of the curriculum review committee: Abdullahi M Idris, SPHCDA Bauchi; Dr Doris Dotimi CHT, Otuogidi Bayelsa; Chief Okafor O. Charles, CHOTP Enugu; Mr Fajuko Bunmi Emmanuel, Zonal Technical Officer (SW); Mr Adeyemi Titus, CHOTP UITH, Ilorin; Mrs. Mmeme Adiari CHT, PH Rivers State; Alh. Barba Ibn Mustapha, CHOTP Maiduguri; Mrs Rakiya Mukhtar, SHT Kano; Mr. Henry Amaku, MOH, Owerri Imo-State and Dr Sabo A. Muhammad, Consultant.

We appreciate the painstaking efforts of the following staff of the Save the Children: Dr Abimbola Williams, Dr Oyinbo Manuel, and Bimpe Akano for anchoring the actualization of this document. We also wish to thank all those whose direct or indirect contributions made this review a reality; WHO, IHVN, Population Council, and NACHPN.

We are also grateful to Federal Ministry of Health, our supervising Ministry that provided the enabling environment for the production of this document and contributed immensely to the revision of this curriculum. We are especially grateful to Dr Abosedo Adeniran and Dr Femi James of Federal Ministry of Health. The cooperation is highly appreciated.

We owe a debt of gratitude to Principals/Provosts and staff of our training institutions for their suggestions, recommendations and contributions. Their contributions made the process a worthwhile exercise; especially with respect to improving our training programmes.

Both administrative and technical staffs of the Board also deserve appreciation for the long hours of work they have put into this.

We must pay special tribute to late Professor Olikoye Ransome-Kuti who out of the altruistic desire to take health care to the doorstep of our people initiated the training of Community Health Practitioners in Nigeria close to four decades ago.



Salisu Abubakar (*RCHP*)  
Ag Registrar CHPRBN



## HOW TO USE THIS CURRICULUM

### *Accreditation of the Programme*

The Diploma programme in Community Health offered by any training institution shall be accredited by the Community Health Practitioners Registration Board of Nigeria (CHPRBN) before the grandaunts can be awarded the Diploma in Community Health.

Information on programme accreditation can be obtained from: The Registrar, Community Health Practitioners Registration Board of Nigeria, Plot 379, EFAB Estate Road, Life Camp (by Skye Bank), Jabi District, Abuja.

### **Who is the curriculum for?**

The curriculum is mainly for the training of Community Health Extension Workers (CHEWs) in public and private training institutions. The students should have the basic qualifications outlined below.

### **Entry Qualification**

In addition to physical and mental fitness, willingness and commitment to work in rural communities, and a high sense of responsibility, accountability and dedication; participants in this programme are expected to be able to:

- Guide, supervise, monitor and give good leadership to others.
- Build a cohesive health team and sustain individual and team morale.
- Work independently when necessary and make good judgement.
- Interact with various Government agencies and the local communities.

### **Entry Qualification**

- (A) Holders of WASCE, SSCE, NECO or GCE O/L with (5) credits at not more than two sittings, which must include; English Language, Mathematics, Biology, Chemistry, and Physics.
- (B) Junior Community Health Extension Worker (JCHEW) with 2 years' post qualification experience in addition to the above requirement mentioned, and Applicant **MUST** be registered with the Community Health Practitioners Registration Board of Nigeria (CHPRBN), and possess a valid practice license.

### **Duration**

For effective implementation of the curriculum, the duration of this training is three (3) calendar years (six semesters) comprising:

- i. College/classroom theory: Two years
- ii. Practical placement: 12 months
- iii. System of practical placement based on the policy of the Community health Practitioners Registration Board of Nigeria.

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

## **Goal and objectives of the Curriculum**

### **General goal**

The goal of the curriculum is to produce community health workers with appropriate and adequate knowledge, skills and attitude for effective delivery of health care services at the primary health care level.

### **Specific objectives**

At the end of the training programme, the student should be able to perform the following functions:

### **Community-based functions**

- 1) Explain to the Community the Primary Health Care approach of the Nigerian Health System and his/her role as a member of the health team expected to link the community with the health care system.
- 2) Carry out community mobilization for health action.
- 3) Guide and support the Volunteer Village Health Workers (VVHWs)/Traditional Birth Attendants (TBAs) and Junior Community Health Extension Workers (JCHEWS) to initiate preliminary contact with the leaders.
- 4) Familiarize self with target population and health services within the community.
- 5) Follow-up and provide support for the initial contact made by the Volunteer Village Health Workers/Traditional Birth Attendants and Junior Community Health Extension Workers with the Community Leaders.
- 6) Initiate the formation (and facilitate the effective functioning) of the Health Development Committees.
- 7) Attend health facility and Community Development Committee's meetings in rotation.
- 8) Participate in, and supervise Primary Health Care house numbering and placement of Home-Based Records.
- 9) Update house numbering and placement of Home-Based Records during home visits, and through reports and records from Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants.
- 10) Initiate and work with the community and other health workers to carry out community diagnosis and continuous health needs assessments of the Community. (Health needs

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include areas related to provision of good roads, portable water supply, education, agriculture, nutritional problems, HIV and AIDS, poverty eradication, etc.)

- 11) Initiate and work with the community and other health workers to carry out general community surveys to establish, social and cultural characteristics of the community.
- 12) Work with other health workers and the community members to ensure the community participates in identifying major health problems of the community. These include HIV and AIDS, teenage pregnancies, problems of the elderly and juvenile delinquency. Other important issues include Family Planning, gender inequalities, child protection etc.
- 13) Teach the Volunteer Village Health Workers (VVHWs) / Traditional Birth Attendants (TBAs) and Junior Community Health Extension Workers simple methods of data collection and analysis.
- 14) Participate in the analyses of data collected for decision-making.
- 15) Initiate and/or work with his/her supervising officer and community members to:
  - a) Prioritize health problems
  - b) Plan solutions to identified health needs
  - c) Identify available resources to solve the health problems
  - d) Set coverage objectives (targets)
  - e) Identify workable interventions.
- 16) Prepare and/or assist the supervising officers in preparing budgets for implementation of plans
- 17) Prepare a schedule of activities for the delivery of services to tackle the priority health problems.
- 18) Work with Supervising Officer, Junior Community Health Extension Workers, Volunteer Village Health Workers/Traditional Birth Attendants and Community members to carry out plans.
- 19) Develop a monthly work plan with the approval of Supervising Officers.
- 20) Coordinate the work plan of the Junior Community Health Extension Workers and the Volunteer Village Health Workers/Traditional Birth Attendants.
- 21) Manage Junior Community Health Extension Workers and Volunteer Village Health Worker/Traditional Birth Attendants referrals and 'At-Risk' cases within the community using Standing Orders.
- 22) Support Junior Community Health Extension Workers and Volunteer Village Health Workers/Traditional Birth Attendants on health education efforts, and initiate periodic health education and health promotion campaigns within the community.

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

### **Clinic-based functions**

Provide integrated Primary Health Care Services (PHC under one roof).

- 1) Organize and run Integrated Primary Health Care Services (where Community Health Officer is not available) based on their skills and competence. These services are listed in the Nigeria National Health Plan and include:
  - a) Health Education covering prevention and control of prevailing health problems.
  - b) Promotion of water supply and basic sanitation
  - c) Maternal and Child Health, including reproductive health. For example, ensuring all pregnant women are identified and have access to focused antenatal care services (including delivery

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- of normal pregnancies), postnatal care and other specified reproductive health services such as pre-conception care, HCT, Family Planning and contraception.
- d) Promote preventive Maternal and Child healthcare (screening for anaemia, pre-eclampsia and eclampsia, malaria; giving routine drugs and malaria prophylaxis, tetanus toxoid immunisation, growth monitoring etc.)
  - e) Provide immunization services.
  - f) Manage logistics and cold chain system.
  - g) Carry out sterilization of equipment according to established protocol.
  - h) Treat common conditions and injuries.
  - i) Perform simple laboratory tests and examinations; for example, haemoglobin estimation, stool and urine testing, etc., Rapid Diagnostic Kits test for Pregnancy, Malaria, HIV and Syphilis
  - j)
  - k) Keep and check that clinic equipment are safe and in good working order.
  - l) Promote mental and dental health.
  - m) Managing clients according to Standing Orders and maintaining high quality of care.
  - n) Practice rational drug use.
2. Collect and collate monitoring and evaluation data for the National Health Management Information System (NHMIS) from the community and health facility and forward to the Ward level.
  3. Carry out with Community Health Officer (where available) the day-to-day administration of health services in the target population.

### **Training functions**

Provide integrated Primary Health Care Services:

- 1) Organize and run Integrated Primary Health Care Services (where Community Health Officer is not available) based on their skills and competence. These services are listed in the Nigeria National Health Plan and include:
  - a) Health Education covering prevention and control of prevailing health problems.
  - b) Promotion of water supply and basic sanitation.
  - c) Maternal and Child Health (including reproductive health). For example, ensuring all pregnant women are identified and have access to antenatal care services, including delivery of normal pregnancies, postnatal care and other specified reproductive health services such as pre-conception care, HCT, Family Planning and contraception.
  - d) Promote preventive Maternal and Child Healthcare (screening for anaemia, pre-eclampsia and eclampsia, malaria; giving routine drugs and malaria prophylaxis, tetanus toxoid, growth monitoring etc.)
  - e) Provide immunization services.
  - f) Manage logistics and cold chain system
  - g) Carry out sterilization of equipment according to established protocol.
  - h) Treat common conditions and injuries
  - i) Perform simple laboratory tests and examinations; for example, haemoglobin estimation, stool and urine testing, Rapid Diagnostic Kits test for Pregnancy, Malaria HIV and Syphilis
  - j) Keep and check that clinic equipment are safe and in good working order
  - k) Promote mental and dental health.
  - l) Managing clients according to Standing Orders and maintain high quality of care.
  - m) Practice rational drug use.

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2. Collect and collate monitoring and evaluation data for the National Health Management Information System (NHMIS) from the community and health facility and forward to the Ward level.
3. Carry out with Community Health Officer (where available) the day-to-day administration of health services in the target population.

### **Mode of delivery**

The recommended delivery mode for teaching the curriculum is theory and practical, with a ratio of 40-60 respectively. The practical component should comprise classroom demonstrations, laboratory sections and fieldwork exposure.

### **Methods and techniques for the delivery of the curriculum**

- Lectures
- Tutorials
- Audio-visual
- E-learning
- Case scenarios
- Role plays
- Group and individual work
- Demonstrations
- Field trip (practical)
- Case studies
- Research Project

### **Resources for curriculum implementation**

- Books
- Manuals
- Hand-outs
- Online materials
- Audio-visual materials such as tapes,, compact discs and video tapes

### **Evaluation instruments**

- Attendance
- Continuous assessments
- Tests (oral or written tests)
- Assignments
- Examinations
- Observation schedules
- Reports
- Logbook

### **Enabling factors for effective delivery of the curriculum**

#### **Qualifications and role of the facilitator**

The trainers, in addition to professional registration with appropriate regulatory bodies, shall possess a minimum of:

- a) PHC tutor plus upgrades in the future.

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- b) Bachelor of science in community health or health related courses.
- c) Post-graduate Diploma in Community Health Education or equivalent.
- d) Masters or Doctorate degrees.

There should be adequate numbers of qualified tutors (with minimum of 6 PHC tutors per school), clinical trainers and facilitators who:

- a) Have adequate facilitation skills and knowledge of adult teaching methodologies to enable active participation of all the participants.
- b) Are able to monitor the training proceedings and evaluate the knowledge and skill gain of the participants.
- c) Who can provide on-the-job mentoring to student CHEWs in the clinical settings so trainees can master the necessary skills and attitudes.

### **Training Facilities: Required minimum standard for the programme**

It is important that there are classrooms - big and small - for teaching, group work and other forms of classroom deliveries: At least six (6) units of classroom blocks with a capacity for 75 students per class. A functional Demonstration Clinic within the Institution, which shall serve as practice site for students and meet the health needs of students and the catchment populations, is also a prerequisite. There is also a need to designate at least Six (6) functional health facilities with the right mix of staff, for rural and urban supervised clinical and community-based practical work.

Other requirements include:

- a) Computer laboratory
- b) General laboratory (Physics; Chemistry and Biology)
- c) Demonstration Rooms/Skills Laboratory
- d) Adequate teaching aids, materials and stationery
- e) Library facilities comprising; Book and E-library sections, and Internet connection.
- f) Adequate means of transport for students' field trips (a bus with adequate seating) and a vehicle for supervision
- g) Regular source of potable water supply
- h) Regular source of electricity supply
- i) Adequate hostel accommodation
- j) Recreational facilities
- k) Adequate security
- l) Basic medical laboratory for practical training in diagnostic skills

## Certification

At the end of the programme, the certificate awarded is a Diploma in Community Health

### *Condition for award of certificate*

The final Professional and Practice Licensing Examination shall be organized and conducted by Community Health Practitioners Registration Board of Nigeria (CHPRBN) based on their prescribed structure. Research Project shall be supervised by the training institution and assessed by the Board

The training institutions offering the accredited programmes will issue academic transcripts and statements of results to deserving students who successfully pass the National Qualifying Examination of the Board.

TABLE 1			
SCORE	LETTER GRADES	WEIGHTING POINTS	REMARK
70 – 100%	A	4.00	Excellent
65 – 69	B	3.50	V. Good
60 – 64	C	3.00	Good
55 – 59	D	2.50	Fair
50 -54	E	2.00	Pass
Below 50%	F	0.00	Failure

The Board will issue Certificate to only successful student.

Each course shall be assessed based on 30% continuous assessments (which include tests, quizzes, assignments, etc.) Semester examinations will make up the remaining 70%.

Grading of students has now been modified to make 50% the pass mark.

The Four (4) Point Grading System shall be adopted for the Diploma. Please see Table 1.

### **Award of the Diploma in community health shall be classified as follows:**

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

## Instructional guide

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



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

In the light of the above, the curriculum has been developed with behavioural objectives in mind, so that the performance of each student, on successful completion of the programme, is clear to all. Towards this end, the proper articulation of the credit unit system of the programme (taking into cognizance the institution-based training segment and the field experience in practice areas), is highly advocated for its success.

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

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

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

For the purpose of effective supervision and uniformity in conduct of clinical and community-based experiences, a Log Book has been introduced for use by students and an Instructor's Guide Book for the teachers and instructors.

The training institutions must ensure that students are posted to practice areas / health facilities where they will be duly exposed to practical experiences that test the important skills. Log books should be signed by the designated Supervisors only when the skills have been demonstrated by the students.

- The Log Book for students shall be obtained from the Board.
- The final evaluation of the students undergoing training shall be based on the report of the Field Supervisor in the practice areas / health facility; and evaluation must be done objectively.
- The evaluation must take cognizance of: Punctuality, attendance, general attitude to work, respect for authority, interest in the clinical/practice area, and technical competence.
- The training institution shall retain the Log Book of the students after graduation.

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

- The institution-based Supervisors shall countersign the Log Book during each visit to enable Supervisors determine to what extent the learning objectives are being met and to assist in resolving any outstanding problems.

The institution-based Supervisors shall visit the students three (3) times during their postings observing four-week intervals. The last visit shall be made in the last week of posting.

## Curriculum content

<b>FIRST YEAR, FIRST SEMESTER</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>DURATION</b>	<b>UNITS</b>
<b>GNS 101</b>	Use of English	30hrs	2
<b>CHE 211</b>	Professional Ethics	15hrs	1
<b>CHE212</b>	Anatomy and Physiology I	45hrs	2
<b>CHE 213</b>	Behaviour Change Communications	45hrs	2
<b>GNS 111</b>	Citizenship Education	15hrs	1
<b>CHE214</b>	Human Nutrition	45hrs	2
<b>CHE 215</b>	Introduction to Primary Health Care	30hrs	2
<b>GNS411</b>	Introduction to Psychology	15hrs	1
<b>EHT 111</b>	Introduction to Environmental Health	30hrs	2
<b>FOT 111</b>	Geography	15hrs	1
<b>COM 111</b>	Introduction to Computer	45hrs	2
<b>GNS 213</b>	Introduction to Medical Sociology	30hrs	2
	<b>TOTAL</b>	<b>360hrs</b>	<b>20</b>
<ul style="list-style-type: none"> <li>• GNS - General Studies</li> <li>• ENT - Environmental Health Technology</li> <li>• FOT - Forestry Technology</li> </ul>			

<b>FIRST YEAR, SECOND SEMESTER</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>DURATION</b>	<b>UNITS</b>
<b>CHE 221</b>	Symptomatology	30hrs	2
<b>CHE 222</b>	Population Dynamics and Family Planning	75hrs	3
<b>CHE 223</b>	Clinical Skills I	75hrs	3
<b>STB 211</b>	Science Laboratory Technology.	75hrs	3
<b>CHE224</b>	Immunity and Immunization	45hrs	2
<b>CHE 225</b>	Control of Communicable Diseases	30hrs	2
<b>CHE 226</b>	Accident and Emergency	45hrs	2
<b>CHE 227</b>	Supervised Clinical Experience I	90hrs	3
<b>GNS 102</b>	Communication in English	30hrs	2
	<b>TOTAL</b>	<b>495hrs</b>	<b>22</b>
<ul style="list-style-type: none"> <li>• GNS - General Studies</li> <li>• STB - Science Laboratory Technology</li> </ul>			

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<b>SECOND YEAR, FIRST SEMESTER</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>DURATION</b>	<b>UNITS</b>
<b>CHE 231</b>	Anatomy and Physiology II	45hrs	2
<b>CHE 232</b>	Oral Health	30hrs	2
<b>CHE 233</b>	Community Mental Health	30hrs	2
<b>CHE 234</b>	Reproductive Health	45hrs	2
<b>CHE 235</b>	Child Health	75hrs	3
<b>CHE 236</b>	School Health Programme	30hrs	2
<b>CHE 237</b>	Control of Non-Communicable Diseases	30hrs	2
<b>BCH 111</b>	Introduction to Physical Chemistry	15hrs	1
<b>CHE 238</b>	Community linkages and Development	75hrs	3
<b>CHE 239</b>	Care and Management of HIV and AIDS	45hrs	2
<b>CHE 240</b>	Occupational Health and Safety	30hrs	2
	<b>TOTAL</b>	<b>495hrs</b>	<b>23</b>
<ul style="list-style-type: none"> <li>• BCH - Basic Studies</li> </ul>			

<b>SECOND YEAR, SECOND SEMESTER</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>DURATION</b>	<b>UNITS</b>
<b>CHE 241</b>	Clinical Skills II	90hrs	3
<b>CHE 242</b>	Maternal Health	105hrs	4
<b>CHE 243</b>	Modified Essential New born Care	75hrs	3
<b>CHE 244</b>	Community Ear, Nose and Throat Care (ENT)	45hrs	2
<b>CHE 245</b>	Community Eye Care	15hrs	1
<b>CHE 246</b>	Use of Standing Orders	75hrs	3
<b>GNP123</b>	Introduction to Pharmacology	30hrs	2
<b>CHE 247</b>	Nigerian Health System	30hrs	2
<b>CHE248</b>	Supervised Clinical Experience II	90hrs	4
	<b>TOTAL</b>	<b>555hrs</b>	<b>24</b>
<ul style="list-style-type: none"> <li>• GNP - General Nursing</li> </ul>			

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<b>THIRD YEAR FIRST SEMESTER</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>DURATI ON</b>	<b>UNIT S</b>
<b>CHE 251</b>	Care of the Older Persons	15hrs	1
<b>CHE 252</b>	Care of Persons with Special Needs	30hrs	2
<b>CHE 253</b>	Health Statistics	30hrs	2
<b>CHE 254</b>	Essential Medicines	30hrs	2
<b>CHE 255</b>	Human Resource for Health	15hrs	1
<b>CHE 256</b>	Research Methodology	30hrs	2
<b>CHE 257</b>	Community Based New born Care	60hrs	2
<b>CHE 258</b>	Supervised Community Based Experience (SCBE)	120hrs	4
	<b>TOTAL</b>	<b>330hrs</b>	<b>16</b>

<b>THIRD YEAR SECOND SEMESTER</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>DURATI ON</b>	<b>UNITS</b>
<b>CHE 261</b>	Primary Health Care Management	30hrs	2
<b>CHE 262</b>	Referral System and Outreach services	30hrs	2
<b>CHE 263</b>	Accounting System in Primary Health Care	15hrs	1
<b>CHE 264</b>	Health Management Information System	30hrs	2
<b>BUS 213</b>	Entrepreneurship Education	30hrs	2
<b>CHE 265</b>	Research Project.		4
	<b>TOTAL</b>	<b>135hrs</b>	<b>13</b>
• BUS -	Business Studies		

# USE OF ENGLISH (GNS 101) DURATION: 30 HOURS

Programme	<b>DIPLOMA IN COMMUNITY HEALTH</b>	Course Code	<b>GNS 101</b>	UNITS	<b>2.0</b>
Course Title	<b>USE OF ENGLISH</b>		Duration	<b>30 HOURS</b>	
Goal	This course is designed to enable the students to acquire the knowledge and skills of effective use of English.				
Objectives	<p>On completion of the course, the students should be able to:</p> <ol style="list-style-type: none"> <li>1.0. Explain the basic rules of grammar</li> <li>2.0. Discuss the structure and functional analysis of grammar</li> <li>3.0. Describe the construction of good sentences</li> <li>4.0. Discuss the use of words and figurative expressions</li> <li>5.0. Describe the English register in different fields of studies</li> <li>6.0. Explain the contextual use of denotation and connotation</li> </ol>				
TOPIC	PERFORMANCE OBJECTIVES			CONTENT	
1.0 Speech and Grammar	<b><i>At the end of the unit, the learners should be able to:</i></b>				
	1.1	Identify parts of speech in content		Parts of speech in content	
	1.2	Explain the functions of parts of speech		Functions of parts of speech	
	1. 3	Identify common errors in the use of parts of speech in sentences		Common errors in the use of parts of speech in sentences	
	1.4	Explain grammar and idioms		Grammar	
	1.5	Enumerate the uses of punctuation marks		Punctuation marks and their uses	
1.6			Explain idioms		

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>2.0 Phrase and Clause</b>	2.1	Define a Phrase	Definition of a Phrase
	2.2	Identify the types and functions of phrases	Types and functions of phrases
	2.3	Define a clause	Definition of a clause
	2.4	Identify the types and functions of clauses	Types and functions of clauses
	2.5	Define sentences	Definition of sentences
	2.6	Explain the types and functions of sentences	Types and functions of sentences
	2.7	Identify sentence elements	Sentence elements e.g. Sentence = Subject + Complement etc.
<b>3.0 Construction of good sentences</b>	3.1	Define 'Tense'	Definition of 'Tense'
	3.2	Explain the types of tenses	Types of tenses e.g. Present Tense, Past Tense, etc. 3.2.1 Various tenses in different sentences
	3.3	Discuss the meaning of Grammatical Concord	Meaning of Grammatical Concord 3.3.1 Types of Concord with examples
<b>4.0 Words and figurative expressions</b>	4.1	Define Figures of Speech	Definition of Figures of Speech
	4.2	List the types of Figures of Speech	Types of Figures of Speech 4.2.1 Figure of Speech in sentences
	4.3	Define the term 'Word'	Definition of the term 'Word'
	4.4	Discuss types of words	Types of words 4.4.1 Word Formation e.g. (a) Compounding = General Secretary, Mother-in-law, Vice President (b) Borrowing = Words that are not of English origin like Stadium, Bacteria, etc. (c) Affixation = Intro-duct-ion, Im-port-ant, In-correct-ion, etc.
	4.5	Explain Synonyms and Antonyms.	Synonyms and Antonyms
<b>5.0 Registers</b>	5.1	Define Register	Definition of Register

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

	5.2	Identify words in various fields of studies	Words in various fields of studies e.g. Science, Law, Religion, Sport, etc.
	5.3	Identify Registers in different passages.	Registers in different passages
<b>6.0 Denotation and Connotation</b>	6.1	Explain the term 'Denotation'	Denotation
	6.2	Identify words and their denotation meanings	Words and their denotation meanings.
	6.3	Explain the term connotation	Connotation
	6.4	Identify words and their connotation meanings	Words and their connotation meanings
	6.5	Demonstrate denotative and connotative use of words	Practicum on the connotative and denotative use of words 6.5.1 Composing Denotative and Connotative usage in groups of synonyms e.g. Woman, Lady, Female, Client, Customer, Patient, Fear, Terror, etc.



**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture method	Explanation	Listening	Visuals (Newspapers, Journal articles)	Questions (oral)	Relevant and recent publications in Lexis and Structure, and Communication
Discussion method (Learner centred approach)	Demonstration using visuals and audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Continuous assessment tests	
Demonstration with visuals (Newspaper articles, Journal articles, Dictionary)	Questioning	Participating in classroom discussions		Short quizzes	
Audio-visual (video, compact disc, DVD, Internet)	Responding to students' questions	Responding to teacher's questions		Take home assignments	
		Write a composition and essay		Individual/Group work	
				End of Semester Examination	

# PROFESSIONAL ETHICS (CHE 211)

## DURATION : 15 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 211</b>	<b>UNITS</b>	<b>1.0</b>
<b>Course Title</b>	<b>PROFESSIONAL ETHICS</b>		<b>Duration</b>	<b>15 HOURS</b>	
<b>Course Description</b>	Professional ethics explains the individual, organizational and corporate principles of behaviour expected of professionals based on integrity, honesty, transparency, accountability, confidentiality, independence, respectfulness, value for the law and dependability				
<b>Goal</b>	This course is designed to equip students with the professional ethics in Community Health Practice				
<b>Objectives</b>	<p><b>On completion of the course, the students should be able to:</b></p> <p><b>1.0 Discuss the basic concepts of professional ethics in Community Health Practice</b></p> <p><b>2.0 Explain the Evolution and Principles of Ethics</b></p> <p><b>3.0 Describe the professional responsibilities and limitations of a Community Health Practitioner</b></p> <p><b>4.0 Explain the legal aspects of Community Health Practice</b></p> <p><b>5.0 Describe the Procedure for Licensing/Registration of Community Health Practitioners</b></p> <p><b>6.0 Discuss the concept of Morality, Duty and Liability</b></p>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 Professional Ethics in Community Health Practice</b>	1.1	Define Ethics and Etiquette	Definition of Ethics and Etiquette 1.1.1 Brief history of ethics		
	1.2	Discuss the basic concepts of professional ethics in Community Health Practice	Ethics and philosophy of Community Health Practice 1.2.1 Professional ethics required of a Community Health Practitioner e.g. confidentiality, privacy, integrity, respect for client, patience etc.		

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>2.0 Evolution and principles of Ethics</b>	2.1	Explain the Evolution of Ethics	Evolution of Ethics
	2.2	Discuss the principles of Ethics	Principles of Ethics
<b>3.0 Professional responsibilities and limitations of a Community Health Practitioner</b>	3.1	Describe the professional responsibilities and limitations of a Community Health Practitioner	Professional responsibilities and limitations of a Community Health Practitioner
	3.2	Explain essential moral principles and codes that guide the CHEW	Essential moral principles and codes that should guide the CHEW in their work <ul style="list-style-type: none"> <li>• Leadership and its limitations</li> <li>• The right to human dignity</li> <li>• Lateness/absenteeism</li> <li>• Patient/customer rights: right to protection from harm, right to confidentiality, right to privacy</li> <li>• Proper dressing</li> <li>• Respect for leaders/clients</li> <li>• Respect for colleagues</li> <li>• Adultery or fornication with clients and clients' relatives</li> <li>• Stealing/pilfering etc.</li> </ul>
<b>4.0 Legal aspects of Community Health Practice</b>	4.1	Explain the legal aspects of Community Health Practice	Legal aspects of Community Health Practice 4.1.2 Implications of Law of the Federation of Nigeria (LFN) CAP C19 ACT 2004 and its limitations
<b>5.0 Registration and licensing</b>	5.1	Define 'License and Licensing'	Definition of License and Licensing
	5.2	Define 'Registration'	Definition of Registration
	5.3	Discuss the rationale /procedure for Registration and Licensing	Rationale /procedure for Registration and Licensing
	5.4	List requirements and benefits of Registration	Requirements and benefits of Registration
	5.5	Identify the effects of Non Registration and Deregistration	Effects of Non Registration and Deregistration

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>6.0 Concept of Morality, Duty and Liability</b>	6.1	Define Morality, Duty and Liability	Definition of Morality, Duty and Liability
	6.2	Discuss issues relating to Morality , Duty and Liability	Issues relating to Morality , Duty and Liability with reference to the Following: <ul style="list-style-type: none"> <li>• Socially acceptable standard of practice</li> <li>• Differences between Law and Morality</li> <li>• Similarities between Law and Morality</li> <li>• Types of Duty e.g. Absolute, Contractual, Delegable and Non Delegable, Legal Duty, Moral Duty, Negative and Positive Duty</li> <li>• Definition of Responsibility</li> <li>• Differences between duty and responsibility of Community Health Practitioners to the State, Profession, the Client, and other professionals</li> <li>• Breach of Duty</li> <li>• Types of liability e.g. Strict, Vicarious, Criminal, Civil, Derivative, Several, Joint and Professional Consequences of Liability</li> </ul>
	6.3	Describe damages and types of damages	Damages and types of damages

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active listening	Visuals (pictures, charts, etc.)	SAQs, MCQs	Relevant publications in the approaches
Brainstorming	Use of visuals and audio-visuals	Responding to teachers' questions	Audio-visuals (video, compact disc, DVD, Internet)	Long essay questions	Current, correct and complete list of reading materials
Visuals (pictures, charts, etc.)	Questioning	Describing the scenes in the visuals and audio-visuals		Written assignments	
Audio-visuals (video, compact disc, DVD, Internet)	Responding to students' questions				
Review of records of disciplinary cases					

# ANATOMY & PHYSIOLOGY I (CHE 212) DURATION: 45 HOURS

TOPIC		PERFORMANCE OBJECTIVES	CONTENT		
Programme	<b>DIPLOMA IN COMMUNITY HEALTH</b>	Course Code	<b>CHE 212</b>	UNITS	<b>2.0</b>
Course Title	<b>ANATOMY &amp; PHYSIOLOGY 1</b>		Duration	<b>45 HOURS(1 hour Lecture, 2hours Practical)</b>	
Course Description	This course will introduce the students to the body structures, their relationship with each other and the functions of the various systems in human body. It will also enable them to identify disease conditions associated with human organs and systems.				
Goal	This course is designed to acquaint students with knowledge of the Anatomy and Physiology of the Human Body				
Objectives	<p><b>At the end of the unit, the learners should be able to:</b></p> <p><b>1.0 Describe the structure of the human body</b>  <b>2.0 Describe the body fluid chemistry</b>  <b>3.0 Discuss the cells, tissues, glands, membranes and organs of the body</b>  <b>4.0 Describe tissue structure and function</b>  <b>5.0 Describe blood and its composition</b>  <b>6.0 Discuss the cardiovascular system</b>  <b>7.0 Describe the lymphatic system</b></p>				
<b>1.0 Structures and functions of the human body</b>		<b><i>At the end of the unit, the learners should be able to:</i></b>			
	1.1	Define concepts in the study Anatomy and Physiology	Definition of terms- cells, tissues, organs, body cavities, internal environment , homeostasis		
	1.2	List types of body fluids	Types of body fluids (Blood, Synovial fluids, Cerebrospinal fluids)		
	1.3	List the structures that make up the human body, the anatomical positions	The structure, anatomical positions of body systems <ul style="list-style-type: none"> <li>○ Cardiovascular</li> <li>○ Respiratory</li> <li>○ Digestive</li> <li>○ Endocrine</li> <li>○ Reproductive</li> <li>○ Muscular – Skeletal</li> <li>○ Excretory</li> </ul>		

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

			<ul style="list-style-type: none"> <li>○ Nervous</li> <li>○ Lymphatic</li> </ul>
<b>2.0 Body fluid Chemistry.</b>	2.1	Discuss Osmosis and Diffusion	Definition of Osmosis and Diffusion. 2.1.1 Similarities and differences between the processes of Osmosis and Diffusion
	2.2	Describe how molecules move within and between body compartments.	Movement of molecules within and between body compartments.
	2.3	Define intra-and extra-cellular fluid	Definition of intra-and extra cellular fluid
	2.4	Use examples to explain why homeostatic control of the composition of these fluids is vital to body functions	Importance of homeostatic control of the composition of these fluids (intra-and extra cellular fluid) to body functions.
<b>3.0 Cell Structure and functions</b>	3.1	Define a cell and describe the structure and functions of the cell membrane	Definition of cell 3.1.1 Draw and Label the structure of cell membrane 3.1.2 Structure and functions of the cell membrane 3.1.3 Structure of the plasma membrane
	3.2	Explain the functions of the organelles	Functions of the organelles: nucleus, mitochondria, ribosomes, endoplasmic, reticulum, Golgi apparatus, Lysosomes, microtubules and microfilaments
	3.3	Enumerate the two (2) types of cell division	Types of cell division 1. Mitosis 2. Meiosis
	3.4	Define the term 'Mutation'	3.4 Definition of the term 'mutation'.
	3.5	Compare and contrast active, passive and bulk transport of substances across cell membranes	Similarities and differences between active, passive and bulk transport of substances across cell membranes.
	3.6	Describe the process of protein synthesis	Process of protein synthesis
<b>4.0 Tissue Structures and Functions</b>	4.1	Describe the structures and functional characteristics of tissues: Epithelial and connective tissues, muscles,	The structures and functional characteristics of tissues: Epithelial and connective tissues, muscles, and nervous tissue

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

		and nervous tissue	
	4.2	Enumerate and explain the capacity of different types of tissues	Different types of tissues – their capacity
	4.3	List the structure and functional characteristics of mucous and serous membranes	Structure and functional characteristics of mucous and serous membranes
	4.4	Define and categorise glands	Glands in the body  1. Definition of glands. 2. Categorisation of glands (endocrine and exocrine glands) 3. Structure and functions of exocrine and endocrine glands 4. Similarities and differences between the structure and functions of exocrine and endocrine glands
	4.5	List and discuss the common conditions that affect body tissues	Common conditions that affect body tissues
<b>5.0 Blood and its composition</b>	5.1	Define and list the functions of Blood	Blood  5.1.1 Definition of Blood 5.1.2 Functions of Blood 5.1.3 Components of Blood (red blood cells, white blood cells, platelets and plasma) 5.1.4 Chemical components of plasma and their functions
	5.2	Describe the origin and production of the formed elements	Origin and production of the formed elements
	5.3	Describe the formation, structure, functions of erythrocytes	Formation, structure and functions of erythrocytes
	5.4	Discuss the structure, functions of the five different types of leukocytes	Structure, functions and formation of the five different types of leukocytes
	5.5	Describe the origin, structure and the role of platelets in blood clotting	Origin, structure and the role of platelets in blood clotting
	5.6	Explain the basis of ABO and Rh system incompatibilities	Basis of ABO and Rh system incompatibilities



<b>6.0 The Cardiovascular System</b>	6.1	Describe the Anatomy and Physiology of the Heart	The anatomy and physiological functions of the Heart: 1. Draw and label the human heart ( Shapes and chambers) 2. Size, shape, chambers and location of the heart 3. Coronary arteries; the location and functions. 4. The valves of the heart; their locations and functions 5. Components of the heart muscles; the structure and functions
	6.2	Trace the circulation of blood through the heart and the blood vessels of the body	Circulation of the blood through the heart and the blood vessels of the body (show diagram).
	6.3	Outline the conducting system of the heart	The conducting system of the heart
	6.4	Describe the main factor determining heart rate and cardiac output	Factors determining heart rate and cardiac output
	6.5	Describe the structure and function of the arteries, veins and capillaries	Structure and function of arteries, veins and capillaries
	6.6	List the major arteries supplying blood to all major body structures and describe their functions	Major arteries supplying blood to all major body structures and describe their functions
	6.7	Describe the venous drainage involved in returning, blood to heart from the body	The venous drainage involved in returning, blood to heart from the body
	6.8	Explain the mechanism by which exchange of nutrients, gases and wastes occurs between the blood and the tissues	Mechanism by which exchange of nutrients, gases and wastes occurs between the blood and the tissues
	6.9	Define the term Blood Pressure and how it can be measured	Definition of Blood Pressure  1. Blood pressure measurement 2. Normal and abnormal range of Blood pressure in various age groups.
	6.10	Define the term 'Pulse' and list the main sites of the body where it can be detected	Definition of Pulse  1. Main sites of the body where it can be detected 2. Normal and abnormal pulse rate
	6.11	Describe disease conditions of the blood and circulatory	Disease condition of the blood and the circulatory system

		system	
<b>7.0 The Lymphatic System</b>	7.1	Describe the composition and the main functions of lymphatic system	Composition and the main functions of lymphatic system
	7.2	Describe the location and structures of lymph, lymphatic vessels, lymph nodes tonsils, spleen and thymus gland	Location and structures of lymph, lymphatic vessels, lymph nodes, tonsils, spleen and thymus gland

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Didactic lectures	Explanation	Active Listening	Visuals (pictures, charts, etc.)	MCQ	Relevant publications
Tutorials	Demonstrations using the visuals and the audio-visuals	Observing the teacher's demonstrations	Audio-visuals (video, compact disc, DVD, Internet)	Long essay questions assessment	Current, correct and complete list of reading materials
Slide shows	Questioning	Return demonstration		Short essay questions	Basic Anatomy (Keith Moore- latest edition)
Case studies	Responding to students' questions	Responding to teacher's questions		Practical / Oral examinations	physiology- Guyton and Hall
Mini-projects		Describing the scenes in the visuals and audio-visuals		Basic computer skills in searching the Internet for information	
E-learning materials					
Practical physiology experiments					
Demonstrate practical knowledge of structures of human tissues and organs using models and visuals					

# CITIZENSHIP EDUCATION (GNS 111) DURATION: 15 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>GNS 111</b>	<b>UNITS</b>	<b>1.0</b>
<b>Course Title</b>	<b>CITIZENSHIP EDUCATION</b>	<b>Duration</b>	<b>15 HOURS</b>		
<b>Course Description</b>	The course is designed to expose students to basic concepts and knowledge in relation to their political environment. Its essence is to equip students with skills necessary to be a good and law abiding citizen. In this course issues relating to individual rights, duties and obligations to one's country will be examined.				
<b>Goal</b>	This course is aimed at providing the students with the knowledge and skills needed to participate effectively in their political system.				
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Explain salient features of the Nigerian constitution</b> <b>2.0 Explain the concept of the rule of law</b> <b>3.0 Discuss the evolution, structure and functions of the federal system in Nigeria</b> <b>4.0 Discuss Human Rights</b> <b>5.0 Explain the concept of citizenship</b> <b>6.0 Explain the concept of Law Enforcement</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 The Nigerian Constitution</b>	1.1	On completion of this course the student should be able to: Define and explain term constitution	Definition of the term constitution		
	1.2	List different types of constitution	Types of constitution		
	1.3	Recognize the supremacy of the Nigerian constitution	The supremacy of the Nigerian constitution		
	1.4	Trace the historical development of the Nigerian constitution	The historical development of the Nigerian constitution		
	1.5	Draft a constitution for an association etc.	Processes involved in drafting a constitution		

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<b>2.0 The Rule of Law</b>	2.1	Define the concept of the rule of law	The concept of the rule of law
	2.2	The benefits of the rule of law to a nation	The importance of the rule of law to a nation
	2.3	Explain the principles of separation of powers	The principles of separation of powers
	2.4	Identify the need for separation of powers in a federal system	The need for separation of power in a federal system
	2.5	State the functions of the arms of government; a. Executive b. Legislature c. Judiciary	The Arm of government and their unique functions
<b>3.0 The Federal System in Nigeria</b>	3.1	3.1 Describe a federation	The concepts of federal system
	3.2	Distinguish a federation from a confederation	Federalism and Confederation
	3.3	Outline the basis for the federal system in Nigeria	Reasons for federalism in Nigeria
	3.4	Discuss the evolution, structure and functions of the federal system in Nigeria	Evolution of Nigerian Federalism and its functions
	3.5	Analyse the relationships among the three tiers of Government in Nigeria	The relationship between tiers of government (federating units)in Nigeria
<b>4.0 Human Rights</b>	4.1	Discuss Human right	Definition of Human right
	4.2	Explain fundamental human right	The concept of fundamental Human rights
	4.3	Identify Types of Rights	Types of rights; political, economic, right of association, etc.
	4.4	Itemize limitations to human rights	Limitations to human rights etc.
<b>5.0 Citizenship</b>	5.1	Explain the concept of citizenship	Definition of the concept of citizenship
	5.2	Discuss different ways of becoming a citizen in a country	Ways of becoming a citizen
	5.3	State the rights of a citizen	The inalienable rights of a citizen
	5.4	Identify the duties expected of a citizen	The duties/ obligations of a citizen

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<b>6.0 Law enforcement/ law enforcement agencies</b>	6.1	Explain the concept of law enforcement	Definition of law enforcement
	6.2	State the reasons why laws need to be enforced	Reasons why laws are enforced
	6.3	Identify different law enforcement agencies in Nigeria	Law enforcement agencies in Nigeria and their functions – The Nigerian Police, Customs, , NDLEA, FRSC etc.
	6.4	Discuss the challenges of enforcement of laws in Nigeria	Challenges of enforcement of laws in Nigeria

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture method	Explanation	Listening	Visuals (textbooks, Journal articles, etc.)	Questions (oral)	Relevant and recent textbooks on Citizenship Education
Discussion in groups (Learner centred approach)	Demonstration	Observing the teacher's demonstration		Group work/projects	
Visual aid and Internet facility	Questioning	Discussing issues raised in class,		Continuous assessment tests,	
Resource persons	Responding to students' questions	Responding to teacher's questions and making contributions		Individual assignment	
				End of semester examination	

# HUMAN NUTRITION (CHE 214) DURATION: 45 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 214</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>HUMAN NUTRITION</b>	<b>Duration</b>	<b>45 HOURS (1 hour Lecture, 2 hours Practical)</b>		
<b>Course Description</b>	Human Nutrition is a process by which substances in food are transformed into body tissues and provide energy for the full range of physical and mental activities that make up human life.				
<b>Goal</b>	This course is designed to equip students with the knowledge and skills to provide community nutrition services				
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to :</p> <ol style="list-style-type: none"> <li>1.0 <b>Discuss the concept of human nutrition</b></li> <li>2.0 <b>Explain how to provide comprehensive nutrition services</b></li> <li>3.0 <b>Explain the concept of house hold food security</b></li> <li>4.0 <b>Describe the strategies for proper Nutrition Education</b></li> <li>5.0 <b>Discuss the management of nutritional disorders at community level</b></li> <li>6.0 <b>Describe Micronutrient deficiencies and control</b></li> <li>7.0 <b>Describe child nutrition</b></li> <li>8.0 <b>Discuss Community Management of Acute Malnutrition (CMAM)</b></li> <li>9.0 <b>Discuss the relationship between HIV and AIDs and Nutrition</b></li> </ol>				



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<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>
<b>1.0 Concept of human nutrition</b>	1.1	<b>Discuss the concept of human nutrition</b> On completion of this course, the student should be able to:  Define food and nutrition	Definition of food and nutrition
	1.2	Discuss with examples the classes of food, nutrients, uses and deficiency symptoms	Classes of food, nutrients and food sources, uses and deficiency symptoms
	1.3	Explain the importance of adequate nutrition	Over-nutrition and under-nutrition, including factors predisposing an individual to them
			Nutritionally adequate diets and their importance  - growth and development
<b>2.0 Comprehensive nutrition services</b>	2.1	Explain how to provide comprehensive nutrition services in the clinic and community	Comprehensive nutrition services in the clinic and community: <ol style="list-style-type: none"> <li>a. Nutritional assessment</li> <li>b. Giving feedback to the community</li> <li>c. Screening pregnant Women for nutritional problems</li> <li>d. Encouraging exclusive breastfeeding</li> <li>e. Supervising JCHEW, VVHWs/TBAs on nutrition activities</li> <li>f. Teaching food handlers (caterers and vendors) food hygiene and adequate diet</li> </ol>
<b>3.0 Household food security</b>	3.1	Describe household food security	Household food security
	3.2	Identify strategies that support household food security at various levels	Strategies that support household food security at various levels such as:  <ul style="list-style-type: none"> <li>• Village/community level</li> <li>Ward level</li> </ul>

<p><b>4.0</b> <b>Strategies that support proper nutrition education</b></p>	<p>6.1</p>	<p>Describe strategies that support proper nutrition education</p>	<p>Strategies that support proper nutrition education. These include:</p> <ul style="list-style-type: none"> <li>• Focusing on nutrition of vulnerable groups like 0-5 years</li> <li>• Giving energy rich foods from 6 months of age frequently; at least 4-5 feeds daily</li> <li>• Discouraging the use of breast milk substitutes and commercial complementary foods</li> <li>• Promoting consumption of adequate diet among school children, pregnant/lactating mothers, the aged, the sick child</li> <li>• Use of growth monitoring</li> <li>• Adequate food preparation</li> <li>• Home visits to provide supervision on food / dietary issues and follow up</li> </ul> <p>Mobilizing / educating communities on income generating activities e.g. home gardening.</p>
<p><b>5.0 Management of Nutritional disorders</b></p>	<p>5.1</p>	<p><b>Discuss Management of Nutritional disorders at community level</b></p> <p>Identify nutritional disorders</p>	<p>Nutritional disorders such as protein energy malnutrition, kwashiorkor and marasmus</p>
	<p>5.2</p>	<p>Identify individuals with nutritional disorders</p>	<p>Identification of individuals with the types of nutritional disorders mentioned above</p>
	<p>5.3</p>	<p>Identify children at risk of developing malnutrition</p>	<p>Identification of children at risk of developing malnutrition</p>
	<p>5.4</p>	<p>Give health education on prevention of malnutrition</p>	<p>Health education on prevention of malnutrition</p> <ul style="list-style-type: none"> <li>• Dietary advice for feeding malnourished/sick children</li> </ul>
	<p>5.5</p>	<p>Identify other nutritional disorders and determine appropriate action and remedies</p>	<p>Other nutritional disorders and appropriate action and remedies. These include:</p> <ul style="list-style-type: none"> <li>• Anaemia</li> <li>• Vitamin A deficiency</li> <li>• Iodine deficiency disorder</li> </ul>
	<p>5.6</p>	<p>Describe nutritional assessment methods</p>	<p>Nutritional assessment methods (height for weight, height for age, mid-upper arm circumference,</p>

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			etc.)
<b>6.0 Micronutrients</b>	6.1	<b>Describe Micronutrient deficiencies and control</b>  Define 'Micronutrient'	Definition of Micronutrients
	6.2	Discuss the various types of micronutrients	Types of micronutrients (Vitamin A, Iodine, Iron and Zinc etc.)
	6.3	Identify the vulnerable groups most affected by micronutrient deficiencies in the community	Vulnerable groups most affected by micronutrient deficiencies in the community
	6.4	Enumerate intervention strategies in the control and prevention of micronutrient deficiencies.	Intervention strategies in the control and prevention of micronutrient deficiencies. e.g. supplementation, fortification, dietary diversification and control of parasitic infestation
	6.5	Describe the dosage of supplement given per age	Dosage of supplement given per age
<b>7.0 Child nutrition</b>	7.1	<b>Describe Child nutrition</b>  Infant and Young Child Feeding (IYCF)	Child Nutrition  a. Infant and Young Child Feeding (IYCF) <ul style="list-style-type: none"> <li>• Counselling to encourage breastfeeding immediately after childbirth</li> <li>• Exclusive breastfeeding for 6 months</li> <li>• Age appropriate complementary foods</li> </ul> b. Vitamin A supplements (twice annually in children 6-59 months) c. Growth monitoring d. Community Management of Acute Malnutrition using ready-to-use therapeutic foods
<b>8.0 Principles and components of CMAM</b>	8.1	Define Community Management of Acute Malnutrition (CMAM)	Definition of CMAM

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	8.2	Describe the principles of CMAM	Principles of CMAM
	8.3	List the components of CMAM	Components of CMAM
	8.4	Describe how CMAM can be implemented in different settings	8.4 Implementation of CMAM in different settings like: <ul style="list-style-type: none"> <li>• Emergency/post emergency</li> <li>• Non-emergency context</li> <li>• In high HIV prevalence areas</li> </ul>
	8.5	Identify SAM in the community and in the health facilities	Identification of SAM in the community and in the health facilities
<b>9.0 HIV/AIDs and nutrition</b>	9.1	Describe common health issues that affect nutrition intake by PLWHIV	Common health issues that affect nutrition intake by PLWHIV include: <ul style="list-style-type: none"> <li>• Lack of appetite</li> <li>• Nausea and vomiting</li> <li>• Sore mouth (thrush)</li> <li>• Digestive problems</li> <li>• Skin problems</li> </ul> Cold, cough and influenza etc.
	9.2	Describe the nutritional needs of PLWHIV	Nutritional needs of PLWHIV
	9.3	Describe the process of feeding that HIV positive mothers must follow to prevent transmission to their babies	Process of feeding that HIV positive mothers must follow to prevent transmission to their babies in relation to: <ul style="list-style-type: none"> <li>• Supporting the mother's decision to breastfeed</li> <li>• Providing nutrition counselling</li> <li>• Teaching her proper positioning and attachment</li> <li>• Putting the baby to breast immediately after birth</li> <li>• Breast feeding day and night at least eight times</li> <li>• Avoiding mixed feeding</li> </ul> Counselling with regard to complementary foods or when recommended

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Relevant publications	Questions (oral)	Relevant publications in the approaches
Demonstration with Audio-visuals (video, compact disc, DVD, Internet)	Demonstration with audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Written individual and group assignments	Current, correct and complete list of reading materials
Demonstration sessions	Practical sessions	Return demonstration	Market prices	End of course tests and examinations	
Group presentation	Hospital visits	Responding to teacher's questions			
Resource persons from NGOs and bilateral organisations	Field visits schools and community food sales points, Hospital/health centres	Group presentations and discussions			
		Market surveys			

# INTRODUCTION TO PRIMARY HEALTHCARE (CHE 215) DURATION: 30 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 215</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>INTRODUCTION TO PRIMARY HEALTH CARE (PHC)</b>		<b>Duration</b>	<b>30 HOURS</b>	
<b>Course Description</b>	Primary Health Care is the basic / essential health care service provided at the local level. Its concepts, principles and approaches are paramount to the training of community health practitioners.				
<b>Goal</b>	This course is designed to acquaint the student with the concept of PHC and the development of the Nigerian Health System.				
<b>Objectives</b>	At the end of the unit, the learners should be able to : <b>1.0 Describe the concept of Health</b> <b>2.0 Explain the concept of PHC</b> <b>3.0 Describe the Nigeria Health Care System</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>	
<b>1.0 The concept of Health</b>	1.1	Health according to World Health Organisation (WHO)		Health according to World Health Organisation (WHO)	
	1.2	Explain other definitions of health with examples		Other definitions of health with examples	
	1.3	Describe briefly the development of the Nigerian Health System since independence (1960) till date		The development of the Nigerian Health System since independence (1960) till date	
	1.4	Draw the diagram illustrating the Federal, State and local government health system.		Diagram illustrating the Federal, State and local government health system.	
	1.5	Factors that affect health especially in Nigeria (e.g. Shortfall in good governance, cultural factors, poor planning and service delivery, economic, emphasis on curative rather than preventive, poor policy etc.)		Factors that affect health especially in Nigeria (e.g. Shortfall in good governance, cultural factors, poor planning and service delivery, economic, emphasis on curative rather than preventive, poor policy etc.)	
	1.6	Various cultural theories of disease causation in Nigeria		Various cultural theories of disease causation in Nigeria	

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	1.7	How these theories influence:  1.7.1 Factors influencing the acceptance of Modern health care 1.7.2 Actions that people take to get well ( Health seeking behaviour) Attitude towards prevention of diseases	How these theories influence:  1.7.1 Factors influencing the acceptance of Modern health care 1.7.2 Actions that people take to get well ( Health seeking behaviour) Attitude towards prevention of diseases
	1.8	Common sources of health care in Nigeria (self-care, traditional, faith-based, modern)	Common sources of health care in Nigeria (self-care, traditional, faith-based, modern)
	1.9	Define a Health Team	Definition of a Health Team
	1.10	The composition of a Health Team	The composition of a Health Team
	1.11	List the characteristics and functions of an ideal Health Team	Characteristics and functions of an ideal Health Team
	1.12	Identify the challenges mitigating against good team work at the PHC level	Challenges mitigating against good team work at the PHC level
<b>2.0 The concept of Primary Health Care (PHC).</b>	2.1	Define PHC according to World Health Organisation (WHO)	Definition of PHC according to World Health Organisation (WHO).2.2 the rationale /need for PHC
	2.2	Discuss the rationale /need for PHC	The principles of PHC
	2.3	List components of Primary health Care (PHC)	Components of Primary health Care (PHC)
	2.4	Explain the principles of PHC.	
	2.5	Identify the role of PHC in the Nigerian Health System (NHS) as being a central focus	Role of PHC in the Nigerian Health System (NHS) as being a central focus
	2.6	Describe the linkage of the PHC system with 2 <sup>nd</sup> and 3 <sup>rd</sup> tier of NHS	The linkage of the PHC system with 2 <sup>nd</sup> and 3 <sup>rd</sup> -tier of NHS
	2.7	a. Explain the PHC implementation systems b. Discuss the minimum health care package at the ward level	a. The PHC implementation systems b. The minimum health care package at the ward level
	2.8	Describe PHC approach of the Nigerian Health System: <ul style="list-style-type: none"><li>• Down up approach</li><li>• Emphasis on prevention</li></ul>	PHC approach of the Nigerian Health System: <ul style="list-style-type: none"><li>2.8.1 Bottom-up approach</li><li>2.8.2 Emphasis on</li></ul>

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		<ul style="list-style-type: none"> <li>• Cost recovery</li> <li>• Quality assurance</li> </ul>	prevention 2.8.3 Cost recovery 2.8.4 Quality assurance
	2.9	a. Discuss the challenges facing effective delivery of PHC services	Challenges facing effective delivery of PHC services
	2.10	Discuss the concept of PHC under one roof (PHCUOR)	Concept of PHC under one roof
<b>3.0 The Nigerian Health Care System</b>	3.1	Explain the structure of Nigerian Health Care system	Structure of Nigerian Health Care System using a chart
	3.2	Explain the philosophy behind health services systems	Philosophy behind health services systems
	3.3	Explain the evolution of the Nigerian health service system	Evolution of the Nigerian health service system
	3.4	Explain the place of health services in the National Development Plans since 1946 to date	Place of health services in the National Development Plans since 1946 to date
	3.5	Describe the structure of the Nigerian Health Care System	Structure of Nigeria Health Care System  <ul style="list-style-type: none"> <li>• Primary Health Care</li> <li>• Secondary Health Care</li> <li>• Tertiary Health Care</li> </ul>
	3.6	Explain the roles of non-governmental organizations in the health care delivery system in Nigeria	Roles of non-governmental organizations in the health care delivery system in Nigeria
	3.7	Define 'Alternative Health care Providers' i.e. traditional healers	Definition of Alternative Health Care Providers i.e. traditional healers
	3.8	Explain the role of Alternative Health Care Providers in Nigeria	Role of Alternative Health Care Providers in Nigeria



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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture method	Explanation	Active Listening	Relevant publications in the approaches	Questions (oral)	Current, correct and complete list of reading materials
Demonstration with visuals (pictures, charts, maps, etc.)	Demonstration using visuals and audio-visuals	Responding to teachers' questions		Written assignments	
Brainstorming	Questioning	Group work		Short quizzes	
Group work and presentation	Responding to students' questions			Take home assignments	
Filed visits to PHC centres and clinics, and health posts	Brainstorming			Individual and group work	
Resource persons e.g. NPHCDA director, Ward committee chairperson					

# INTRODUCTION TO PSYCHOLOGY (GNS 411) DURATION: 15 HOURS

Programme	<b>DIPLOMA IN COMMUNITY HEALTH</b>	Course Code	<b>GNS 411</b>	UNITS	<b>1.0</b>
Course Title	<b>INTRODUCTION TO PSYCHOLOGY</b>		Duration	<b>15 HOURS</b>	
Course Description	Psychology is vital to understanding and prediction of human behaviour. This course will expose students to approaches used to study behaviour and speciality in psychology. It will also expose students to some important factors in person perception and impression formation.				
Goal	This course is designed to enable the students acquire the skills and competencies required for human behavioural prediction and perception.				
Specific Objectives	<p><b>At the end of the unit, the learners should be able to:</b></p> <p><b>1.0 Discuss psychology and its concepts</b>  <b>2.0 Describe the approaches to the study of psychology</b>  <b>3.0 Identify causes of behaviour</b>  <b>4.0 Explain behaviour modification</b>  <b>5.0 Discuss concept of personality trait inferences (about what a person is like)</b></p>				
TOPIC	PERFORMANCE OBJECTIVES		CONTENT		
<b>1.0 Definitions of Psychology and its concepts</b>	1.1	<b><i>At the end of the unit, the learners should be able to:</i></b>  Define the concept of psychology	The concept of psychology		
	1.2	Analyse the interplay between psychology and other social sciences (sociology, economics etc.)	The relationship between psychology and other social science disciplines (sociology, economics etc.)		
	1.3	Explain basic concepts in psychology: a. Learning b. Maturation c. Growth	Basic concepts in psychology a. Learning b. Maturation c. Growth etc.		
	1.4	Differentiate the relationship between the concepts	Relationship between learning, growth and maturation		
	1.5	Discuss the principles of growth and	Principles of growth and development		

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		development	
	1.6	Describe the stages of development	Stages of development – infancy, adolescence and puberty.
	1.7	Identify motives for behaviour (drives, needs, instincts, etc.)	Motives for behaviour
<b>2.0 Approaches to the study of Psychology</b>	2.1	Explain some of the approaches to the study of psychology	Approaches to the study of psychology – The biological approach The psychodynamic approach The cognitive approach
	2.2	List/ discuss methods used in studying psychology by psychologists	Methods used in studying psychology by psychologists; <ul style="list-style-type: none"> <li>• Naturalistic observation</li> <li>• The case study</li> <li>• Surveys</li> <li>• Tests etc.</li> </ul>
<b>3.0 Understanding and attributing causes to others' behaviour</b>	3.1	Discuss attributing causes to others' behaviour a. Explain goals b. Describe affective cues	Attributing causes to others' behaviour a. Goals b. Affective Cues
	3.2	Define accurate person perception	Accurate person perception
	3.3	Analyse cues used to make judgements	Cues used to make judgements
<b>4.0 Behaviour Modification</b>	4.1	Fully discuss the concept of behaviour	The concept of behaviour
	4.2	List types and Frequency of Deviant Behaviour	Types and Frequency of Deviant
	4.3	Explain/describe methods for controlling behaviour	Methods for controlling behaviour
<b>5.0 Personality traits</b>	5.1	Explain personality traits	The concept of personality traits a. From behaviours to traits b. categorisation
	5.2	Discuss intelligence in the early days	Intelligence in the early days
	5.3	Define the concept of intelligence	Definitions of intelligence
	5.4	Describe the concept of intelligent quotient	The concept of intelligence Quotient
	5.5	Discuss individual differences in intelligence	Individual differences in Intelligence Intellectual Performance b. Mental Ability

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			c. Normal Curve d. Defects in I.Q.
	5.6	Explain the concept of memory: a. Short-term memory b. Long-term memory c. Forgetting	The concept of memory: a. Short-term memory b. Long-term memory c. Forgetting
	5.7	Define human emotions	Definition of emotion
	5.8	Describe, types of emotion, causal factors of emotions, expression of emotions	4.8 Types of emotion, causal factors of emotions, expression of emotions
	5.9	Describe differences between behaviour-genetic influences and environmental influences	Behaviour-genetic influences and environmental influences
	5.10	Discuss perception	Perception
	5.11	Itemize factors affecting perception	Factors affecting perception
	5.12	Define Impression formation a. List the general principles b. Highlight information used in forming impression	Impression formation a. general principles b. Information used in forming Impression
	5.13	List some important factors in person perception and impression formation	Important factors in person perception and impression formation

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture method, Group discussions	Explanation	Listening	Visuals (pictures of different people with behavioural characteristics,	Questions (oral)	Relevant and recent publications on introduction to psychology
Audio visual (video, compact disc) Internet etc.	Demonstration	Observing the teacher's demonstration, interacting with people to determine behaviour and personality trait	Internet for online resources.	Group/individual work, Individual Assessment	
Resource persons	Questioning	Responding to teacher's questions  Discussion on their experiences with people and their personality trait		Continuous assessment test,	
	Responding to students' questions etc.			End of semester examination	

# GEOGRAPHY (FOT 111) DURATION: 15 HOURS

Programme	<b>DIPLOMA IN COMMUNITY HEALTH</b>		Course Code	<b>FOT 111</b>	UNITS	<b>1.0</b>
Course Title	<b>GEOGRAPHY</b>		Duration	<b>15 HOURS</b>		
Course Description	It is very crucial to understand the physical environment, terrain and some of the climatic as well as demographic factors affecting humans in their environment. Thus, the need for health care service providers to understand the basic concept of Nigeria's geography.					
Goal	This course is designed to provide students with knowledge of the Geography of Nigeria necessary for students to appreciate landmarks and the terrain in the community.					
Objectives	At the end of the unit, the learners should be able to: <b>1.0 Describe the physical features, vegetation and climatic zones in Nigeria</b> <b>2.0 Explain the demography of Nigeria</b> <b>3.0 Explain the measurement of climatic factors</b> <b>4.0 Discuss natural disasters related to climatic change</b>					
TOPIC	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>		
<b>1.0 The physical features, vegetation and climatic zones in Nigeria</b>		<i>On completion of this course, the student should be able to:</i>		Important physical features [hills, highlands, rivers, lakes]. climatic [rainfall, temperature, humidity] and vegetative [Mangrove Forest, Freshwater Swamps, Mountain, Forest Derived Savannah, Southern Guinea, Northern Guinea, Sudan, Sahel] zones		
	1.1	Identify the important physical features, climatic and vegetative zones using a recent annotated map of Nigeria				
	1.2	Explain the influence of vegetation zones on vegetative distribution in Nigeria		The influence of vegetation zones on vegetative distribution in Nigeria		
<b>2.0 The demography of Nigeria</b>	2.1	List the major ethnic groupings in Nigeria		The major ethnic groupings in Nigeria e.g. <ul style="list-style-type: none"> <li>• Yoruba</li> <li>• Ibo</li> </ul> Hausa/Fulani etc.		
	2.2	Indicate on a map of Nigeria areas occupied by the groupings mentioned in 2.1 above		Indicate on a map of Nigeria areas occupied by the groupings mentioned in 2.1 above		

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	2.3	Explain the farming habits and traditions of the major ethnic groups in Nigeria and their influence on health	Explanation of the farming habits and traditions of the major ethnic groups in Nigeria and their influence on Health
<b>3.0 Measurement of climatic factors</b>	3.1	Identify instruments for measurement of climatic factors	Identify instruments for measurement of climatic factors viz. a. Thermometers b. Rain Gauge c. Hydrometer d. Wet and Dry Bulb e. Evaporimeter f. Anemometer g. Wind Vane, etc.
	3.2	Measure climatic factors using the instruments listed in 3.1 above	Measurement of climatic factors using the instruments listed in 3.1 above
	3.3	Improvise when necessary some of the measuring instruments listed in 3.1 above	Need for Improvisation of measuring instruments listed in 3.1 above
	3.4	Maintain the instruments listed in 3.1 above	Maintenance procedure for the instruments listed in 3.1 above
<b>4.0 Emerging natural disasters related to climatic change</b>	4.1	Identify types of emerging natural disasters related to climatic change	Types of emerging natural disasters related to climatic change ( storms, cyclones, tsunamis, earthquakes, floods, desert encroachment)
	4.2	Describe types of human activities contributing to climate change and implications for health	Types of human activities contributing to climate change 4.2.1 Implications for health

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active listening	Visuals (pictures, charts, Instruments, models etc.)	Questions (oral)	Relevant publications in the approaches
Annotated maps	Demonstration	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Written assignments	Current, correct and complete list of reading materials
Demonstration with visuals (pictures, charts, instruments, models etc.)	visuals and the audio-visuals	Responding to teacher's questions	Al Gore –new Thinking on the climate crisis.	Quiz	
Audio-visual (video, compact disc, DVD, Internet)	Questioning and Responding to students' questions	Describing the scenes in the visuals and audio-visuals		Practical assignment	



# INTRODUCTION TO COMPUTER (COM 111) DURATION: 45 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>COM 111</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>INTRODUCTION TO COMPUTER</b>	<b>Duration</b>	<b>45 HOURS (1 hour Lecture, 2 hours Practical)</b>		
<b>Course Description</b>	The course is designed to develop in students, rudimentary skills needed to identify the components, explain the functions and application of different computer software. Students will also learn how to operate a computer.				
<b>Goal</b>	This course is designed to enable students acquire the knowledge and skills required to operate a computer and its applications.				
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to :</p> <ol style="list-style-type: none"> <li><b>1.0 Explain concepts of computer technology</b></li> <li><b>2.0 Discuss computer components</b></li> <li><b>3.0 Discuss computer security threats</b></li> <li><b>4.0 Discuss computer operating systems</b></li> <li><b>5.0 Explain the use of computer in data processing and presentation</b></li> <li><b>6.0 Browse the internet using the computer</b></li> </ol>				

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<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>
<b>1.0 Basic concepts of Computer Technology</b>	1.1	<i>At the end of the unit, the learners should be able to:</i>  Define a computer	The concept of a computer
	1.2	Explain basic parts of a computer	Parts of a computer
	1.3	List/explain types of computers: <ul style="list-style-type: none"> <li>• Super computers</li> <li>• Mainframe</li> <li>• Personal computers</li> <li>• Mini computers</li> </ul>	Types of computers <ul style="list-style-type: none"> <li>• Super computers</li> <li>• Mainframe</li> <li>• Personal computers</li> <li>• Mini computers etc.)</li> </ul>
	1.4	Classify computers according to: <ol style="list-style-type: none"> <li>a. Capacity</li> <li>b. Operating systems</li> <li>c. Purpose</li> <li>d. Generations</li> </ol>	The computer and its classifications: <ol style="list-style-type: none"> <li>a. Capacity (RAM, storage capacity in kilobyte, megabyte, gigabyte etc.)</li> <li>b. Mode of operation/Operating Systems OS (Microsoft windows, Linux, ios, IBM, BSD, Android etc.)</li> <li>c. Purpose (General purpose, special purpose computers etc.) (Perform calculations, store information, retrieve data, process information etc.)</li> <li>d. Generations of computers (Vacuum tubes;1940-56, Transistors; 1956-63, Integrated circuits; 1964-71, Microprocessors; 1971- present, Artificial intelligence; present and beyond)</li> </ol>
<b>2.0 Components of a computer</b>	2.1	Identify/explain the hardware of a computer	Computer hardware device e.g. keyboard, mouse, visual display unit (VDU) etc.
	2.2	Identify/discuss the software of a computer	Computer software – programmes/applications on a computer operating system
	2.3	Differentiate between hardware and software of a computer	Differences between software and hardware of computer
	2.4	State the functions of hard and soft ware of computers	Functions of Hardware and software of a computer
<b>3.0 Computer security threats</b>	3.1	Explain computer security threats	Computer security threats
	3.2	Identify common computer	Common computer security threats

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		<p>security threats</p> <p>a. Computer virus threats</p> <p>b. spyware threats</p> <p>c. Hackers and predators</p> <p>d. Phishing threats</p>	<p>a. Computer virus threats</p> <p>b. spyware threats</p> <p>c Hackers and predators</p> <p>d. Phishing threats</p>
	3.3	State ways of preserving the computers from security threats	Internet related security threats
<p><b>4.0</b></p> <p><b>Practical Session 1</b></p> <p><b>How to operate a computer (Word processing, Data Processing, and Data Presentation)</b></p>	4.1	Boot a computer and explain systematic process of booting a computer	Booting a computer
	4.2	Identify the uses of Microsoft Word package	Microsoft Word package
	4.3	Type a page (word processing) in Microsoft Word format on the computer	Introduction to word processing with Microsoft Word (latest version)
	4.4	Explain how to protect a document with a security password	Protecting a document with a security password
	4.5	Identify different software programs on the computer and their specific usage	Introduction to computer programs and their applications
	4.6	Explain the use of Microsoft Excel in data processing	Introduction to Microsoft Excel package 4.6.1 Identification of rows, columns, active cells, sheet navigation button, sheet labelling and tabs
	4.7	Enter data using Microsoft Excel (Data processing)	Introduction to (data processing) with Microsoft Excel
	4.8	Define and create charts for health data presentation	Charts and charts creation for health data presentation
	4.9	Shut down a system	Shutting down a system
<p><b>5.0</b></p> <p><b>Practical Session 2 (Slides and hand-outs with Microsoft Power point)</b></p>	5.1	Demonstrate a PowerPoint presentation	Demonstration of a PowerPoint presentation
	5.2	Explain how to open Microsoft PowerPoint	Microsoft PowerPoint
	5.3	Explain how to use Auto, Content, Wizard, design template, blank slide or existing presentation to create slides	How to use Auto, Content, Wizard, design template, blank slide or existing presentation to create slides

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	5.4	Explain how to insert objects and graphs into slides	How to insert objects and graphs into slides
	5.5	Explain how to create hand-outs and the rationale behind it	How to create hand-outs and the rationale behind it
<b>6.0</b> <b>Practical</b> <b>Session 3</b> <b>How to browse using the Computer and the Internet</b>	6.1	Explain what the Internet is and its uses	Explain what the internet is and its uses
	6.2	Provide the full meaning of www	Provide the full meaning of www
	6.3	Explain / identify a browser on the computer	Explain / identify a browser on the computer
	6.4	State the importance of emails and personally open an e-mail account	State the importance of emails and personally open an e-mail account
	6.5	Connect with friends on social media	Connect with friends on social media
	6.6	Carry out an assignment using online educational materials with search engines like Google, Chrome, etc.	Carry out an assignment using online educational materials with search engines like Google, Chrome, etc.
	6.7	Download and save online resources on a computer etc.	Download and save online resources on a computer etc.

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture / discussion method	Explanation	Listening	Visuals, relevant textbooks	Questions (oral)	End of semester examination
Hands-on classroom activity	Demonstration with computer, Internet, etc.	Observing the teacher's demonstration and explanation. Hands on activity on accounting procedures etc.	Computer resource room	Continuous assessment tests, practical sessions	
Invite resource persons/facilitators	Questioning	Responding to teacher's questions	Resources from the Internet etc.	Assignments	
Practical sessions	Responding to students' questions			End of semester examination	

# INTRODUCTION TO MEDICAL SOCIOLOGY (CHE 213) DURATION : 30 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>GNS 213</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>INTRODUCTION TO MEDICAL SOCIOLOGY</b>	<b>Duration</b>	<b>30 HOURS</b>		
<b>Course Description</b>	Medical Sociology is an important discipline within the broad field of Sociology, which focuses on the social concepts of health and illness, the social functions of health institutions as well as the dynamics between health care delivery systems and other social systems.				
<b>Goal</b>	This course is designed to introduce students to the relationship between sociology and medicine and the application of the general concepts of sociology in the health care delivery system in Nigeria.				
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to:</p> <ol style="list-style-type: none"> <li>1.0 Explain the concept of Medical Sociology</li> <li>2.0 Discuss the roles of the family as a social institution in which the most intimate relationship exists</li> <li>3.0 Discuss the social and cultural aspects of health</li> <li>4.0 Discuss the community's perception of causation of diseases and societal responses.</li> <li>5.0 Explain the relationship between societal class and illness</li> <li>6.0 Discuss the complementary nature of the practice of modern and traditional medicine</li> <li>7.0 Explain the role and relationship between health practitioners and their clients</li> <li>8.0 Explain the general Principles of Planning</li> <li>9.0 Explain the current socio-cultural health problems in Nigeria</li> </ol>				

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<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>
<b>1.0 Introduction to Medical Sociology</b>	1.1	Define the nature and scope of Medical Sociology	The nature and scope of Medical Sociology
	1.2	Explain the relationship between Medical Sociology and Social Medicine	Relationship between Medical Sociology and Social Medicine
	1.3	Define the concepts of 'health' and 'ill- health' using a sociological perspective viz a viz the medical model	Definition of the concepts of 'health' and 'ill-health' using a sociological perspective viz a viz the medical model.
	1.4	Describe the social and cultural implications of ill health	Social and cultural implications of ill health
<b>2.0 The family as a social institution</b>	2.1	Describe socialization process and its agents	Socialization process and its agents
	2.2	Define the concepts of family, kinship and marriage and their health implications	The concept of family, kinship and marriage and their health implications
	2.3	List the different types of family	The different types of family: <ul style="list-style-type: none"> <li>• Monogamy</li> <li>• Polygamy, (polyandry or bigamy),</li> <li>• Ghost marriage</li> <li>• Levirate marriage</li> </ul>
	2.4	Discuss the functions of the family	Functions of the family
	2.5	Explain the family's economic roles	The family's economic roles <ul style="list-style-type: none"> <li>• The effects of labour on the family</li> </ul>
	2.6	Explain various systems of family inheritance	Systems of family inheritance
<b>3.0 The social and cultural aspects of health care delivery.</b>	3.1	Explain how culture and the individual's social life influence health care delivery	Socio- cultural aspects of health care delivery
	3.2		The individual's social life and influence on health care delivery
	3.3		The role of sick persons in the process of seeking medical care
<b>4.0 Community's perception of causation of diseases and societal</b>	4.1	Discuss the community's perception of the causes of illness/disease and family/societal responses to illness/disease	Community's perception of the causes of the following illnesses/diseases: Schistosomiasis, chronic malaria, trypanosomiasis, onchocerciasis, poliomyelitis, sickle cell anaemia, conjunctivitis, worm infestation,

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<b>responses</b>			kwashiorkor, hepatitis, cardiovascular diseases, diabetes, stroke, obesity, kwashiorkor, tuberculosis, kidney diseases
	4.2		Family/societal responses to each of the diseases mentioned in 4.1
<b>5.0 Class-Disease relationships</b>	5.1	List diseases of affluence and poverty	Categorisation of diseases into diseases of affluence and disease of poverty e.g. Hypertension, cardiovascular disease, diabetes, stroke, obesity, kwashiorkor, tuberculosis, kidney diseases
	5.2	Describe the relationship between societal class and illness	Relationship between social class and disease
<b>6.0 Modern and traditional health care delivery</b>	6.1	Enumerate the advantages and disadvantages of modern and traditional medicine	Advantages and disadvantages of modern and traditional medicine
	6.2	Describe the socio-cultural settings of modern health institutions	Socio-cultural settings of modern health institution
	6.3	Describe characteristics unique to traditional health institutions	Characteristics of traditional health institutions
	6.4	Discuss the best method of health care delivery using modern hospitals and health centres, as reference points	Comparison of the modern and traditional health care delivery system/centre and the complementary roles of both
<b>7.0 Roles and relationship between health practitioners and their clients</b>	7.1	Explain the health care provider-client relationship	The health care provider-client relationship
	7.2	Discuss the doctor-client relationship and health practitioner-client relationship	The doctor-client relationship and health practitioner-client relationship
	7.3	Identify the roles of the Community Health Officer and other health practitioners	Roles of the Community Health Officer and other health practitioners in health care delivery
<b>8.0 General principles of social planning and its influence on health care</b>	8.1	Describe the pattern of health care	Health care delivery in Nigeria.
	82	Explain the Federal Government's policies on health education, Family Planning, housing, water supply, waste disposal as well as primitive/preventive/ curative health care, rehabilitation and environmental protection	The Federal Government's policies on health education, family planning, housing, water supply, waste disposal, as well as primitive/preventive/curative health care, rehabilitation and environmental protection.



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	8.3	Discuss the social responses to mental illness in Nigeria	Social responses to mental illness in Nigeria
<b>9.0 Current socio-cultural health problems in Nigeria</b>	9.1	Describe the present health pattern in Nigeria, utilizing current WHO reports and newspaper articles	The present health pattern in Nigeria, utilizing current WHO reports and newspaper articles
	9.2	Discuss current health problems and their solutions, per available current sources	The current health problems and their solutions
	9.3	Identify problems associated with the over-emphasis on curative rather than primitive and preventive health	Problems associated with the over-emphasis on curative rather than primitive and preventive health

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Brainstorming	Questioning	Active listening	Relevant publications in the approaches	Questions (oral)	Relevant publications
Lecture	Responding to students' questions and clarifying points	Responding to teacher's questions	Visuals (pictures, charts etc.)	Written assignments	Current, correct and complete list of reading materials
Debates	Explanation	Describing and analysing the scenes in the audio-visuals or case study scenarios	Audio-visuals(video, compact disc, DVD,	Short quizzes	
Case study scenarios	Discussion on case study scenarios	Discussion on case study scenarios /audio-visuals		Group work and presentation	
Role play	Displaying audio-visuals			Long essays	
Group work and presentation				MCQs	
Audio-visuals (video, compact disc, DVD,					
Internet					

# BEHAVIOUR CHANGE COMMUNICATION (CHE 213) DURATION : 45 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 213</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>BEHAVIOUR CHANGE COMMUNICATION</b>	<b>Duration</b>	<b>45 HOURS (1 hour Lecture, 2 hours Practical)</b>		
<b>Course Description</b>	This course introduces students to the knowledge and skills to design and implement health education and health promotion activities using appropriate IEC materials for community mobilization and participation.				
<b>Goal</b>	This course is designed to equip the student with the knowledge and skills of Behavioural Change Communication for community mobilization and participation.				
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to:</p> <ol style="list-style-type: none"> <li><b>1.0 Discuss the concept of community</b></li> <li><b>2.0 Describe socio-cultural factors that influence health behaviour in the community</b></li> <li><b>3.0 Explain the general concept of Behavioural Change Communication (BCC)</b></li> <li><b>4.0 Discuss community mobilization for health action</b></li> <li><b>5.0 Explain current trends in health promotion</b></li> </ol>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 The concept of community</b>		<i><b>On completion of this course, the student should be able to:</b></i>	Definition of Community		
	1.1	Define Community			
	1.2	Describe the organizational structure of a community: <ul style="list-style-type: none"> <li>• Leadership (modern and traditional)</li> <li>• Household structure (power and decision-making)</li> <li>• Organisational structure (modern and traditional)</li> </ul>	The organization structure of a community <ul style="list-style-type: none"> <li>• Types of leadership Styles of leadership</li> <li>• Household structure (power and decision-making)</li> <li>• Organisational structure (modern and traditional)</li> </ul>		
<b>2.0 Socio-cultural</b>	2.1	Discuss harmful traditional and cultural practices that influence health behaviours.	Traditions and cultures that influence health behaviours; and health		

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<b>factors that influence health behaviour in the Community.</b>		Suggest health interventions to overcome them	interventions to overcome them
	2.2	Identify traditional and cultural practices that favourably influence health behaviours and suggest ways of encouraging and promoting them	Traditions and cultures that favourably influence health behaviours; and ways to encourage and promote them
	2.3	Identify some harmless traditional and cultural practices that have no effect on health behaviours in the community	Some traditions and cultures that have neither helpful or harmful effect on health behaviours in the community
<b>3.0 General concept of Behaviour Change Communication</b>	3.1	Define Behaviour Change Communication	Definition of Behaviour Change Communication
	3.2	Differentiate between Health Education and Health Promotion	Difference between Health Education and Health Promotion
	3.3	Explain the principles of Health Promotion	The principles of Health Promotion
	3.4	Explain the basic elements of communication	Basic elements of communication
	3.5	Describe health communication and its importance	Health communication and its importance
	3.6	Describe various channels of communicating health messages to individuals, families and communities (traditional, electronic, print)	Various methods of communication in passing health messages to individuals, families and communities
	3.7	Explain the need for use of multi-mix communication channels	Use of multi-mix communication channels
	3.8	Describe the process of health communication	Process of health communication
	3.9	Explain the guidelines for message development	Guidelines for message development
	3.10	Describe the various educational technologies used in health communication	Various educational technologies used in communication
	3.11	Identify and explain factors that facilitate effective health communication	Factors that facilitate effective health communication
	3.13	Identify and explain the barriers to effective health communication	The barriers to effective health communication (with respect to use of traditional, electronic and print media)

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<b>4.0 Community mobilization for health action</b>	4.1	Discuss the importance of community mobilization for health action	Importance of community mobilization for health action
	4.2	Methods of community mobilisation for health action	Importance of community participation and ownership of health actions
	4.3	Describe various health development committees in PHC	Methods of community mobilisation for health action e.g. sensitisation meetings, group discussions, etc.
			Various health development committees in PHC (LGA PHC implementation committee, Health facility, Ward, Village, Community, etc.
<b>Explain current trends in health promotion</b>	8.0	Discuss the current trends in health promotion.	<ul style="list-style-type: none"> <li>• Health Education to Health Promotion</li> </ul> <p>Focus on social change (IEC, BCC, BCSC, SBCC)</p>

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture method	Explanation	Listening	Relevant publications in the approaches	Questions (oral)	Current, correct and complete list of reading materials
Demonstration with instructional materials (pictures, charts, maps, etc.)	Demonstration using the instructional materials	Responding to teacher's questions	Visuals (pictures, charts, maps, etc.)	Written assignments	
(video, compact disc, DVD, Internet)	Questioning	Practical and individual development of messages for different audiences in PHC setting	Audio-visuals (video, compact disc, DVD, Internet)	Short quizzes	
Role play	Responding to students' questions	Describing the scenes in the visuals and audio-visuals		Take home assignments	
Drama				Individual and Group work	
Simulation exercises					
Brainstorming					
Resource persons					
Field trips to health promotion /education centres in the Ministries of health					

# INTRODUCTION TO ENVIRONMENTAL HEALTH (EHT 111)

**DURATION: 30 HOURS**

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>EHT 111</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>INTRODUCTION TO ENVIRONMENTAL HEALTH</b>	<b>Duration</b>	<b>30 HOURS</b>		
<b>Course Description</b>	Environmental Health could is a specialised course that builds capacity in the areas of disease prevention and safeguarding of the health of populations by promoting safe and quality environmental conditions. Adequate training, skill and knowledge are necessary for professionals, coordinated health care partners and institutions at the community level to ensure uninterrupted delivery of this important service.				
<b>Goal</b>	This course is designed to provide students with knowledge and skills of protecting the environment, provision of potable water in order to achieve good health in the community				
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Describe the various types of environment</b> <b>2.0 Explain the concept and components of environmental health in any community</b> <b>3.0 Describe environmental health hazards in the community</b> <b>4.0 Describe the relationship between air, water and soil pollution and human health</b> <b>5.0 Explain water and waste water management technique</b> <b>6.0 Describe waste management methods in a community</b> <b>7.0 Discuss various harmful vectors</b> <b>8.0 Discuss the concept of food, Water and safety</b> <b>9.0 Describe climate change, its ecological and health effect</b>				

TOPIC	PERFORMANCE OBJECTIVES	CONTENT
1.0 Types of environment	<p><i>On completion of this course the student should be able to:</i></p> <p>1.1 Define and classify the term environment.</p>	<p>Definition of the environment.</p> <p>Classification of the environment into the following types with examples:</p> <ul style="list-style-type: none"> <li>• Physical (Abiotic)</li> <li>• Biological (Biotic)</li> <li>• Social</li> </ul>

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	1.2	Describe the characteristics of the various types of environment listed above	
<b>2.0 Components of environmental health and sanitation in any community</b>	2.1	Define Environmental Health	
	2.2	List and discuss each component of Environmental Health	Components of Environmental Health e.g. <ul style="list-style-type: none"> <li>• Water supply</li> <li>• Solid and liquid waste management <ul style="list-style-type: none"> <li>- Vector control,</li> <li>- Healthful housing</li> </ul> </li> <li>• Water pollution etc.</li> </ul>
	2.3	Explain the components of Environmental Sanitation	Components of Environmental Sanitation
	2.4	Discuss the relationship between good health and environment	Relationship between good health and the environment
<b>3.0 Environmental health hazards</b>	3.1	Explain the term Environmental Health Hazards	Definition of Environmental Health Hazards
	3.2	Classify Environmental Health hazards	Classification of Environmental Health hazards into: physical, chemical, biological and socio-cultural (psychological).  3.2.1 Examples of the four classes of environmental hazards listed above.
	3.3	Explain how each of the examples is related to health	Relationship of each of the examples to health
	3.4	Explain how to control environmental hazards	Methods of environmental hazard control
<b>4.0 Relationship between air, water and soil pollution and human health</b>	4.1	Define air pollution, water pollution and soil pollution	Definition of air pollution, water pollution and soil pollution
	4.2	List sources of air pollution, water pollution, and soil pollution	Sources of air pollution, water pollution, and soil pollution
	4.3	State the relationship between air pollution, water pollution and soil pollution	Relationship between air pollution, water pollution and soil pollution
	4.4	State the effect of air, water	Effect of air, water and soil pollution on



		and soil pollution on human health and human activity	human health and human activity
<b>5.0 Types of water and waste water in the community</b>	5.1	Classify water into natural water or wholesome water	Classification of water into natural or wholesome water
	5.2	List sources of water in the community	Sources of water in the community
	5.3	Discuss the characteristics of potable water	Characteristics of potable water under the following: Physical, chemical and bacteriological
	5.4	List and discuss methods of water purification / treatment	List methods of water purification / treatment e.g. boiling, filtration, sedimentation, coagulation and chlorination etc. 5.4.1 Description of water treatment/purification methods listed above, their advantages and disadvantages
	5.5	Describe guidelines on Water Quality	Describe guidelines on Water Quality e.g. Standards Organisation of Nigeria (SON) and World Health Organisation (WHO)
	5.6	Define and state types of waste water	Definition of waste water 5.6.1 Types of waste water e.g. Grey water (Sullage) and Black water (Sewage)
	5.7	Identify sources of waste water in the community.	Sources of waste water in the community.
	5.8	State harmful effects of waste water.	Harmful effects of waste water
	5.9	State how to prevent harmful effects of waste water in the community	Prevention of harmful effects of waste water in the community
<b>6.0 Waste Management</b>	6.1	Describe ideal housing to sanitary amenities	Description of an ideal housing to sanitary amenities.
	6.2	Explain the simple methods of solid waste disposal in a community	Methods of solid waste disposal in a community: a. Burning

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			<ul style="list-style-type: none"> <li>b. Composting</li> <li>c. Sanitary landfill</li> <li>d. Control tipping</li> <li>e. Incineration, etc.</li> </ul>
	6.3	Identify the various techniques of excreta disposal in a rural community	<p>Techniques of excreta disposal in a rural community:</p> <ul style="list-style-type: none"> <li>a. Open defecation</li> <li>b. Trench latrine</li> <li>c. Pit latrines</li> <li>d. Ventilated Improved pit latrine</li> <li>e. Aqua privy, etc.</li> </ul>
<b>7.0 Harmful Arthropods and Vectors</b>	7.1	Identify various household and community arthropods and vectors	Identification of household and community arthropods and vectors.
	7.2	Describe the ways in which injurious arthropods affect the health of man.	<p>Effect of injurious arthropods on human health i.e.</p> <ul style="list-style-type: none"> <li>a. Directly injurious arthropods</li> <li>b. Indirectly injurious arthropods</li> </ul>
	7.3	Classify insecticides into its various groups	Classification of insecticides into its various groups
	7.4	Describe the methods of vector control in local communities	<p>Methods of vector control in local communities viz a viz</p> <ul style="list-style-type: none"> <li>• Biological</li> <li>• Mechanical and</li> <li>• Chemical control</li> </ul>
<b>8.0 Concept of food, health, and safety</b>	8.1	Explain basics of foods, types, sources and transmission of food-borne diseases and food poisoning	Basics of foods, types, sources and transmission of food-borne diseases and food poisoning
	8.2	Discuss the principles and methods of food sanitation and hygiene, food protection	Principles and methods of food sanitation and hygiene, food protection
	8.3	Discuss methods of food vending and public eateries monitoring.	Methods of food vending and public eateries monitoring
	8.4	Describe the regulatory agencies and their functions	Regulatory agencies and their functions
<b>9.0 Climate change and environmental health</b>	9.1	Describe the climate system	Description of the climate system

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<b>issues</b>	9.2	Explain climate change science and global warming: The causes, evidence, impact and adaptation	Climate change science, and global warming : The causes, evidence, impact and adaptation
	9.3	Describe the effect of climate change	Effect of climate change on:  Ecology Human health

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Visuals (pictures, charts, maps etc.)	Questions (oral)	Relevant textbooks
Demonstration with visuals (pictures, charts, maps, etc.)	Demonstration visuals and audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Written assignments	Current, correct and complete list of reading materials
Audio-visuals (video, compact disc, DVD, Internet)	Questioning	Participating in classroom discussions		Debates	
Film on climate change	Responding to students' questions	Responding to teacher's questions		Field visit report	
Group Project (Practical session on the construction of incinerators or pit latrines)		Describing the scenes in the visuals			
Case studies					
Field visit trips					

# SYMPTOMATOLOGY (CHE 221) DURATION: 30 HOURS

Programme	DIPLOMA IN COMMUNITY HEALTH		Course Code	CHE 221	UNITS	2.0
Course Title	SYMPTOMATOLOGY		Duration	30 HOURS		
Course Description	This course describes the study of the association between symptoms and diseases.					
Goal	This course is designed to acquaint the students with knowledge and skills on symptoms of diseases to enable students to provide proper and tentative diagnosis of various systemic diseases.					
Objectives	<p>At the end of the course, the learners should be able to:</p> <p><b>1.0 Discuss various symptoms of diseases.</b>  <b>2.0 Explain various symptoms of disease and disorders systematically in the human body</b></p>					
TOPIC	PERFORMANCE OBJECTIVES			CONTENT		
1.0 Symptomatology	1.1	<b><i>At the end of the unit, the learners should be able to:</i></b> Define symptomatology		Definition of symptomatology		
	1.2	Discuss the rationale for symptomatology in community health		Rationale for symptomatology in community health such as: <ul style="list-style-type: none"> <li>• Identifying symptoms of diseases</li> <li>• Correct diagnosis of diseases</li> </ul>		
2.0 Symptoms of diseases and disorders affecting systems of the human body	2.1	Explain various symptoms of disease and disorders affecting systems of the human body		Various symptoms of diseases and disorders affecting systems of the human body.  These include the following: <ul style="list-style-type: none"> <li>• Mouth disorders e.g. dental-caries, oral infections, oral cancer, gingivitis</li> <li>• <i>Symptoms</i> :                             <ul style="list-style-type: none"> <li>○ Hole in the tooth</li> <li>○ Plaque accumulation on the tooth</li> <li>○ Angular stomatitis</li> </ul> </li> </ul>		

		<ul style="list-style-type: none"> <li>○ Rashes in the mouth</li> <li>○ Halitosis</li> <li>○ Inflammation of the gum</li> <li>○ Bleeding of the gum</li> <li>○ Spots on the gum</li> <li>○ Oral thrush.</li> </ul> <p><u>Respiratory diseases</u></p> <ul style="list-style-type: none"> <li>● Respiratory disorders/disease e.g.: Bronchitis, pneumonia and tuberculosis etc.</li> </ul> <p style="padding-left: 40px;"><i>Symptoms</i></p> <ul style="list-style-type: none"> <li>○ dyspnoea, rhales, orthopnoea, wheezes, croup, rhonci</li> </ul> <p><u>Stomach and intestinal disorders</u></p> <p>For example, peptic ulcer diseases (PUD), duodenal ulcer, gastritis etc.</p> <p style="padding-left: 40px;"><i>Symptoms:</i></p> <ul style="list-style-type: none"> <li>○ Heart burn</li> <li>○ mucoid stool</li> <li>○ Pain in the abdomen etc.</li> </ul> <p><u>Cardiovascular diseases</u></p> <p>For example, : arrhythmias, cardiac arrest, congestive cardiac failure etc.</p> <p style="padding-left: 40px;"><i>Symptoms:</i></p> <ul style="list-style-type: none"> <li>○ Bradycardia</li> <li>○ Tachycardia</li> <li>○ Abnormal heart sound</li> </ul> <p><u>Blood disorders</u></p> <p>For example, anaemia, leukaemia, eosinophilia etc.</p> <p style="padding-left: 40px;"><i>Symptoms:</i></p> <ul style="list-style-type: none"> <li>○ Pallor</li> <li>○ General body weakness etc.</li> </ul> <p><u>Musculoskeletal diseases</u></p> <p>These include: Arthritis, nyalgia, nyeoloma, lumbago, osteomyelitis, skin wrinkles.</p> <p style="padding-left: 40px;"><i>Symptoms:</i></p> <ul style="list-style-type: none"> <li>○ Swelling</li> <li>○ Pains</li> <li>○ Lumps</li> </ul>
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		<p><u>Endocrine diseases</u>                  These include: Goitre, diabetes, etc.</p> <p style="padding-left: 40px;"><i>Symptoms</i></p> <ul style="list-style-type: none"> <li>○ Polyuria</li> <li>○ polydysporia</li> <li>○ Satiety</li> </ul> <p><u>Genito - urinary disorders</u>                  These include micturition, BPH (Benign prostrate hyperplasia) cancers of the cervix and uterus, urinary tract infections (UTIs) Non gonococcal urethritis (NGU); STI's-- chlamydia infection, staphylococcus infections, Gonorrhoeal infections.</p> <p style="padding-left: 40px;"><i>Symptoms</i></p> <ul style="list-style-type: none"> <li>○ Dysuria,</li> <li>○ Purulent penile and vaginal discharges,</li> <li>○ vaginal itching, bleeding, etc.</li> <li>○</li> </ul> <p><u>Nervous diseases and disorders</u>                  For example, hemiplegia, paraplegia, stroke</p> <p style="padding-left: 40px;"><i>Symptoms</i></p> <ul style="list-style-type: none"> <li>○ Paralysis,</li> <li>○ Weakness of the limbs</li> <li>○ Emotional stress etc.</li> </ul>
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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Visuals (pictures, charts, maps, etc.)	Questions (oral)	Relevant publications in the approaches
Demonstration with visuals (pictures, charts, maps, etc.)	Demonstration using the visuals and the audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Written assignments	Current, correct and complete list of reading materials
Audio-visuals (video, compact disc, DVD, Internet)	Questioning	Responding to teacher's questions			
	Responding to students' questions	Describing the scenes in the visuals and audio-visuals			



# POPULATION DYNAMICS AND FAMILY PLANNING (CHE 222)

DURATION: 75 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 222</b>	<b>UNITS</b>	<b>3.0</b>
<b>Course Title</b>	<b>POPULATION DYNAMICS AND FAMILY PLANNING</b>	<b>Duration</b>	<b>75 HOURS(1 hour Lecture, 4 hours Practical)</b>		
<b>Course Description</b>	<p>Population Dynamics is the branch of life sciences that studies short-term and long-term changes in the size and age composition of populations, and the biological and environmental processes influencing these changes.</p> <p>Family Planning is the planning of when to have children, and the use of healthy child spacing and other techniques to implement such plans.</p>				
<b>Goal</b>	This course is aimed at equipping students with the knowledge and skills to provide relevant information on Population Dynamics and Family Planning.				
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to:</p> <ol style="list-style-type: none"> <li><b>1.0. Describe the concept of population</b></li> <li><b>2.0. Discuss the concept of Reproductive Health Rights</b></li> <li><b>3.0 Discuss Family Planning, the various methods and demonstrate effective family planning skills</b></li> <li><b>4.0 Describe standard equipment and materials for setting up a Family Planning service</b></li> <li><b>5.0. Discuss the concept of infertility and its management</b></li> </ol>				

TOPIC			CONTENT
<b>1.0</b> Describe the concept of Population	1.1	<b><i>At the end of the unit, the learners should be able to:</i></b>  Explain population problems	Define Population 1.1.1 Elements of population dynamics e.g. birth rate, death, migration etc.
	1.2	Identify Population distribution /changes	Population problems 1.2.1 Population problems in Nigeria
	1.3		Population distribution/changes  1.1 .1 Discuss world population and that of Nigeria. 1.3.2 Causes of population growth 1.3.3 Areas of population density in Nigeria 1.3.4 Reasons for population distribution, changes over a period of time (rates of natural increase and migration)
	1.4	Identify factors that affect population events, birth, death, immigration and emigrations.	Factors that affect population events, birth, death, immigration and emigrations
	1.5	Define Population Dynamics and National Population Policies	Population Dynamics and national policies
			Understanding population, human environment as they relate to development
<b>2.0</b> Reproductive Health and Rights, including Family Planning	2.1	Define Reproductive Health	Definition of Reproductive Health
	2.2	Define the right of a human being to reproduce	Definition of the rights of human being to reproduce
	2.3	Identify the factors that could influence Reproductive Health and Rights. E.g. Housing, economy, poor water supply, etc.	Factors influencing Reproductive Health and Rights
	2.4	Explain the role of father, mother and child in Reproductive Health and Rights	Gender and Sex roles – roles of father, mother and child in Reproductive

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			Health
	2.5	Provide specific Adolescent Reproductive Health services.	Adolescent Reproductive Health services
	2.6	Provide syndromic management of STIs and HIV/AIDS	Syndromic management of STIs and HIV/AIDS
	2.7	Provide information and education on Voluntary Counselling and Testing (VCT) of HIV/AIDS	Information and education on Voluntary Counselling and Testing (VCT) of HIV/AIDS
	2.8	Discuss challenges faced in Reproductive Health	Challenges faced in Reproductive Health
			Male involvement in Family Planning uptake
<b>3.0 Discuss Family Planning, the various methods, and demonstrate effective Family Planning skills</b>	3.1	Define Family Planning	Definition of Family Planning
	3.2	Discuss Family Planning methods and types available	Family Planning methods and types available
	3.3	Explain the advantages and disadvantages of each method and type of Family Planning	Advantages and disadvantages of each Family Planning method
	3.4	Demonstrate how to encourage the acceptance of Family Planning services in the community	Demonstration on how to encourage the acceptance of Family Planning services in the community
<b>4.0 Standard equipment and materials for setting up a Family Planning clinic</b>	4.1	Identify standard equipment for setting up a Family Planning clinic	Standard equipment for setting up a Family Planning service
	4.2	Manage Family Planning clinics, prescribe and administer commodities	Management of Family Planning clinics, prescribe and administer commodities
<b>5.0 Concept of infertility</b>	5.1	Discuss infertility	Definition, types and causes of infertility
	5.2	Discuss the prevention and control of infertility	Prevention and control of infertility
	5.3	Manage couples and individuals with issues related to infertility according to standing order	Managing couples or individuals with issues related to infertility using the standing order

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Relevant publications (pictures, charts, models/mannequins, etc.)	Questions (oral)	Relevant publications in the approaches
Demonstration with audio-visuals (video, compact disc, DVD, Internet downloads) and models / mannequins	Demonstration with audio-visuals	Observing the teacher's demonstration	Audio-visuals	Written assignments and oral presentations	Current, correct and complete list of reading materials
Resource persons (contraceptive adopters and defaulters, and men)	Questioning	Return demonstration sessions	Experience-sharing	Role-plays	
	Responding to students' questions	Audio-visuals	Standing order	MCQs	

# CLINICAL SKILLS 1 (CHE 223) DURATION: 75 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 223</b>	<b>UNITS</b>	<b>3.0</b>
<b>Course Title</b>	<b>CLINICAL SKILLS 1</b>	<b>Duration</b>	<b>75 HOURS (1 hour Lecture, 4 hours Practical)</b>		
<b>Course Description</b>	Clinical skills involve basic, investigative and beneficial procedures that may be invasive or non-invasive that may be done on patients while on clinical rotation. This offers students the opportunity to practice basic clinical skills (while applying universal precautions) prior to attempting a procedure on actual patients. Students' access to the clinics familiarises them with the indications, complications and interpretations associated with the various clinical skills that they will perform.				
<b>Goal</b>	This course is designed to equip students with the knowledge and skills in practical procedures, which will enhance effective health care delivery.				
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Describe the basic principles of interview</b> <b>2.0 Explain the procedure involved in history taking</b> <b>3.0 Discuss the principles of physical examination</b> <b>4.0 Explain the procedures involved in monitoring vital signs and blood pressure</b> <b>5.0 Explain how to carry out the procedure on tepid sponging</b> <b>6.0 Explain how to prepare and administer Lo-ORS and Zinc</b> <b>7.0 Discuss the principles of Aseptic Technique in clinical procedures</b> <b>8.0 Discuss how to assess pneumonia in children</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 Basic principles of Interviews</b>	1.1	<p><i>At the end of the unit, the learners should be able to:</i></p> <p>Describe the basic principles of interviews</p>	Procedure for interviewing a client; <ul style="list-style-type: none"> <li>• Need to create a rapport with the client in a language the patient understands</li> <li>• Need to make a client comfortable during interview</li> <li>• Types of questions (direct, suggestive questions, open-ended questions, close ended questions, use of probes) and advantages and disadvantages</li> <li>• Interviewing process and recording information obtained</li> </ul>		

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			<p>from the client</p> <ul style="list-style-type: none"> <li>• Making use of information obtained for decision making</li> </ul>
<b>2.0 Procedures involved in History Taking</b>	2.1	Explain the procedures involved in history taking	<p>Obtaining client's history, as guided by the Standing Orders on first visit. Information needed to be obtained include:</p> <ul style="list-style-type: none"> <li>• Demographics</li> <li>• Birth history</li> <li>• Developmental history</li> <li>• Immunisation history</li> <li>• Nutritional history</li> <li>• Social history</li> <li>• Occupational history</li> <li>• Travel history</li> <li>• Medical history of illnesses</li> </ul>
<b>3.0 Principles of physical examination</b>	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> <ul style="list-style-type: none"> <li>• Definition of Physical Examination</li> <li>• Various methods of physical examination</li> </ul>
<b>4.0 Procedures involved in monitoring vital signs</b>	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> <ul style="list-style-type: none"> <li>• Variation in degree of body temperature noting the normal average.</li> <li>• Causes of pyrexia (high temperature)</li> <li>• Body sites for taking temperature, pulse, respiration and blood pressure identifying</li> <li>• various sites in checking pulse and procedures involved in taking vital signs</li> <li>• Recording and interpreting findings adequately</li> <li>• Practicum on setting temperature tray.</li> </ul>

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<b>5.0 Tepid Sponging procedure</b>	5.1	Define tepid water and tepid sponging	Definition of tepid water and tepid sponging
	5.2	Describe how to carry out the procedure of tepid sponging	Requirements for tepid sponging <ul style="list-style-type: none"> <li>• Reasons for tepid sponging</li> <li>• Carrying out tepid sponging</li> <li>• Practicum on tepid sponging</li> </ul>
<b>6.0 Preparation and administration of Lo-ORS and Zinc</b>	6.1	Describe how to prepare and administer Lo-ORS	Components of oral re-hydration salts  Need for administration of Lo-ORS <ul style="list-style-type: none"> <li>• Practicum on preparation of Lo-ORS in the correct strength</li> <li>• Teaching mothers how to prepare Lo-ORS at home and administration as prescribed</li> </ul>
<b>7.0 Principles of Aseptic Technique in clinical procedure</b>	7.1	Define aseptic techniques	Definition of aseptic techniques
	7.2	Explain the concept of aseptic technique in clinical procedure	Concept of aseptic technique
	7.3	Describe proper hand washing techniques	Proper hand washing techniques
	7.4	Describe the methods of instrument processing	Methods of instrument processing according to the Standing Orders
	7.5	Identify the contents of the packs for various procedures	Contents of the packs for various procedures (e.g. dressing packs, circumcision pack etc.) and how to sterilise them
	7.6	Demonstrate the process of instrument processing: Use of masks, gloves and other PPEs.	
<b>8.0 Discuss how to assess pneumonia in children</b>	8.1	Demonstrate the use of a pulse oximeter	Knowledge of proper use and interpretation of readings

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active listening	Visuals (pictures, charts etc.)	Clinical observation	Relevant publications in the approaches
Demonstration with visuals (pictures, charts etc.)	Demonstration using the visuals and the audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	MCQs, SAQs, oral examinations	Current, correct and complete list of reading materials
Audio-visual (video, compact disc, DVD, Internet)	Questioning	Return demonstration	All diagnostic equipment and supplies	Written assignments	
Discussions and presentations	Responding to students' questions	Responding to teacher's questions	Standing order		
		Describing the scenes in the visuals and audio-visuals			
		Hands-on practical			



# SCIENCE LABORATORY TECHNOLOGY (STB 211) DURATION: 75 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>SLT 211</b>	<b>UNITS</b>	<b>3.0</b>
<b>Course Title</b>	<b>SCIENCE LABORATORY TECHNOLOGY</b>	<b>Duration</b>	<b>75 HOURS (1 hour Lecture, 4 hours practical)</b>		
<b>Course Description</b>	This course offers a range of routine tests and serves as diagnostic tool in getting information about the health conditions of patients/clients to guide in the management of diseases and other health conditions.				
<b>Goal</b>	This course is designed to provide students with knowledge of the general principles of Microbiology				
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Explain the history and scope of microbiology</b> <b>2.0 Describe the microscopic examination of micro-organisms</b> <b>3.0 Discuss systemic microbiology</b> <b>4.0 Explain the effect of environmental factors on the growth of micro-organisms</b> <b>5.0 Discuss the various media for cultivation of micro-organisms</b> <b>6.0 Describe microbial pathogenicity</b> <b>7.0 Discuss management of and safety precautions in microbiology laboratory work</b> <b>8.0 Explain the diagnostic skills in Community Health Practice</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 History and scope of microbiology</b>	<i><b>On the completion of this course, the student should be able to:</b></i>		The scope of microbiology		
	1.1	Outline the scope of microbiology			
	1.2	Explain the role of microbiology	The role of microbiology in: <ul style="list-style-type: none"> <li>• Medicine</li> <li>• Agriculture</li> <li>• Industry, etc.</li> </ul>		
<b>2.0 Microscopic examination of microorganisms</b>	2.1	Explain the principles of microscopy	Principles of microscopy		
	2.2	Identify and describe types of microscopes	Identification and description of types of microscopes e.g. <ul style="list-style-type: none"> <li>• Light microscope,</li> <li>• Compound microscope,</li> </ul>		

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			<ul style="list-style-type: none"> <li>• Dark field microscope</li> <li>• Phase contrast microscope</li> <li>• Electron microscope</li> </ul>
	2.3	Examine a drop of pond water under a microscope to identify microorganisms	Examination of a drop of pond water to identify microorganisms using: <ol style="list-style-type: none"> <li>a) A Light microscope</li> <li>b) A Compound microscope</li> </ol>
	2.4	List and describe the various microbial staining techniques	Description of the various microbial staining techniques e.g. <ul style="list-style-type: none"> <li>• Gram stain</li> <li>• Spore stain</li> <li>• Flagella stain</li> </ul>
	2.5	Collect and carry out microscopic examination of some samples	Collection and hands-on laboratory practical - microscopic examination of: <ul style="list-style-type: none"> <li>• Sputum</li> <li>• Urine</li> <li>• Stool</li> <li>• Blood, etc.</li> </ul>
<b>3.0 Systemic Microbiology</b>	3.1	Explain Systemic Microbiology	Systemic Microbiology
	3.2	Describe the characteristics of micro-organisms with examples	3.2 Characteristics of micro-organisms. 3.2.1 The characteristics of the following groups of micro-organisms, <ul style="list-style-type: none"> <li>○ Viruses</li> <li>○ Bacteria</li> <li>○ Protozoa</li> <li>○ Fungi</li> <li>○ Helminths</li> <li>○ Rickettsia</li> <li>○ Mycoplasma</li> <li>○ Algae</li> </ul>
<b>4.0 Growth of micro-organisms</b>	4.1	Explain growth of micro-organisms and the nutritional requirements	Growth of micro-organisms 4.1.1 The nutritional requirements of micro-organisms
	4.2	Discuss the sources of nutrients for various groups of micro-organisms and the microbial growth curve	Sources of nutrients for various groups of micro-organisms
<b>5.0 Microbial growth media</b>	5.1	Define 'culture' and 'culture media'	Definition of 'culture' and 'culture media'
	5.2	List and describe the composition of the different groups of media used in the cultivation of bacteria	The composition of the different groups of media used in the cultivation of bacteria

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	5.3	Classify bacteria according to their growth characteristics in or on different media	Classification of bacteria according to their growth characteristics in or on different media
	54	Cultivate and identify micro-organisms by growth characteristics	Cultivation and identification of micro-organisms by growth characteristics
<b>6.0 Food pathogens</b>	6.1	Describe all major food pathogens	Major food pathogens 6.1.1 Food pathogens according to: <ul style="list-style-type: none"> <li>○ Mode of infection</li> <li>○ Growth</li> <li>○ Pathogenicity, and</li> <li>○ Control</li> </ul>
	6.2	Describe isolation of bacteria and fungi from food and food products.	Isolation of bacteria and fungi from <ul style="list-style-type: none"> <li>● Tinned Foods</li> <li>● Milk</li> <li>● Beverages</li> <li>● Vegetables</li> <li>● Meat</li> <li>● Egg</li> <li>● Water</li> <li>● Bread</li> </ul>
	6.3	Describe food poisoning and management	List signs of food poisoning 6.3.1 Sources of food poisoning 6.3.2 Emergency measures to treat food poisoning and referral
<b>7.0 Management of a laboratory and safety precautions</b>	7.1	Identify the basic equipment needed in a medical laboratory	Basic equipment needed in a medical laboratory
	7.2	Explain how to maintain laboratory hygiene and safety	Maintenance of laboratory hygiene and safety
	7.3	Discuss management of laboratory consumables	Management of laboratory consumables
	7.4	Describe safety precautions in the handling of other equipment in microbiological laboratory work	Safety precautions in the handling of other equipment in microbiological laboratory work, e.g. <ul style="list-style-type: none"> <li>● Use of the autoclave</li> <li>● Hot oven</li> <li>● Water bath</li> <li>● Centrifuge</li> <li>● Dangerous chemicals</li> </ul>
<b>8.0</b>	8.1	Define terms used in diagnostics	Definition of terms used in diagnostics

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Diagnostic skills in community health practice</b>	8.2	Explain the concept and purpose of diagnostic skills	Concept of diagnostic skills Purposes of diagnostic skills
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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active Listening	Visuals (pictures, charts, models, equipment etc.)	Questions (oral)	Relevant textbook
Demonstration with visuals (pictures, charts, models, equipment etc.)	Demonstration	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Quiz	Current, correct and complete list of reading materials
Audio-visual (video, compact disc, DVD, Internet)	Visuals and audio-visuals	Return Demonstration		Written assignments	
Laboratory practical sessions	Questioning	Responding to teacher's questions		Alternatives to practical	
Resource persons	Responding to students' questions	Describing the scenes in the visuals and audio-visuals		Practical assignment	

# IMMUNITY AND IMMUNISATION (CHE 224)

DURATION : 45 HOURS

Programme	<b>DIPLOMA IN COMMUNITY HEALTH</b>		Course Code	<b>CHE 224</b>	UNITS	<b>2.0</b>
Course Title	<b>IMMUNITY AND IMMUNISATION</b>		Duration	<b>45 HOURS(1hour Lecture, 2 hours practical)</b>		
Course Description	Immunity and immunisation are important in building resistance to infection or disease through fortification against an infective agent.					
Goal	This course is designed to equip the student with the knowledge and skills to provide immunisation services.					
Objectives	At the end of the unit, the learners should be able: <b>1.0 Explain the concept of immunity</b> <b>2.0 Describe Immunization Services</b> <b>3.0 Demonstrate skill in how to manage the Cold Chain and Storage System.</b>					
TOPIC	PERFORMANCE OBJECTIVES		CONTENT			
<b>1.0 Concept of immunity</b>	1.1	On completion of this course, the student should be able to:  Define immunity	Define Immunity 1.1.1 Innate and adaptive immunity 1.1.2 Antigens and antibodies and their reactions			
	1.2	Discuss immunity and factors affecting individual resistance to diseases	Immunity and factors affecting individual resistance individual resistance to diseases			
<b>2.0 Immunisation</b>	2.1	Define immunisation	Definition of immunisation 2.1.1 Importance of immunisation in reducing child			

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Services</b>			mortality
	2.2	Discuss diseases with local names, which are preventable by immunisation	Vaccine preventable diseases
	2.3	Describe immunisation and Vitamin A supplementation schedule according to National guidelines	National Immunisation and Vitamin A supplementation schedule <ul style="list-style-type: none"> <li>• Various types of vaccines and when to give them</li> <li>• Contraindication to immunisation</li> <li>• Adverse events following immunisation</li> </ul>
	2.4	Describe how to trace defaulters	How to trace defaulters
	2.5	State the importance of keeping records of immunisation activities	Importance of keeping records of immunisation activities
	2.6	Monitoring and supervision of JCHEWs during immunisation activities	Monitoring, supervision, of JCHEWs during immunization activities
	2.7	Describe how to teach mothers when to take immunisation and consequences of not taking immunisation	How to teach mothers when to take immunisation and consequences of not taking immunisation
	2.8	Discuss challenges of immunisation coverage	Challenges of Immunisation 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.)
<b>3.0</b>	3.1	Discuss the cold chain system	The cold chain system

<b>Management of Cold Chain and Storage System</b>	3.2	Demonstrate how to maintain cold chain and storage system	How to maintain cold chain and 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 sterilisation of equipment	Types and methods of sterilisation 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 immunisation	Medical waste disposal in immunisation
	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

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active listening	Relevant publications in the approaches	Questions (oral)	Current, correct and complete list of reading materials
Brainstorming	Demonstration using visuals and audio-visuals	Responding to teacher's questions		Long essay questions, SAQs	
Case studies	Questioning			Written assignments	
Field visits to Cold Chain storage facility at State and LGA levels	Responding to students' questions			Short quizzes	
	Brainstorming			Take home assignments	
				Individual and group work	





# CONTROL OF COMMUNICABLE DISEASES (CHE 225) DURATION: 30 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 225</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>CONTROL OF COMMUNICABLE DISEASES</b>	<b>Duration</b>	<b>30 HOURS</b>		
<b>Course Description</b>	Communicable diseases are the leading cause of death and disability worldwide. Many of these diseases can be prevented or managed by improving access to primitive, preventive and curative services.				
<b>Goal</b>	This course is designed to enhance the knowledge of students on Communicable Diseases.				
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Explain the concept of communicable diseases</b> <b>2.0 Discuss the prevention and control of communicable diseases</b> <b>3.0 Discuss current policies and intervention strategies in disease control</b>				

TOPIC	PERFORMANCE OBJECTIVES		CONTENT
<p><b>1.0</b></p> <p><b>Concept of communicable disease</b></p>	1.1	<p><b><i>On completion of this course the student should be able to:</i></b></p> <p>1.1 Define communicable diseases</p>	<p>Definition of communicable diseases</p>
	1.2	<p>1.1 Define key epidemiological terms</p>	<p>Definition of the following terms:</p> <ul style="list-style-type: none"> <li>• Incidence</li> <li>• Prevalence</li> <li>• Endemic</li> <li>• Epidemic</li> <li>• Control of diseases</li> <li>• Prevention</li> <li>• Resistance</li> </ul>
	1.3	<p>Classify communicable diseases</p>	<p>Classification of communicable diseases as:</p> <ul style="list-style-type: none"> <li>• Viral (measles, hepatitis, HIV/AIDS, poliomyelitis etc.)</li> <li>• Bacterial (tuberculosis, leprosy, typhoid and cholera etc.)</li> <li>• Rickettsial (syphilis, yaws, dengue fever etc.)</li> <li>• Protozoan (malaria, amoebiasis, balantidiasis, etc.)</li> <li>• Fungal (teaniapedis etc.)</li> <li>• Helminthics (onchocerciasis, ankylostomiasis, dracontiasis etc.)</li> <li>• Ectoparasitic (scabies, borella, pteris-pubis)</li> </ul>
	1.4	<p>Discuss the causative agents, routes of transmission, signs and symptoms and management of the diseases listed above</p>	<p>Causative agents, routes of transmission, signs and symptoms and management of the diseases listed above</p>
	1.5	<p>List notifiable communicable diseases and their epidemiologic importance</p>	
<p><b>2.0</b></p> <p><b>The prevention and control of communicable diseases</b></p>	2.1	<p>Discuss current approaches in planning and implementing community interventions to prevent and control communicable diseases</p>	<p>Current approaches in planning and implementing community interventions to prevent and control communicable diseases</p>

<p><b>3.0</b>  <b>Current policies and intervention strategies in disease control</b></p>	<p>3.1</p>	<p>Explain the current national /state policies and intervention strategies in disease control</p>	<p>Current national / state policies and intervention strategies in disease control in respect of the following:</p> <ul style="list-style-type: none"> <li>• National Malaria Elimination Programme</li> <li>• National TBL Control Programme'</li> <li>• HIV and AIDS programmes,</li> <li>• Neglected Tropical Disease Control Program (NTDCP)</li> </ul>
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**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Brainstorming, Lecture	Questioning and clarification of points	Active listening Responding to teacher's questions	Visuals (Newspapers, Journal articles)	Questions (oral)	Relevant publications in the approaches
Discussion/debates	Explanation	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Written assignments	Current, correct and complete list of reading materials
Role play	Demonstration using diagnostic tools, models and visuals Displaying/projecting audio-visuals	Describing and critically analysing the scenes in the audio-visuals		Group work and presentation	
Demonstration with visuals (pictures, charts, etc.)	Questioning	Describing and critically analysing the reports of field visits		Short quizzes	
Audio-visuals (video, compact disc, DVD, Internet)	Responding to students' questions			Field visit reports	
Field visits to agencies such as the State TBL control programme'	Role plays			Long essays	
				MCQs	

# CARE AND MANAGEMENT OF HIV/AIDS (CHE 239) DURATION : 45 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>		<b>Course Code</b>	<b>CHE 239</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>CARE AND MANAGEMENT OF HIV AND AIDS</b>		<b>Duration</b>	<b>45 HOURS (1 hour Lecture, 2 hours Practical)</b>		
<b>Course Description</b>	This course describes the basic knowledge and skills for HIV and AIDS needed by Community Health Care Workers to identify, diagnose, prevent, manage and rehabilitate patients as well as provide various types of clinical and preventive services to clients in our communities.					
<b>Goal</b>	This course is designed to enable students to acquire the basic knowledge and skills required to identify, prevent, manage and rehabilitate HIV and AIDS patients in our communities.					
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to:</p> <p><b>1.0 Discuss the general overview of HIV and AIDS</b>  <b>2.0 Explain the Pathophysiology and natural progression of HIV and AIDS</b>  <b>3.0 Demonstrate laboratory investigations on HIV and AIDS</b>  <b>4.0 Discuss the concept of HIV Counselling and Testing (HCT)</b>  <b>5.0 Explain ARV drugs and the importance of adherence to the drugs</b>  <b>6.0 Explain the management, prevention and control of HIV and AIDS using the Standing Orders.</b>  <b>7.0 Discuss the care and support needs of People Living with HIV and AIDS</b>  <b>8.0 Explain the nutritional needs of People Living with HIV and AIDS</b>  <b>9.0 Discuss the concept of Prevention of Mother to Child Transmission (EMTCT)</b>  <b>10.0 Explain management of vulnerable children</b>  <b>11.0 Explain the rights of clients and the responsibilities of care providers</b>  <b>12.0 Discuss the concept of referral and networking in HIV and AIDS management</b>  <b>13.0 Explain the concept of Monitoring and Evaluation (M&amp;E) in HIV and AIDS interventions</b></p>					
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>		
<b>1.0</b>	1.1	Define the terms HIV and AIDS	HIV and AIDS terms			

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<b>General overview of HIV and AIDS</b>	1.2	Describe the signs and symptoms suggestive of HIV and AIDS.	Signs and symptoms suggestive of HIV and AIDS
	1.3	Describe the epidemiology of HIV and AIDS	Epidemiology of 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
<b>2.0 Pathophysiology and natural progression of HIV and AIDS</b>	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. viral factor, host genetic factor, host immune factor host cellular factor	Factors affecting HIV and AIDS disease progression.
<b>3.0 Laboratory investigations in HIV and AIDS</b>	3.1	Define HIV laboratory investigations	HIV laboratory investigations
	3.2	Explain methods of HIV laboratory investigations	Methods of HIV laboratory investigations
	3.3	Discuss and interpret laboratory results e.g. CD4 count, viral load, LFT, FBC, VDRL/RPR.	Interpret laboratory results
<b>4.0 Concept of HIV Counselling and Testing (HCT)</b>	4.1	Explain the concepts of HIV Counselling and Testing (HCT)	Concepts of HIV Counselling and Testing (HCT)
	4.2	Discuss the benefits of HCT	Benefits of HCT
	4.3	Explain the differences between HIV pre and post-test counselling	Differences between HIV pre and post-test counselling
	4.4	Describe the various steps involved in pre-test counselling	Various steps involved in pre-test counselling
	4.5	Explain the term post-testing counselling.	Post-testing counselling

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	4.6	Differentiate discordant and concordant couples in HIV and AIDS management	Differences between discordant and concordant couples in HIV and AIDS management
	4.7	Describe the role of culture on effective HIV and AIDS counselling and testing.	Role of culture on effective HIV and AIDS counselling and testing.
<b>5.0 ARV drugs and the importance of adherence to the drugs</b>	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
<b>6.0 Management, prevention and control of HIV and AIDS using the Standing Orders</b>	6.1	Discuss common opportunistic infections	Common opportunistic infections
	6.2	Discuss the steps in preventing exposure to opportunistic infections	Steps in preventing exposure to opportunistic infections
	6.3	Explain the prophylaxis for opportunistic infections in PLHWIV	Prophylaxis for opportunistic infections in PLHWIV
	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 approaches to HIV and AIDS
	6.6	Describe universal precautions in the management of HIV and AIDS in healthcare settings	Universal precautions of HIV and AIDS in healthcare settings
<b>7.0 Care and support needs of people living with HIV and AIDS</b>	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, psychological, home level, community level, primary health care, secondary health care and tertiary	Elements of care and support for HIV and AIDS clients: medical/physical. psychological, home level, community level, etc.



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		health levels.	
<b>8.0 Nutritional needs of People living with HIV and AIDS</b>	8.1	Describe relationship between HIV and AIDS and nutrition	Relationship between HIV and AIDS and nutrition.
	8.2	Discuss common health issues affecting nutritional intake by PLWHIV	Common health issues affecting nutritional intake by PLHWIV
	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
<b>9.0 Prevention of Mother to Child Transmission (PMTCT)</b>	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 facilitate MTCT	Factors that facilitate PMTCT
<b>10.0 Management of Vulnerable Children</b>	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	Interventions for VC
<b>11.0 Rights of clients and the responsibilities of care providers</b>	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 care	Rights of the HIV and AIDS patient
	10.4	Explain rights of the HIV and AIDS patient	Health care workers' responsibilities to HIV and AIDS patients
<b>12.0 Concept of referral and networking in HIV and AIDS management</b>	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

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	11.6	Discuss steps in implementing and strengthening a referral network	Steps in implementing and strengthening a referral network
	11.7	Explain factors and tools affecting a referral network	Factors and tools affecting a referral network
<b>13.0 Concept of Monitoring and Evaluation (M&amp;E) in HIV and AIDS</b>	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

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Brainstorming	Questioning and clarification of points	Listening	Visuals (pictures, charts, etc.)	Case presentations	
Lecture	Explanation	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Picture test	
Group work and presentation	Demonstration using diagnostic tools, models and visuals	Responding to teacher's questions	Standing orders	Clinical	
	Displaying/projecting audio-visuals	Describing the scenes in the visuals and audio-visuals		Examination	
	Questioning			Essays	
	Responding to students' questions			MCQs	
				Formative assessment	
				Case write-up	
				Clinical skills assessment	
				SAQs	
				Viva Voce	
				Term paper	
				Continuous assessment	

# ACCIDENT AND EMERGENCY (CHE 226)

## DURATION: 45 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 226</b>	<b>UNITS</b>	<b>2.0</b>	
<b>Course Title</b>	<b>ACCIDENT AND EMERGENCY</b>	<b>Duration</b>	<b>45 HOURS (1 hour Lecture, 2 hours Practical)</b>			
<b>Course Description</b>	Accident and Emergencies as a course in the community Health workers curriculum looks into and deals with issues related to occurrences which when they happen put life of individuals concerned at risk of death.					
<b>Goal</b>	This course is designed to equip students with the knowledge and skills to manage emergency situations.					
<b>Objectives</b>	At the end of the unit, the learners should be able to achieve the following: <b>1.0 Discuss accident and emergency</b> <b>2.0 Describe the types of emergency conditions</b> <b>3.0 Describe how to prevent accident at home and in the community</b> <b>4.0 Explain how to manage emergency conditions</b>					
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>		
<b>1.0 Accidents and Medical Emergencies</b>		On completion of this course, the student should be able to		Accidents and Medical Emergencies		
	1.1	Define the term Accident and Emergency				
	1.2	Define First Aid				First Aid
	1.3	Explain the rules of First Aid				Rules and reasons for First Aid
	1.4	Explain the reasons for First Aid				Contents of a standard First Aid box
	1.5	Identify the contents of a standard First Aid box				
	1.6	Explain the contents of a standard First Aid box				
<b>2.0 Emergency Conditions</b>	2.1	Define Emergency Conditions		Definition of Emergency Conditions		
	2.2	List the types of emergency conditions such as: • Shock		Types of emergency conditions such as:		

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		<ul style="list-style-type: none"> <li>• Fracture</li> <li>• Burns</li> <li>• Bleeding</li> <li>• Acute Abdomen</li> <li>• Asphyxia</li> <li>• Epistaxis</li> <li>• Snake Bite, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Shock</li> <li>• Fracture</li> <li>• Burns</li> <li>• Bleeding</li> <li>• Acute Abdomen</li> <li>• Asphyxia</li> <li>• Epistaxis</li> <li>• Snake Bite, etc.</li> </ul>
	2.3	Describe the Signs and symptoms, management/treatment and prevention of Emergency Conditions	Signs and symptoms, management/treatment and prevention of Emergency Conditions
<b>3.0 Accidents at home and in the community</b>	3.1	<p>Discuss accident prevention measures at home and in the community e.g.</p> <ul style="list-style-type: none"> <li>• Keep the environment clean</li> <li>• Keep medicine in locked cupboard</li> <li>• Avoid alcohol, etc.</li> </ul>	<p>Accident prevention measures at home and in the community e.g.</p> <ul style="list-style-type: none"> <li>• Keeping the environment clean</li> <li>• Keeping medicine in locked cupboard</li> <li>• Avoiding excessive intake of alcohol, etc.</li> </ul>
<b>4.0 Management of emergency conditions</b>	4.1	Manage above emergency conditions according to standing orders.	<ul style="list-style-type: none"> <li>• Keep the environment clean</li> <li>• Keep medicine in locked cupboard</li> <li>• Avoid alcohol</li> </ul>

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Relevant publications and experience sharing Standing order	Questions (oral)	Relevant publications in the approaches
Demonstration with visuals	Demonstration using the visuals and audio-visuals	Observing the teacher's demonstration		- Written assignments	Current, correct and complete list of reading materials
Audio-visuals(video, compact disc, DVD, Internet downloads)	Questioning	Demonstration and return demonstration		Term paper	
Resource Persons	Responding to students' questions	Responding to teacher's questions			
		Describing the scenes in the visuals and audio-visuals			
				End of semester examination	

# SUPERVISED CLINICAL EXPERIENCE (CHE 227) DURATION : 90 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 227</b>	<b>UNITS</b>	<b>3.0</b>
<b>Course Title</b>	<b>SUPERVISED CLINICAL EXPERIENCE (SCE) I</b>		<b>Duration</b>	<b>90 HOURS</b>	
<b>Course Description</b>	Early exposure of students to technical skills will build their expertise and they will become familiar with the general framework of practice. This will ease students' transition to the clinical environment, motivate them, and make them more confident to approach patients. In addition, students will become more self-aware and also understand better how to engage with clients.				
<b>Goal</b>	This course is designed to introduce students to practical sessions in the field with respect to client care.				
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Describe requirements for client care</b> <b>2.0 Explain how to carry out simple responsibilities in client care</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 Requirements for Client Care</b>	1.1	<b>At the end of the unit, the learners should be able to:</b>  Explain how to establish rapport and win clients' confidence	<ul style="list-style-type: none"> <li>• Establishing rapport and winning clients' confidence</li> <li>• Taking clients' medical history</li> <li>• Assessing the health condition of clients through observation</li> <li>• Diagnosis of clients' health condition using simple diagnostic tools (e.g. RDT Glucometer, sphygmomanometer, weighing scale, tape rule.</li> <li>• Counselling/advising / treating clients</li> </ul>		

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

			appropriately. Practicum on how to establish rapport and win the clients' confidence
	1.2	Describe how to take a medical history and examine a client	
	1.3	Describe how to use simple diagnostic tools	
<b>2.0 Simple responsibilities in client care</b>	2.1	Explain how to monitor the progress of a client	Monitoring the progress of the client
	2.2	Describe how to reassure a client	Ways of reassuring clients
	2.3		Practicum on monitoring the progress of patients and how to reassure the client



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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active listening	Visuals (pictures, charts, etc.)	SAQs, MCQs,	Relevant publications in the approaches
Demonstration	Demonstration using the visuals and the audio-visuals	Observing the teacher's demonstration and return demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Vivas	Current, correct and complete list of reading materials
Visuals (pictures, charts, etc.)	Questioning	Responding to teacher's questions		Practical exams	
Audio-visual(video, compact disc, DVD, Internet)	Responding to students' questions	Describing the scenes in the visuals and audio-visuals		Written assignments	

# ENTREPRENEURSHIP EDUCATION (BUS 213) DURATION : 30 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>BUS 213</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>ENTREPRENEURSHIP EDUCATION</b>	<b>Duration</b>	<b>30 HOURS</b>		
<b>Course Description</b>	Small business is a major driver and contributor to the economy. This course will provide students who want to be entrepreneurs, starting up and growing their own business, with the knowledge and skills to research, create manage and grow a small business.				
<b>Goal</b>	This course is designed to introduce students to the principles of management of small scale business enterprise.				
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Describe small-scale enterprises</b> <b>2.0 Discuss government involvement in small-scale enterprises in Nigeria</b> <b>3.0 Enumerate the basic considerations for setting up business</b> <b>4.0 Describe financing of small business enterprises</b> <b>5.0 Describe financial management in small business enterprises</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 Small Scale Enterprises</b>		<i><b>On completion of this course, the student should be able to:</b></i>	Overview of small business 1.1.1 Definition of Small business 1.1.2 Nature of small business 1.1.3 Scope of Small business  Problems associated with small business operations. Benefits and frustrations of being self-employed		
	1.1	Define the nature and scope of small business			
	1.2	Describe the problems associated with small business operation			
	1.3	Describe the benefits and frustrations of being			

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		self-employed	
<b>2.0 The role of institutions in Small Scale Enterprises</b>	2.1	Explain government policies for small-scale enterprises provided through direct and indirect assistance	Government policies for small-scale enterprises provided through direct and indirect assistance  The role of specific institutions in promoting small enterprises such as State Ministries of Commerce and Industry, The Centre for Management Development (CMD), National Directorate of Employment (NDE), development banks, National Economic Reconstruction Fund (NERFUND), National Agricultural and National Economic Empowerment Development Strategy, Co-operative Bank, etc.
	2.2	Discuss the role of specific institutions in promoting small enterprises.	
	2.3	Identify specific incentives provided by government	
<b>3.0 Consideration for setting up a business</b>	3.1	Enumerate the basic considerations for setting up a business	Identification of business opportunity  3.1.1 Critical factors in starting up a business (personal, social, economic, environmental etc.)
	3.2	Describe the processes involved in writing a business plan	Writing a business plan
<b>4.0 Financing of Small Business Enterprises</b>	4.1	Appraise the estimated capital needed	Estimating capital needed for small business enterprises
	4.2	Identify sources of funds	Sources of funds for small business enterprises e.g. Self financing, borrowing, peer-peer lending, Angel investors etc.
	4.3	Explain the role of specialized institutions	The role of specialized institutions in financing business enterprises e.g. Micro loans, asset based loans, etc.
	4.4	Explain how to generate short-term and long-term credit	How to generate short-term and long-term credit; for example, bank loans etc.

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<b>5.0 Financial management in small business</b>	5.1	Explain the need for sound financial management	The need for sound financial management
	5.2	Discuss the preparation of a loan repayment schedule	Preparation of a loan repayment schedule
	5.3	Discuss how to determine the breakeven point	How to determine the breakeven point
	5.4	Discuss the problems associated with financial management in small enterprises.	Problems associated with financial management in small enterprises (mismanagement of capital, poor supervision, unforeseen disasters, charity in business, and change in government policy).

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active Listening	Relevant publications in the approaches	Questions (oral)	Current, correct and complete list of reading materials
Simulation (designing a product)	Demonstration using the visuals and the audio-visuals	Responding to teacher's questions	Resource persons	Written assignments	
Case studies	Questioning	Classroom group work (develop a small business plan)		Short quizzes	
Experiential learning	Responding to students' questions			Take home assignments	
	Brainstorming			Individual and group work	
				SAQs, long essay questions	

# COMMUNICATION IN ENGLISH

## (GNS 102)

### DURATION : 30 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>GNS 102</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>COMMUNICATION IN ENGLISH</b>	<b>Duration</b>	<b>30 HOURS</b>		
<b>Course Description</b>	As second users of English language, the course is designed to expose students (for whom English is a second language) to basic but fundamental rules useful for effective communication in English language. Therefore, this course focuses on the rules of grammar, method of communication in English language etc.				
<b>Goal</b>	This course aims to equip students with the required knowledge and skills necessary for effective communication and interaction within and outside the workplaces.				
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to:</p> <ul style="list-style-type: none"> <li><b>1.0 Explain the concept of communication</b></li> <li><b>2.0 Discuss basic rules of grammar</b></li> <li><b>3.0 Describe different methods of communication</b></li> <li><b>4.0 Discuss principles and practice of written communication</b></li> <li><b>5.0 Discuss procedures for writing a report</b></li> <li><b>6.0 Explain the theory and practice of communication</b></li> <li><b>7.0 Discuss the concept of organizational communication</b></li> <li><b>8.0 Explain the basic principles of Logic</b></li> </ul>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>	
<b>1.0 Concept of communication</b>	1.1	<i>At the end of the unit, the learners should be able to:</i> 1.1 Define communication		Communication	
	1.2	Analyse the process of communication		Process of communication	
<b>2.0 Rules of Grammar</b>	2.1	Explain grammar		Grammar	
	2.2	Explain parts of speech		Parts of speech	
	2.3	Construct grammatically correct sentences		Tense construction/formation	
	2.4	Explain different type of sentences and parts of a sentence		Common errors in the use of	
	2.5	Discuss concord and analyse types of concord		Types of sentences	

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			and parts of a sentence
	2.6	List the common errors in the use of parts of speech in sentences	Concord and types of concord
	2.7	Explain punctuation	Punctuation marks
	2.8	Discuss the uses of punctuation	The uses of punctuation
	2.9	Explain Idioms	Idioms
	2.10	Identify different types of figures of speech	Figures of speech
	2.11	Discuss the techniques of spellings/medical spellings	The techniques of spellings (including spellings in the field of medicine)
<b>3.0 Methods of Communication</b>	3.1	Discuss purposes of communication	The Purpose of communication
	3.2	Explain the relationship between communication and language	The relationship between communication and language
	3.3	Discuss the impact of barriers/interference in communication e.g. phonological, personality	Impact of barriers/interference in communication e.g. phonological, personality
	3.4	Itemize various aids in communication	Aids in communication
	3.5	Identify elements of good communication	Elements of good communication
	3.6	Itemize/list the various methods of communication e.g. role plays, etc.	List methods of communication
	3.7	Discuss methods of communication	Methods of communication
	3.8	Mention the advantages and disadvantages of each method	Advantages and disadvantages of each method of communication
<b>4.0 Principles and practice of written communication</b>	4.1	Explain the principles of letter writing	The principles of letter writing
	4.2	Identify the components of business letter	The components of a business letter
	4.3	Differentiate between a memo and a letter	A memo/letter

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	4.4	Prepare a portfolio of correspondence	Portfolio of correspondence
	4.5	Give the definition of a report	The definition of a report
	4.6	Identify different types of reports	Reports and types
	4.7	State the uses of a report	Reports and uses
	4.8	Discuss the techniques of note taking/making	Techniques of note taking/making
<b>5.0 Procedure for Writing a Report</b>	5.1	Explain the concept of a report	The concept of a report
	5.2	Identify features of a good report	Features of a good report Expository and argumentative essay
	5.3	Outline stages of report writing	Stages of report writing
	5.4	Evaluate a given report	Methods of evaluating a report
	5.5	Write a report	Report Writing
	5.6	Discuss the communication process	Communication process
<b>6.0 Theory and Practice of Communication</b>	6.1	Explain theory of communication	Explain theory of communication
	6.2	Explain direction of communication flow, viz. internal (vertical, horizontal, etc.) and external	Explain direction of communication flow, viz. internal (vertical, horizontal, etc.) and external
<b>7.0 Organisational Communication</b>	7.1	Define the concept of organization	The concept of organizational communication.
	7.2	Identify the differences between interpersonal and intrapersonal communication	Interpersonal and intrapersonal communication
	7.3	Classify communication variables by content, source, channel, receiver, message and effect	Communication variables
<b>8.0 Basic principles of Logic</b>	8.1	Explain the concept of logical thinking	The concept of logical thinking
	8.2	Discuss basic principles of logic	Basic principles of logic



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	8.3	Apply the principles of logic to distinguish fact from opinion	The principles of logic to distinguish fact from opinion
	8.4	Differentiate between deductive and inductive reasoning	Deductive and inductive reasoning
	8.5	Explain the premise as a step towards the conclusion	The premise as a step towards the conclusion

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture method	Explanation	Listening	Visuals (Newspapers, Journal articles)	Questions (oral)	Relevant and recent publications in Lexis and structure, and communication
Discussion method (Learner centred approach)	Demonstration using the visuals and the audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Continuous assessment test,	
Demonstration with visuals (Newspaper articles, Journal articles, Dictionary)	Questioning	Participating in classroom discussions		Short quizzes	
Audio-visual (video, compact disc, DVD, Internet)	Responding to students' questions	Responding to teacher's questions		Take home assignments	
		Write a composition and essay		Individual/Group work	
				End of Semester Examination	

# COMMUNITY LINKAGES AND DEVELOPMENT (CHE 238) DURATION : 75 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>		<b>Course Code</b>	<b>CHE 238</b>	<b>UNITS</b>	<b>3.0</b>
<b>Course Title</b>	<b>COMMUNITY LINKAGES AND DEVELOPMENT</b>		<b>Duration</b>	<b>75 HOURS (1 hour Lecture, 4 hours practical)</b>		
<b>Course Description</b>	Community Linkages and Development is a course that enhances the knowledge and skills of students on how to work with members of the community to promote health care services. Adequate training of the student in this area will provide the students with necessary skills needed for situation analyses and community diagnosis.					
<b>Goal</b>	This course is designed to acquaint the student with knowledge and skills to aid community entry, and for conducting situation analyses and community diagnosis.					
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Discuss the concept of Community</b> <b>2.0 Describe the importance of community diagnosis</b> <b>3.0 Explain the concept of Community Mobilization</b> <b>4.0 Explain how to carry out Situation analysis</b>					
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>		
<b>1.0 The concept of community</b>	1.1	On completion of this course, the student should be able to: Define Identify and explain the basic components of community		Definition of community		
	1.2	List different types of community		Identification and explanation of the basic component of community e.g. Social component, cohesion, physical components		
	1.3	Describe the characteristics of community				
	1.4			Different types of community		
	1.5			Characteristics of community		
<b>2.0 Importance of Community</b>	2.1	Define Community Diagnosis		Definition of Community Diagnosis		
	2.2	Discuss the roles of Community Diagnosis in PHC		Roles of Community Diagnosis in PHC		
	2.3	Explain the rationale for Community Diagnosis in		The rationale for Community		

<b>Diagnosis in Primary Healthcare (PHC)</b>		PHC]	Diagnosis in PHC]
	2.4	Describe common methods used in community diagnosis	Common methods used in community diagnosis such as, observation, interview, group discussion, review of existing records
	2.5	Describe the steps in carrying out community diagnosis	<p>The steps in carrying out community diagnosis:</p> <ul style="list-style-type: none"> <li>• Make entry through the LGA into the community</li> <li>• Identify boundaries of the community</li> <li>• Sketch map (or obtain sketch map of the community) showing established symbols for major roads, rivers, markets, important landmarks and settlements with population of 500 or more.</li> <li>• List of resources available in the community e.g. industries, markets, churches, mosques, health facilities and labour organizations e.g. transport union, non-governmental organizations</li> <li>• List of cultural practices and attitudes affecting health (useful, harmless, and or harmful).</li> <li>• Social customs and important festivals of the community</li> <li>• List of infrastructure in the community e.g. electricity, water supply, means of transportation etc.</li> <li>• Collation of information from the community</li> <li>• Conduct interviews/surveys of social groups in the community</li> <li>• Report using Federal Ministry of Health format.</li> <li>• Give feedback to the LGA/State/FMOH.</li> </ul>
<b>3.0 The concept</b>	3.1	Discuss Community Mobilization under the following headings:	Discuss Community Mobilization

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<b>of Community Mobilisation</b>			under the following headings:
	3.2	List role of Community Mobilization in PHC	Role of Community Mobilization in PHC e.g. immunisation, ANC service
	3.3	Describe steps involved in Community Mobilization e.g. advocacy	Steps involved in Community Mobilization
	3.4	Define advocacy	Define advocacy
	3.5	Describe steps in carrying out advocacy	Steps in carrying out advocacy (Analysis, Strategy, Mobilisation, Action, Evaluation and Continuity)
<b>4.0 Strategies of community mobilisation</b>	4.1	Define situation analysis	Definition of situation analysis
	4.2	Describe the instruments used in situation analysis	The instruments used in situation analysis
	4.3	Discuss the importance of situation analysis in Primary Health Care	Importance of situation analysis in Primary Health Care
	4.4	Describe the steps in situation analysis	The steps in situation analysis

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Relevant publications in the approaches	Questions (oral)	Current, correct and complete list of reading materials
Demonstration using instructional materials (Internet)	Demonstration instructional materials	Responding to teacher's questions	Visuals (pictures, charts, maps, etc.)	Written assignments	
Brainstorming	Questioning	Describing the scenes in the visuals and audio-visuals	Audio-visuals (Internet)	Short quizzes	
Role play	Responding to students' questions			Take home assignments	
Simulation	Brainstorming			Individual and group field report	
Drama					
Practical					
Field work					

# ANATOMY AND PHYSIOLOGY 2

## (CHE 231)

### DURATION: 45 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 231</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>ANATOMY AND PHYSIOLOGY II</b>	<b>Duration</b>	<b>45 HOURS(1 hour Lecture, 2 hours practical)</b>		
<b>Course Description</b>	Fully comprehending the human body requires a profound understanding of functions, systems and structures and a practical application of the facts.				
<b>Goal</b>	This course is designed to acquaint the student with knowledge of the systems of the body and their functions				
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to:</p> <p>1.0 Discuss the Nervous System                  2.0 Describe the Endocrine System                  3.0 Explain Respiratory System                  4.0 Discuss the Digestive System                  5.0 Describe the Urinary System                  6.0 Discuss the Integumentary (Skin, hair, nails, exocrine) system                  7.0 Discuss the Skeletal System                  8.0 Describe the Muscular System                  9.0 Explain the Reproductive System                  10.0 Discuss the special senses</p>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 The Nervous System</b>	1.1	<i>At the end of the unit, the learners should be able to:</i>  Describe the division of the nervous system and the characteristics of each	Division of the nervous system and the characteristics of each. 1.1.1 Structure of nervous system and the functions of their components 1.1.2 Location, structure and general functions of neurological cells 1.1.3 Structure of a nerve, nerve tract, nucleus and ganglion.		
	1.2	Describe the structure and function of a synapse	Describe the structure and function of a synapse		
	1.3	List the parts of reflex arc,	Parts of reflex arc, brainstem and		

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		brainstem and diencephalons and their functions	diencephalons and their functions
	1.4	Describe the structure, position and functions of the midbrain, pons, medulla oblongata and reticular activating system, the basal nuclei, and hypothalamus	Structure, position and functions of the midbrain, pons, medulla oblongata and reticular activating system, the basal nuclei, and hypothalamus
	1.5	Describe the three meningeal layers surrounding the central nervous system	The three meningeal layers surrounding the central nervous system
	1.6	State the origin of the paired spinal nerves	The origin of the paired spinal nerves
	1.7	Outline the functions of the 12 cranial nerves	Functions of the 12 cranial nerves
	1.8	List the five various forms of plexus nerves	The five various forms of plexus nerves
	1.9	State the two (2) divisions of the autonomic nervous system and central nervous system	The two (2) divisions of the autonomic nervous system and central nervous system 1.9.1 The neurotransmitters of the two divisions 1.9.2 Effects of stimulation of the two on body system 1.9.3 How referred pain occurs
<b>2.0 The Endocrine System</b>	2.1	Describe the composition of the endocrine system and the location of organs of the endocrine system in the body	Composition of the endocrine system and the location of the organs of the endocrine system in the body.
	2.2	Describe the hypothalamus and the pituitary gland	The hypothalamus and the pituitary gland 2.2.1 Influence of hypothalamus on the lobes of the pituitary gland 2.2.2Hormones secrete by the anterior and posterior lobes of the pituitary gland and their actions
	2.3	Describe the position and microscopic structure of the thyroid gland	Position and microscopic structure of the thyroid gland 2.3.1 Position, structure and functions of parathyroid glands
	2.4	Describe the structure and hormones secreted by the adrenal gland and the actions of three groups of adrenocorticoid hormones.	Structure and hormones secreted by the adrenal gland and the actions of three groups of adrenocorticoid hormones. 2.4.1 The actions of adrenaline and noradrenalin and how adrenal glands respond to stress



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	2.5	Describe the position, structure and names of hormones secreted by the pancreatic glands	Position, structure and names of hormones secreted by the pancreatic glands 2.5.1 Explain the functions of insulin and glucagon 2.5.2 How blood glucose level is regulated
<b>3.0 The respiratory system</b>	3.1	Describe physiology and anatomy of the respiratory system	3.1 Physiology and anatomy of the respiratory system  3.1.1 Draw, label and describe the organs of respiration from the nose to the alveoli.
	3.2	Identify parts of the respiratory system	Parts of the respiratory system
	3.3	Describe breathing mechanism	Breathing mechanism
	3.4	Explain the normal functions of the respiratory system	Normal functions of the respiratory system
	3.5	Discuss disease conditions of the respiratory system	Disease conditions of the respiratory system
<b>4.0 The digestive system</b>	4.1	Describe the components of the digestive system	Components of the digestive system( i.e. the mouth, throat, oesophagus, stomach, small intestine, large intestine, rectum and anus)  4.1.1 Draw, label and describe the main organs of the digestive system
	4.2	Explain the functions of each component of the digestive system	Functions of each component of the digestive system
	4.3		Process of digestion  4.3.1 Digestive enzymes involved in the process of digestion
	4.4	Discuss the diseases/ disorders of the digestive system	Diseases/ disorders of the digestive system
<b>5.0 The urinary system</b>	5.1	Describe the anatomy and physiological structure of the urinary system	Anatomy and physiological structure of the urinary system  5.1.1 Draw, label and describe the organs of the urinary system
	5.2	Identify differences in the male and female urinary tract	Difference in the male and female urinary tract

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	5.3	Explain the exposure of males and females to urinary infections and the reasons	Exposure of males and females to urinary infections and the reasons
	5.4	Discuss the composition of the urinary system	Composition of the urinary system
	5.5	Describe the functions of the urinary system	Functions of the urinary system
	5.6	Discuss anatomy and physiology of the kidney	Anatomy and physiology of the kidney 5.6.1 Functions of the kidney 5.6.2 Formation of urine
	5.7	Discuss disease conditions of the urinary system	Disease conditions of the urinary system
<b>11.0 The Integumentary (Skin, hair, nails, exocrines) system</b>	6.1	Anatomy and physiology of the Integumentary system	Anatomy and physiology of the skin 6.1.1 Draw, label and describe the structures of the skin
	6.2	6.1 Functions of the skin	Functions of the skin under the following headings: <ul style="list-style-type: none"> <li>• Protection</li> <li>• Sensation</li> <li>• Heat regulation</li> <li>• Control of evaporation</li> <li>• Aesthetics and communication</li> <li>• Storage and synthesis</li> <li>• Excretion</li> <li>• Absorption</li> <li>• Water resistance</li> </ul>
	6.3	Pigmentation of the skin	Pigmentation of the skin
	6.4	Skin care and hygiene	Skin care and hygiene
	6.5	Disease conditions of the skin	Disease conditions of the skin
<b>7.0 The Skeletal System</b>	7.1	Discuss the composition of the skeletal system	The composition of the skeletal system 7.1.1 Draw, label and describe the various types of bones
	7.2	Describe the components of the skeleton (bones, cartilage, ligaments, joints, tendon)	Components of the skeleton (bones, cartilage, ligaments, joints, tendon)
	7.3	Discuss the functions of the skeletal system	Functions of the skeletal system

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	7.4	Identify the division of the skeleton	Division of the skeleton (axial and appendicular skeleton)
	7.5	Classify types of bones in children/babies and adults	Classification/types of bones in children/babies and adults
	7.6	Describe composition of the bone	Composition of the bone
	7.7	Identify requirements for healthy bones	Requirements for healthy bones
	7.8	Discuss disease conditions of the bone	Disease conditions of the bone
<b>8.0 The Muscular System</b>	8.1	Discuss anatomy of the muscular system	Anatomy of the muscular system
	8.2	Explain the functions of muscles	Functions of muscles
	8.3	Identify types of muscles	Types of muscles
	8.4	Discuss aerobic and anaerobic muscle activity	Aerobic and anaerobic muscle activity
	8.5	Discuss disease conditions of the muscle	Disease conditions of the muscle
<b>9.0 The Reproductive System</b>	9.1	Discuss anatomy and physiology of the male and female reproductive systems	Anatomy and physiology of the male and female reproductive system  9.1.1 Draw and label the structure of the organs of the male and female reproductive systems
	9.2	Describe the functions of the male and female reproductive systems	Functions of the male and female reproductive system
	9.3	Explain the development of the reproductive system`	Development of the reproductive system
	9.4	Describe disease conditions of the reproductive system	Disease conditions of the reproductive system
<b>10.0 The special senses</b>	10.1	Define special senses	Definition of special senses  10.1.1 Composition of special senses
	10.2	Describe the anatomy of the nose and the function of each part	Anatomy and functions of the nose  10.2.1 How smell sensations are created and interpreted
	10.3	Describe anatomy of the tongue and functions of each part	Anatomy of the tongue and functions of each part

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			10.3.1 How taste sensations are created and interpreted
	10.4	Describe the anatomy and physiology of the eye and functions of each part including the accessory structure and their functions	<p>Anatomy and physiology of the eye and functions of each part including the accessory structure and their functions</p> <p>10.4.1 Draw and label the structure of the human eye</p> <p>10.4.2 Changes in vision with age</p> <p>10.4.3 Ways patients can practise preventive eye care</p>
	10.5	Describe the anatomy of the ear and the functions of each part	<p>Anatomy and physiology of hearing</p> <p>10.5.1 Functions of each part of the ear</p> <p>10.5.2 Role of the ear in maintaining equilibrium</p> <p>10.5.3 Ways hearing changes with age</p> <p>10.5.4 How sound travels through the ear and is interpreted in the brain</p>
	10.6	10.6 Discuss the diseases/ disorders of special senses	Diseases/ disorders of special senses

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Didactic Lectures	Explanation	Active Listening	Visuals (pictures, charts, etc.)	MCQ	Relevant publications
Tutorial	Demonstration using the visuals and the audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Long continuous assessment	Current, correct and complete list of reading materials
Slide shows	Questioning	Return demonstration		Short essay questions	
Case studies	Responding to students' questions	Responding to teacher's questions		Practical examination/oral	Basic Anatomy(Keith Moore- latest edition)
Mini-projects		Describing the scenes in the visuals and audio-visuals		Basic computer skills in searching the net for information	
E-learning materials					
Practical physiology experiments					
Demonstrate practical knowledge of structures of human tissues and organs using models and visuals					

# REPRODUCTIVE HEALTH (CHE 234)

## DURATION: 45 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 234</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>REPRODUCTIVE HEALTH</b>		<b>Duration</b>	<b>45 HOURS</b>	
<b>Course Description</b>	Reproductive health addresses the reproductive processes, functions and system at all stages of life. It, therefore, implies that people are able to have a responsible, satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so.				
<b>Goal</b>	This course is designed to equip students with the knowledge and skills to provide reproductive health care services.				
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Describe the concept of Reproductive Health and Rights</b> <b>2.0 Describe the anatomy and physiology of the male and female reproductive system</b> <b>3.0 Describe reproductive health disorders</b> <b>4.0 Discuss abortion and post abortion care</b> <b>5.0 Define Discuss menopause and andropause</b> <b>6.0 Explain the concept of Female Genital Mutilation and Cutting</b> <b>7.0 Discuss Reproductive Health Cancers</b> <b>8.0 Discuss Gender Concept and Gender Based Violence</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 Reproductive Health and Rights.</b>	1.1	Define Reproductive Health	Definition of Reproductive Health		
	1.2	Define the human right to reproduce	Definition of human right to reproduce		
	1.3	Identify the factors that could influence Reproductive Health and Right	Factors influencing Reproductive Health and Rights e.g. housing, economy, poor water supply, etc.		
<b>2.0 Anatomy and Physiology of the male and female reproductive systems</b>	2.1	Describe the anatomy and physiology of the male and female reproductive systems	Anatomy and physiology of the male and female reproductive system		
			2.1.1 Anatomy and physiology of the male reproductive system including the process of sperm formation		
			2.1.2 Anatomy and physiology of the female reproductive system including phases of menstrual cycle and menstruation		
			2.1.3 Functions of the male and female		

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			reproductive systems
<b>3.0 Reproductive health disorders</b>		3 Describe reproductive health disorders	Disorders of the reproductive health - Menstrual Disorders - Sexual dysfunction - Infertility
<b>4.0 Abortion complications</b>	3.1	Discuss Abortion and Post abortion care	Definition of Abortion
			Types and causes of abortion
			Complications of Abortion
			Post-abortion care
			When to refer a patient with abortion complications.
			counselling for Family Planning
<b>5.0 Menopause and Andropause</b>	5.1	Discuss menopause and andropause	Definition, Explanation of menopause and andropause
			Pre and post – menopausal syndrome
			Managing menopausal syndrome according to Standing Order
<b>6.0 Female Genital Mutilation/Cutting</b>	6.0	Discuss Female Genital Mutilation (FGM)	<ul style="list-style-type: none"> <li>• Definition of Female Genital Mutilation/Cutting (FGM/C)</li> <li>• Types of FGM/C</li> <li>• Complications of FGM/C</li> <li>• Management of FGM/C according to the standing order</li> <li>• Medicalization of FGM/C</li> <li>• Education and counselling on prevention of FGM/C</li> <li>• Legislation</li> </ul> <p>Other harmful practices related to female reproductive health</p>
<b>7.0 Discuss Reproductive Health Cancers</b>	7.1	Discuss reproductive health cancers	Definition of cancer Types of cancer of the reproductive organs e.g. Prostate, ovarian, breast, testicular, cervical cancers etc.

			Risk factors of reproductive health cancers
			Prevention of Cervical cancer: vaccination
			Screening and early diagnosis of reproductive cancers: - Visual inspection with acetic acid (VIA) - Papsmear, Prostate Specific Antigen (PSA)
			Referral of diagnosed cancers to the appropriate centres
<b>8.0 Gender concept and Gender based violence</b>	8.1	<b>Discuss Gender Concept and Gender Based Violence</b>	<p>Definition of Gender</p> <ul style="list-style-type: none"> <li>• Explanation of gender mainstreaming</li> <li>• Gender-based violence: e.g rape, abuse, assault, battery and FGM/C</li> </ul>
	8.2	<b>Discuss existing gender policies and guidelines</b>	<ul style="list-style-type: none"> <li>• National Guidelines on Gender-based Violence in Nigeria</li> <li>• The Violence against Persons (Prohibition) Act. (2015)</li> <li>• National Plan of Action: Addressing Gender-based Violence and HIV/AIDS Intersections</li> <li>• National Policy and Plan of Action for the Elimination of Female Genital Mutilation in Nigeria</li> </ul>



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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Relevant publications (pictures, charts, models etc.)	Questions (oral)	Relevant publications in the approaches
Demonstration with Audio-visual (video, compact disc, DVD, Internet downloads) and models/ mannequin	Demonstration with audio-visuals	Observing the teacher's demonstration	Audio-visuals	Written assignments	Current, correct and complete list of reading materials
Field and clinical practical session	Questioning	Return demonstration sessions	Experience sharing	Role-plays	
	Responding to students' questions	Audio-visuals	Standing order	MCQs	
		Field and clinical practical sessions			

# MATERNAL HEALTH (CHE 242) DURATION: 105 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 242</b>	<b>UNITS</b>	<b>4.0</b>
<b>Course Title</b>	<b>MATERNAL HEALTH</b>	<b>Duration</b>	<b>105 HOURS</b>		
<b>Course Description</b>	This course describes the care of mothers and New born as well as types of health services provided during the stages of preconception, antenatal, delivery and postnatal care in order to reduce maternal, infant and childhood morbidity and mortality.				
<b>Goal</b>	This course is designed to enhance students' competence to diagnose and manage maternal conditions and related immediate New born care in line with global standards. The aim is to contribute to the reduction of infant, childhood and maternal mortality.				
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Discuss preconception and pregnancy</b> <b>2.0 Describe the concept of Focused Antenatal Care</b> <b>3.0 Describe labour and how to conduct normal delivery using standard protocols</b> <b>4.0 Discuss complications during labour, delivery and puerperium.</b> <b>5.0 Demonstrate skills in managing labour and delivery using the delivery model</b> <b>6.0 Describe immediate new born care</b> <b>7.0 Describe care during Postpartum period</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 Pregnancy and Pre-conception care</b>	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 Community Health Extension Workers in preconception care		

			<p>Pregnancy</p> <p>Definition of pregnancy</p>
			<p>Physiology of pregnancy</p> <ul style="list-style-type: none"> <li>• The process of fertilisation to pregnancy</li> <li>• Signs of pregnancy</li> <li>• Physiological, anatomical, Psychological and social changes in pregnancy</li> </ul>
			<p>Signs and symptoms of normal and abnormal pregnancy and management</p>
<b>2.0 Focused Antenatal Care</b>	2.1	Describe the concept and components of focused Antenatal Care (FANC)	<p>Description of FANC</p> <p>Components of FANC</p> <ul style="list-style-type: none"> <li>• Birth preparedness and complication readiness</li> <li>• Iron and folic acid supplements in ANC</li> <li>• Tetanus toxoid immunisation</li> <li>• De-worming using mebendazole</li> <li>• Intermittent Preventive Treatment in pregnancy (IPTp), use of Insecticide treated nets (ITN)</li> </ul>
			<p>Identification of danger signs in pregnancy</p>
			<ul style="list-style-type: none"> <li>❖ Elimination of Mother to Child Transmission (EMTCT) of HIV Primary prevention of HIV infection among women, especially young women</li> <li>❖ Prevention of unintended pregnancies among HIV-</li> </ul>

			<p>infected women</p> <ul style="list-style-type: none"> <li>❖ Prevention of HIV transmission from HIV-infected women to their infants</li> <li>❖ Provision of appropriate treatment, care and support to HIV-infected mothers, their infants and families</li> </ul>
			<p>Effective case management of malaria in pregnancy</p> <ul style="list-style-type: none"> <li>• Carry out malaria test using RDT</li> <li>• Administer ACT to those with RDT positive test results</li> <li>• Investigate and treat other causes of illness according to national guidelines</li> <li>• Provide counselling on drug compliance and adverse reaction</li> <li>• Complete pharmacovigilance form and submit to LGA</li> </ul>
<p><b>3.0 Labour and delivery</b></p>	<p>3.1</p>	<p><b>Describe labour and how to conduct normal delivery using standard protocols</b></p>	<p>Definition of labour</p> <hr/> <p>Identification of false &amp; true labour</p> <hr/> <p>Infection prevention measures (hand washing, using gloves etc.)</p> <hr/> <p>Identify the different stages of labour:</p> <ul style="list-style-type: none"> <li>• Stage one labour (Latent phase &lt;4cm &amp; active phase ≥ 4cm)</li> <li>• Stage two labour (Full dilatation till baby is delivered)</li> </ul>

			<ul style="list-style-type: none"> <li>• 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</li> <li>• 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)</li> <li>• Delayed cord Clamping/cutting,</li> </ul>
<b>4. Complications during Pregnancy, Labour, Delivery and Puerperium</b>	4.1	Recognition of complicated cases of pregnancy, Labour, Puerperium and prompt referral	<p>Assess emergency signs and treatment according to the Standing Order</p> <ul style="list-style-type: none"> <li>▪ Maternal haemorrhage /vaginal bleeding (-anti-shock garments,</li> <li>▪ Pre-eclampsia</li> <li>▪ Obstructed labour</li> <li>❖ Stabilize according to standing order and refer immediately</li> </ul>
<b>5. Skills in Managing Labour &amp; Delivery using Models &amp; Partograph</b>	5.1	Demonstrate skills in managing labour and delivery using the delivery model and partograph	<ul style="list-style-type: none"> <li>• Practicum on management of labour and delivery using the delivery model and partograph</li> </ul>
<b>6.0 New born care and resuscitation</b>	6.1	Describe Immediate New born Care	<p>Immediate New born Care</p> <ul style="list-style-type: none"> <li>❖ Ensure Immediate warmth(drying , Skin to skin contact)</li> <li>❖ Assess breathing &amp;/or Neonatal Resuscitation</li> </ul>

			<p>(Helping Babies Breathe)</p> <ul style="list-style-type: none"> <li>❖ Early initiation of breastfeeding within 30 mins</li> <li>❖ Clean cord care using 4% Chlorhexidine gel</li> </ul>
<p><b>7.0</b>  <b>Post-partum</b>  <b>/post natal</b>  <b>care</b></p>	7.1	Describe care during postpartum period	<ul style="list-style-type: none"> <li>❖ Importance of postnatal care</li> <li>❖ Home visitation/contact with mother/infant within 2-3days of birth</li> <li>❖ Maternal nutrition counselling</li> <li>❖ Post-partum Family Planning</li> <li>❖ Continue Thermal protection (including special care for low birth weight infant/Kangaroo Mother Care)</li> <li>❖ Daily cord care with 4% Chlorhexidine gel</li> <li>❖ Exclusive breastfeeding through 6 months</li> <li>❖ Newborn immunization</li> <li>❖ Newborn eye care (0.5% Erythromycin/Teramycin)</li> </ul>

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Didactic lectures	Explanation	Listening	Visuals (pictures, charts, etc.)	Case presentations	Relevant publications in the approaches
Bedside teaching	Demonstration using visuals and audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Picture test	Current, correct and complete list of reading materials
Demonstration with visuals (Newspaper articles, Journal articles, Dictionary)	Questioning	Participating in classroom discussions	Standing Orders	Clinical examination	Pregnancy child birth, post partum and new born care: A guide for essential practice, 2009, 2 <sup>nd</sup> Edition.
Tutorials Case studies Case scenarios Resource persons	Responding to students' questions	Responding to teacher's questions		Essays	
Use of learning guides		Write a composition and essay		MCQ	
Class exercise using models and mannequins				Formative assessment	
				Case write up	
				Clinical skills assessment	
				SAQ	
				Viva Voce	
				Term Paper, C.A	

# MODIFIED ESSENTIAL NEWBORN CARE (CHE 243) DURATION : 75 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>		<b>Course Code</b>	<b>CHE 243</b>	<b>UNITS</b>	<b>3.0</b>
<b>Course Title</b>	<b>MODIFIED ESSENTIAL NEWBORN CARE</b>		<b>Duration</b>	<b>75 HOURS(1hour Lecture, 2 hours practical)</b>		
<b>Course Description</b>	This course describes the care of the New born and infants as well as forms of health services provided to them to decrease infant and child morbidity and mortality.					
<b>Goal</b>	This course is designed to enhance students' ability to diagnose and manage New born and childhood conditions, illnesses and emergencies in line with global models so as to contribute to the reduction of infant and child mortality.					
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to:</p> <p><b>1.0 Discuss the needs of the New born</b>  <b>2.0 Describe immediate care of the New born</b>  <b>3.0 Describe essential care for every baby</b>  <b>4.0 Discuss common New born problems</b>  <b>5.0 Describe care of babies with special needs including essential care for the small baby</b>  <b>6.0 Demonstrate skills on how to help babies' breathe using models</b></p>					
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>		
<b>1.0 The needs of the Newborn</b>	1.1	<b>1.0 Discuss the needs of the New born</b>		1.1 Definition of the term 'New-born' 1.2 Discuss basic physiology of the New born 1.3 The basic needs of new born - Breathing - Warmth - Asepsis - Feeding		
<b>2.0 Immediate care of the Newborn</b>	2.1	Describe immediate New born care		Immediate New born Care ❖ ❖ Ensure Immediate warmth(drying , Skin to skin contact) ❖ Assess breathing &/or Neonatal Resuscitation (Helping Babies Breathe) ❖ Early initiation of		



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			<p>breastfeeding within 30 minutes</p> <ul style="list-style-type: none"> <li>❖ Clean cord care using 4% Chlorhexidine gel</li> </ul>
<b>3.0 Essential care for every baby</b>	3.1	Describe Essential care for Every baby.	<p>Essential Care for Every baby</p> <ul style="list-style-type: none"> <li>❖ Maintain warmth (continue skin-to-skin care, delay bathing for 24 hours)</li> <li>❖ Eye care with 0.5% Erythromycin ointment/Teramycin ointment</li> <li>❖ Continuous exclusive breastfeeding</li> <li>❖ Vitamin K injection</li> <li>❖ Immunization</li> <li>❖</li> <li>❖</li> </ul>
<b>4.0 Common Newborn Problems</b>	4.1	Discuss Common New born Problems	<p>Common New born Problems: Asphyxia, Infections, Prematurity, Jaundice, Birth Injuries, Congenital Malformations</p>
<b>5.0 Babies with special needs/care of small babies</b>	5.1	Describe care of babies with special needs including essential care for the small baby	<p>Special Care for the small babies:</p> <ul style="list-style-type: none"> <li>❖ Prolonged skin-to-skin care (Kangaroo Mother care)</li> <li>❖ Continuous and intermittent KMC</li> <li>❖ Art of KMC: Making KMC wraps</li> <li>❖ Monitoring baby in KMC and follow up till discharge from KMC</li> </ul>
<b>6. 0 how to help babies' breathe using models</b>	6.1	Demonstrate skills on Helping Babies Breathe using models	<p>Practicum to demonstrate competence in using the 3 'Action Plans' and models to:</p> <ul style="list-style-type: none"> <li>- (Help Babies Breathe HBB)</li> <li>- provide Essential Care For Every Baby</li> <li>- provide Essential Care For Small Babies</li> </ul>

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Didactic lectures	Explanation	Listening	Visuals (pictures, charts, etc.)	Case presentations	Relevant publications in the approaches
Bedside teaching	Demonstration using the visuals and the audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Picture test	Current, correct and complete list of reading materials
Case demonstrations in the children's emergency ward	Questioning	Responding to teacher's questions	Standing orders	Clinical examination	Pregnancy child birth, post partum and new born care: A guide for essential practice, 2009, 2 <sup>nd</sup> Edition
Tutorials Case studies Case scenarios Resource persons Use of learning guides	Responding to students' questions	Describing the scenes in the visuals and audio-visuals		Essays	
Class exercise using models and mannequins				MCQ	
Job aids				Formative assessment	
				Case write up	
				Clinical skills assessment	
				SAQ	
				Viva Voce	
				Viva Voce	

# CHILD HEALTH (CHE 235) DURATION: 75 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 235</b>	<b>UNITS</b>	<b>3.0</b>
<b>Course Title</b>	<b>CHILD HEALTH</b>	<b>Duration</b>	<b>75 HOURS (1 HOUR LECTUE, 4HOURS PRACTICAL)</b>		
<b>Course Description</b>	Child Health is a broad course focused on reducing child mortality, morbidity and disability within the community and to improve growth and development of children under five years of age. The course also aims to improve case management skills of healthcare providers.				
<b>Goal</b>	This course is designed to enable the student to acquire the knowledge, attitude and skills that will ensure the physical, mental and social wellbeing of children in the community.				
<b>Objectives</b>	At the end of the unit, the learners should be able to: 1.0 <b>Discuss the Rights of the Child as declared by the United Nations.</b> 2.0 <b>Describe the children who are 'At Risk' for specific conditions</b> 3.0 <b>Describe the concept of Integrated Management of Childhood Illness (IMCI).</b> 4.0 <b>Describe Conditions which may expose the child to grave danger</b> 5.0 <b>Explain interventions currently included in the IMCI strategy</b> 6.0 <b>Explain how to use IMCI algorithm to manage cases of childhood illness</b> 7.0 <b>Describe how to use pulse oximeter</b> 8.0 <b>Discuss how to improve the health system to deliver IMCI</b> 9.0 <b>Describe how to improve family and community practices of IMCI</b> 10.0 <b>Explain the concept of ICCM intervention</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 Child Right</b>	1.1	<b>Discuss the Rights of the Child as declared by the United Nations.</b> <ul style="list-style-type: none"> <li>• Explain the rationale for child rights</li> <li>• Discuss the Rights of the Child as declared by the United Nations</li> </ul>	Child right act <ul style="list-style-type: none"> <li>• Rationale for child right</li> <li>• Rights of the child as declared by the United Nations</li> </ul>		
<b>2.0 Children who are 'At Risk' for specific conditions.</b>	2.1	<b>Describe children who are 'At Risk' for specific conditions.</b>  Define the term "At Risk"  Identify the children who are 'At Risk' of specific conditions	Definition of 'At Risk' <ul style="list-style-type: none"> <li>• Examples of factors that can make a child "at risk":</li> </ul>		

			Homelessness, racism, disabilities, substance abuse, poverty, divorce, neglect, teenage parents etc.
	2.2	Explain the process of screening children	Explain the process of screening children 0-5 years to detect who are 'At Risk' for specific conditions; for appropriate management and/or for referral  Examples of 'at risk' children - children who are disabled, have low self-esteem or have been abused
<b>3.0The Concept of Integrated Management of Childhood Illness (IMCI)</b>	3.1	<b>Describe the Concept of Integrated Management of Childhood Illness (IMNCI)</b>  Define integrated Management of Neonatal and Childhood Illness (IMCI).  Identify components of IMNCI	Definition of integrated Management of Neonatal and Childhood Illness (IMNCI)  Components of IMNCI
	3.2	Explain the rationale behind appropriate management and/or referral	Rationale behind appropriate management and/or referral
	3.3	Assess and classify the sick child (0 up to 5 years)  <ul style="list-style-type: none"> <li>• Identify general danger signs</li> <li>• Identify a child's immunisation status</li> <li>• Explain treatment priorities</li> </ul>	Assessment and classification of the sick child (0 up to 5years)  <ul style="list-style-type: none"> <li>• General danger signs</li> <li>• Identification of a child's</li> </ul>

			<p>immunisation status</p> <ul style="list-style-type: none"> <li>• Treatment priorities</li> </ul>
<p><b>4.0</b> Conditions which may expose the child to grave danger</p>	4.1	<p><b>Describe Conditions which may expose the child to grave danger</b></p>	<p>Condition which may expose child to grave danger: <u>General danger signs</u> :</p> <ul style="list-style-type: none"> <li>❖ Lethargic or unconscious</li> <li>❖ Not able to drink or breastfeed</li> <li>❖ Convulsions in present illness</li> <li>❖ Vomits everything</li> <li>❖ Convulsing now</li> </ul> <p><u>Severe classifications</u></p> <ul style="list-style-type: none"> <li>❖ Severe pneumonia or very severe disease</li> <li>❖ Severe febrile illness</li> <li>❖ Severe dehydration</li> <li>❖ Dysentery</li> <li>❖ Severe persistent diarrhoea</li> <li>❖ Mastoditis</li> <li>❖ Severe complicated malnutrition</li> <li>❖ Severe uncomplicated malnutrition</li> <li>❖ Severe anaemia</li> </ul> <p>Possible serious bacterial infection</p>
	4.2	<p>Identify other conditions which may expose child to grave danger</p>	<p>Recount other conditions which may expose children to grave danger such as;</p> <p><b>a.</b> Haemoglobin below 7gm% or Newborn with haemoglobin below 15gm%</p> <p><b>b.</b> Stiff neck and/or</p>

			<p>bulging fontanel</p> <p><b>c.</b> Abdominal pain with rigidity</p> <p><b>d.</b> Jaundice</p> <p><b>e.</b> Oedema</p>
<p><b>5.0</b> <b>Current Interventions included in IMCI</b></p>	5.1	Explain interventions currently included in the IMCI strategy	Interventions currently included in IMCI Strategy : <p>a. Case management</p> <p>b. Improving the health system</p> <p>c. Improving family and community practices</p>
	5.2	Explain interventions currently included in the ICCM strategy	Interventions currently included in the ICCM strategy
<p><b>6.0</b> <b>Using IMCI algorithm to manage childhood conditions</b></p>	6.1	<p><b>Explain how to use IMNCI algorithm to manage cases of Neonatal and childhood illness.</b></p> <p>Define standing order</p>	Definition of standing order
	6.2	Explain Case Management with IMNCI algorithm	Case Management with IMNCI algorithm
	6.3	Enumerate the protocol of history taking, examination, and management of some cases of illness	<p>Protocol of history taking, examination, and manage the following cases;</p> <p><u>General danger signs</u></p> <ul style="list-style-type: none"> <li>• Cough or difficult breathing</li> <li>• SPO 2 reading</li> <li>• Fever</li> <li>• Diarrhoea</li> <li>• Measles</li> <li>• Malaria</li> <li>• Ear problem</li> <li>• Malnutrition</li> <li>• Anaemia</li> <li>• HIV/AIDS</li> <li>• Immunisation and Vitamin A supplementation</li> <li>• Other Serious Infections</li> </ul>

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<b>7.0</b> Describe how to use pulse oximeter	7.1	Explain the concept of pulse oximeter	How to use, reading and Interpretation of a pulse oximeter
<b>8.0</b> Improving health Systems to deliver IMCI	8.1	<b>Discuss how to improve the health system to deliver IMCI</b> Highlight essential drug supply and management	Essential drug supply and management
	8.2	Describe work organization in the health facilities	Work organization in the health facilities
	8.3	Explain referral services and care	Referral services and care
	8.4	Discuss Quality of Care and Equity of Access	Quality of Care and Equity of Access
	8.5	Discuss Health Management Information Systems	Health Management Information Systems
	8.6	Discuss management and supervision	Management and supervision
<b>9.0</b> Improving family and community practices for IMCI	9.1	<b>Describe how to improve family and community practices of IMNCI</b>	Improvement in Family and Community Practices  Promoting key household practices
<b>10.0</b> The concept of Integrated Community Case Management (ICCM) intervention	10.1	<b>Explain the concept of ICCM intervention</b>	Concept of ICCM intervention
	10.2	Explain interventions currently included in the ICCM strategy	Interventions currently included in the ICCM strategy

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Relevant publications in the approaches	Questions (oral)	Relevant publications in the approaches
Case scenarios	Demonstration using the visuals and the audio-visuals	Observing the teacher's demonstration	Visuals (pictures, charts, maps, etc.)	Written assignments	Current, correct and complete list of reading materials
Demonstration with visuals (pictures, charts, maps, etc.)	Questioning	Return demonstration	Audio-visuals (video, compact disc, DVD, Internet)	SAQs, long essay questions	
Audio-visuals (video, compact disc, DVD, Internet)	Responding to students' questions	Responding to teacher's questions			
Resource persons		Describing the scenes in the visuals and audio-visuals			
Field visits to PHC centre					



# ORAL HEALTH (CHE 232) DURATION : 30 HOURS

Programme	<b>DIPLOMA IN COMMUNITY HEALTH</b>		Course Code	<b>CH 232</b>	UNITS	<b>2.0</b>
Course Title	<b>ORAL HEALTH</b>		Duration	<b>30 HOURS</b>		
Course Description	Sound oral health is a vital aspect of total health. Oral health programs should provide Community Health Extension Workers with the knowledge and tools they need to understand basics of good oral health practices which can prevent many oral health problems and lessen the long-term effects of existing ones.					
Goal	This course is designed to equip the students with the knowledge and skills necessary to promote community oral health and prevent oral diseases.					
Objectives	At the end of the unit, the learners should be able to: <b>1.0 Explain oral health</b> <b>2.0 Describe how to identify and manage common oral health problems in the clinic and in the community</b> <b>3.0 Describe how to mobilize the community to promote positive oral health habits.</b>					
TOPIC	PERFORMANCE OBJECTIVES				CONTENT	
<b>1.0 Concept of Oral Health</b>		<b><i>On completion of this course, the student should be able to:</i></b>				
	1.1	Define Oral Health				Definition of Oral Health
	1.2	Draw the anatomy of the buccal cavity				Anatomy of the buccal cavity
	1.3	Identify types of teeth				Types of teeth
	1.4	Discuss the stages of teeth eruption				Teeth Eruption (development from childhood to adulthood)
<b>2.0 Common Oral Health problems and their management</b>	2.1	List diseases associated with the oral cavity				Diseases associated with the oral cavity
	2.2	Describe the diseases of the mouth				The diseases of the mouth
	2.3	Discuss harmful cultural practices that affect the health of the oral cavity				Harmful cultural practices that affect the health of the oral

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			cavity
	2.4	Explain the preventive and control measures of mouth infection	Preventive and control measures of mouth infection. 2.4.1 Brushing of the teeth- steps involved in brushing the teeth 2.4.2 How to avoid mouth odours
	2.5	Manage oral health problems according to Standing Orders.	Management of oral health problems according to Standing Orders.
<b>3.0 Community Mobilization</b>	3.1	Explain the steps involved in mobilizing the community in promoting positive oral health behaviour	Steps involved in mobilizing the community in promoting positive oral health behaviour

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Visuals (pictures, charts, models, etc.)	Questions (oral)	Relevant publications in the approaches
Demonstration with visuals (pictures, charts, models, etc.)	Demonstration using visuals and audio-visuals	Observing the teacher's demonstration	Audio-visuals(video, compact disc, DVD, Internet)	Written assignment	Current, correct and complete list of reading materials
Audio-visuals (video, compact disc, DVD, Internet)	Questioning	Responding to teacher's questions	Standing orders	SAQs, long essay questions	
	Responding to students' questions	Describing the scenes in the visuals and audio-visuals			

# COMMUNITY MENTAL HEALTH

## (CHE 233)

### DURATION: 30 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 233</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>COMMUNITY MENTAL HEALTH</b>		<b>Duration</b>	<b>30 HOURS</b>	
<b>Course Description</b>	Mental health problems are increasing in many parts of the world with huge implications for the health, economic and social welfare of citizenry. Addressing mental health problems requires innovative approaches such as Community Mental Health Care in the management of mental illnesses within communities.				
<b>Goal</b>	This course is designed to enhance the knowledge and skills of students to promote positive mental health, recognize and manage mental illness in the community.				
<b>Objectives</b>	At the end of the unit, the student should be able to: <b>1.0 Explain community mental disorder</b> <b>2.0 Describe how to mobilize the community to promote positive mental health</b> <b>3.0 Explain the role of the family and community in the management of mental disorders.</b> <b>4.0 Describe how to manage cases of mental disorders using the standing order</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 Mental Health</b>	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 institutionalised care	1.3. Decentralized community based mental care versus institutionalised care 1.3.1. Different types of mental illness (i.e. psychosis, depression, anxiety, puerperal psychosis etc.). 1.3.2. Discuss the conditions above under the following headings: a. Definition b. Causes (economic, stress) c. Incidence d. Signs and symptoms e. 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			

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		nutrition, holiday etc.	
<b>2.0 Promoting positive Mental Health in the community</b>	2.1	Discuss support for clients and families in the home management of the mentally ill	Support for clients and families in the home management of mentally ill
	2.2	Discuss the various resources available at community level, and from non-governmental and governmental organizations to support positive mental health	Resources available at community level, and from non-governmental and governmental organizations to support positive mental health
	2.3	Describe ways to mobilise the community to promote positive mental health	Steps in mobilising the community to promote positive mental health
<b>3.0 The role of the family and community in the management of mental disorders</b>	3.1	Explain the role of the family in the identification and management of mentally ill in the home.	Roles of the family in the identification and management of the mentally ill in the home.
	3.2	Define stigma and stereotypes associated with mental illness	Stigma and stereotypes associated with mental illness
	3.3	Discuss the effects of stigma and stereotypes on the client, family and the community	Effects of stigma and stereotypes on the client, family and the community.
	3.4	Explain how to address stigma and correct stereotypes in the communities	Recommended actions/interventions to address stigma, stereotypes, correct misconceptions and reduce barriers to services in the communities
<b>4.0 Management of cases of mental disorders</b>	4.1	Demonstrate the management of mental conditions 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 ill in the community

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Discussion/debates	Questioning	Active listening	Relevant publications – textbooks and journal articles	Questions (oral)	Relevant publications in the approaches
Role play	Explanation	Responding to teacher's questions	Visuals (pictures, charts, etc.)	Written assignments	Current, correct and complete list of reading materials
Case study scenario	Responding to students' questions	Describing and critically analysing the scenes in the visuals/ audio-visuals /role plays/case study scenarios	Audio-visuals (video, compact disc, DVD, Internet)	Short quizzes	
Use of Resource persons	Describing and critically analysing the scenes in the visuals and audio-visuals	Critically analysing field trips/clinic visits and writing reports		Group work and presentation	
Field trips	Demonstration using visuals	Observing the teacher's demonstration using the visuals and return demonstration		Field trip reports	
Clinic visits	Displaying and explaining the contents of audio-visuals	Watching and critiquing content of the audio-visual materials		Long essays	
Demonstration with visuals (pictures, charts, etc.)				MCQs	

# SCHOOL HEALTH PROGRAMME (CHE 237)

## DURATION: 30 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 237</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>SCHOOL HEALTH PROGRAMME</b>		<b>Duration</b>	<b>30 HOURS</b>	
<b>Course Description</b>	A comprehensive school health programme is an integrated set of planned, sequential, school-affiliated strategies, activities, and services designed to promote the optimal physical, emotional, social, and educational development of students.				
<b>Goal</b>	This course is designed to equip students with the knowledge and skills to enable him/her provide effective school health programme				
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Describe School Health Programme and its components</b> <b>2.0 Educate teachers and parents on School Health Programme</b> <b>3.0 Evaluate School Health Programme</b> <b>4.0 Be able to provide first aid services with the use of first aid boxes</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 School Health Programme and its components</b>		On completion of this course, the student should be able to:			
	1.1	Define School Health Programme	Definition of school Health		
	1.2	Discuss the components of School Health Programme	Components of School Health Programme (school health instruction, school health services, school environment , the social structure of the school)		
	1.3	Discuss school inspection,	School inspection, inspection of food vendor, treatment of minor ailments		
	1.4	Discuss school meal services			
<b>2.0 Teachers and parents Education</b>	2.1	Discuss the importance of organizing seminars/workshops for teachers and parents	Importance of organizing seminars/workshops for teachers and parents to enable them screen and manage cases among school children and take appropriate		

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			action
	2.2	List steps in organising a seminar/workshop for teachers and parents	Steps in organising seminar/workshop for teachers and parents for effective screening and management of health conditions among school children
	2.3	Explain how school children should provide Child-to-Child Care	Child-to-Child Care (e.g. tepid sponging, feeding, etc.) and guidelines for prioritising assessed needs
<b>3.0 Evaluation of School Health Services</b>	3.1	Explain how School Health Services could be evaluated through teachers interview, direct observation, use of existing records, student questionnaire, etc.	Evaluation of School Health Services (interview, direct observation, use of existing records, student questionnaire)
<b>4.0 First Aid In School Health</b>	4.1	Components of a First Aid Box	<b><i>What is First Aid?</i></b> 1a. Why is First Aid important In the school setting? 1b. Essential components of a First Aid Box in the school setting 1c. Management of emergencies in the school setting using simple first aid techniques
	4.2	Describe how to carry out CPR (Cardio-Pulmonary Resuscitation)	How to carry out CPR
	4.3	Describe first aid management of fractures, drowning, convulsion	1. First aid management of fractures, drowning, convulsion



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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Didactic lecture using audio-visuals	Listening	Relevant publications audio-visuals	Questions (oral)	Relevant publications in the approaches
Field Visits	Role plays	Observing the teacher's demonstration sessions	Experience sharing	Written assignments	Current, correct and complete list of reading materials
Demonstration with Audio-visuals (video, compact disc, DVD, Internet)		Return Demonstration		Multiple choice questions (MCQs)	
Debate		Responding to teacher's questions		Observation	
Resource persons		Return demonstration		Class presentations	

# CONTROL OF NON-COMMUNICABLE DISEASES (CHE 238) DURATION: 30 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>		<b>Course Code</b>	<b>CHE 238</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>CONTROL OF NON-COMMUNICABLE DISEASES</b>			<b>Duration</b>	<b>30 HOURS</b>	
<b>Course Description</b>	Non-communicable diseases (NCDs) are the leading cause of death and disability worldwide. Many of these diseases can be prevented or managed by improving access to primitive, preventive and curative services.					
<b>Goal</b>	The course is designed to equip the student with the knowledge of non-communicable diseases and aims to reduce the incidence of non-communicable diseases and their complications in the communities.					
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Explain the concept of non-communicable diseases</b> <b>2.0 Discuss the prevention and control of non-communicable diseases</b> <b>3.0 Discuss current policies and intervention strategies in diseases control</b>					
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>		
<b>1.0 Concept of Non-Communicable Diseases</b>	1.1	Define non-communicable diseases		Definition of non-communicable diseases 1.1.1 Common non-communicable diseases e.g. hypertension, coronary disease, diabetes mellitus, sickle cell disease, enzyme deficiency (G6PD – glucose-6-phosphate hydrogenase), stroke, cancers, Asthma, etc. 1.1.2 Explanation of the diseases listed above, under the following headings: Causes, signs and symptoms, risk factors, prevention, control and management according to Standing Order.		
	1.2	Explain common non-communicable				

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<p><b>2.0</b>  <b>The prevention and control of non-communicable diseases</b></p>	<p>2.1</p>	<p>Discuss current approaches in planning and implementing community interventions to prevent and control non-communicable diseases</p>	<p>Current approaches in planning and implementing community interventions to prevent and control non-communicable diseases</p>
<p><b>3.0</b>  <b>Current policies and intervention strategies in disease control</b></p>	<p>3.1</p>	<p>Explain the current national /states policies and intervention strategies in disease control</p>	<p>Current national / state policies and intervention strategies in disease control in respect of non-communicable diseases</p> <p>List some national policies and guidelines for NCD</p>

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Brainstorming, lecture	Questioning and clarification of points	Active listening Responding to teacher's questions	Relevant publications in the approaches	Questions (oral)	Relevant publications in the approaches
Discussion/debates	Explanation	Observing the teacher's demonstration	Visuals (pictures, charts, etc.)	Written assignments	Current, correct and complete list of reading materials
Role play	Demonstration using diagnostic tools, models and visuals, Displaying/projecting audio-visuals	Describing and critically analysing the scenes in the audio-visuals	Audio-visuals (video, compact disc, DVD, Internet)	Group work and presentation	
Demonstration with visuals (pictures, charts, etc.)	Questioning	Describing and critically analysing the reports of field visits		Short quizzes	
Audio-visuals (video, compact disc, DVD, Internet)	Responding to students' questions			Field visit reports	

# CLINICAL SKILLS II (CHE 241)

## DURATION: 90 HOURS

Programme	DIPLOMA IN COMMUNITY HEALTH	Course Code	CHE 241	UNITS	4.0
Course Title	CLINICAL SKILLS II		Duration	90 HOURS (2hour Lecture, 4 hours practical)	
Course Description	Clinical skills involve the basic investigative and beneficial invasive and non-invasive procedures that may be performed on patients while on clinical rotation. This gives students the opportunity to practice basic clinical skills with universal precautions prior to attempting a procedure on actual patients. It also familiarises them with the indications, complications and interpretations associated with the various clinical skills that they will perform.				
Goal	This course is designed to equip students with knowledge and skills in practical procedures, to enhance effective health care delivery.				
Objectives	<p>At the end of the unit, the learners should be able to:</p> <ol style="list-style-type: none"> <li>1.0 Describe the procedure of wound dressing</li> <li>2.0 Discuss types of bites and their treatment</li> <li>3.0 Explain the contents of a Cold Box</li> <li>4.0 Discuss the procedure of immunisation of clients against specific diseases</li> <li>5.0 Identify the routes of administration of injection</li> <li>6.0 Discuss the administration of drugs</li> <li>7.0 Describe methods used in the collection of urine specimen</li> <li>8.0 Discuss the procedure for urine testing</li> <li>9.0 Describe how to estimate Haemoglobin using appropriate procedure</li> <li>10.0 Explain how to carry out oral toileting</li> <li>11.0 Explain the procedure for visual acuity</li> <li>12.0 Describe the procedure for breast self-examination</li> <li>13.0 Discuss the procedure for assessing the nutritional status of a child.</li> <li>14.0 Discuss the procedures for Examination of Ear, Nose and Throat (ENT)</li> </ol>				
TOPIC	PERFORMANCE OBJECTIVES		CONTENT		
1.0 Procedure of wound dressing	<i>At the end of the unit, the learners should be able to:</i>				
	1.1	Define wound			
	1.2	Describe types of wounds	1.2 Types of wounds (incised, punctured, lacerated, and contused) 1.1.1 Classify wounds according to type		

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	1.3	Describe various procedures involved in wound dressing	Care for drains in wounds 1.1.1 Removing sutures from wounds 1.1.2 Principles and techniques of bandaging 1.1.3 Application of tourniquet to bleeding limbs
	1.4	Demonstrate skills in preparing a tray/trolley for wound dressing and wound dressing applying aseptic techniques	Practicum on preparing a trolley/tray for wound dressing Practicum on dressing wound applying aseptic techniques
<b>2.0 Bites</b>	2.1	Identify types of bites	Types of Bites(snake, scorpion, dog, bee sting and human bite)
	2.2	List symptoms of bites	Symptoms of bites
	2.3	Describe treatment of different types of bites	Treatment of different types of bites
<b>3.0 The Contents of a Cold Box</b>	3.1	Define the Cold Chain System	Definition of the Cold Chain System 3.1.1 Maintaining a cold chain system
	3.2	Describe the contents of a Cold Box	
	3.3		The Cold Box and its uses  3.2.1 Identify the contents of a Cold Box
<b>4.0 Procedures for Immunisation against specific diseases</b>	4.1	Define Immunisation	Definition of Immunisation
	4.2	Discuss the organization of immunization sessions and list the various vaccines used in immunization of clients	Different immunisation sessions and various vaccines used in immunisation of clients
	4.3	Mention the routes of administration of these vaccines	Routes of administration of various vaccines
	4.4	List immunisation preventable diseases	Immunisation preventable diseases
	4.5	Educate clients on reasons for immunisation	Education of clients on reasons for immunisation
	4.6	Demonstrate skills on setting up immunisation tray and carrying out immunisation under aseptic technique	Practicum on setting up immunisation tray and carrying out immunisation under aseptic technique
<b>5.0 Routes of Administration</b>	5.1	List the various routes of administration of injections	Various routes for administering injections
	5.2	Describe the various methods of administering injections	Various methods of administering injections 5.2.1 Sites for injection

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<b>of Injection</b>			5.2.2 Administering injection by aseptic techniques 5.2.3 Calculating flow of infusion as per need 5.2.4 Proper infusion administration
	5.3	Demonstrate skills on preparing injection tray/trolley according to Standing Orders	Practicum on preparation of injection tray/trolley in accordance with Standing Orders
<b>6.0 Administration of Drugs</b>	6.1	Define drugs	Definition of Drugs
	6.2	Identify the routes of drug administration	Routes of drug administration 6.2.1 Procedures for drug administration peculiar to the different routes, noting: Colour, label, sedimentation, expiry date, etc.
	6.3	Demonstrate skills on setting up tray/trolley for drug administration	Practicum on setting up tray/trolley for drug administration
	6.4	Describe how to administer drugs	Administering drugs and recording
<b>7.0 Collection of Urine</b>	7.1	Explain the various types of urine specimens	Various types of urine specimen 7.1.1 Various methods of urine 7.1.2 Various containers for urine collection(e.g. clean or sterile containers)
	7.2	Educate client on preparation of self before collection of urine specimen	Education of clients on preparation of self before collection of urine specimen e.g. mid stream urine
	7.3	Demonstrate skills on how to collect different types of urine specimens for laboratory test	Practicum on how to collect different types of urine specimens for laboratory test
<b>8.0 Procedures for testing urine</b>	8.1	Identify various reagents for different urine tests	Various reagents for different urine tests
	8.2	Explain normal and abnormal constituents of urine	Normal and abnormal constituents of urine e.g. water 96% etc.  Normal and abnormal colour, odour, quantity, reactions specific gravity etc. of urine Causes of abnormalities mentioned above
	8.3	Document and interpret properly results of test findings	Proper recording and interpretation of test findings

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	84	Demonstrate skills on procedures for testing urine	Practicum on how to carry out procedures for testing urine
<b>9.0 Haemoglobin Estimation</b>	9.1	Identify reasons for Haemoglobin estimation	Reasons for Haemoglobin estimation
	9.2	Discuss the different methods used in haemoglobin estimation	Different methods used in haemoglobin estimation
	9.3	Read, interpret and document haemoglobin level	Proper reading, interpretation and recording of haemoglobin level.
	9.4	Demonstrate skills on how to estimate Haemoglobin using appropriate methods/procedures	Practicum on performing haemoglobin estimation using appropriate methods/procedures
<b>10.0 Oral Toileting</b>	10.1	Define oral toileting	Definition of oral toileting
	10.2	Describe the importance of oral toileting in prevention and control of mouth infection	Importance of oral toileting in prevention and control of mouth infection
	10.3	Prepare client for oral toileting	Preparation of client for oral toileting
	10.4	Demonstrate skills on setting up tray for oral toileting and preparing clients for oral toileting	Practicum on setting tray for oral toileting and preparing clients for oral toileting
<b>11.0 Procedure for Visual Acuity</b>	11.1	Define vision	Definition of vision 11.1.1 The five levels of vision 11.1.2 Reasons for carrying out acuity tests
	11.2	Identify different methods for carrying out visual acuity test	Different methods for carrying out visual acuity test
	11.3	Interpret visual acuity result using appropriate guidelines	Interpretation of visual acuity result using appropriate guidelines
	11.4	Demonstrate skills on how to carry out visual acuity test	Practicum on how to carry out visual acuity test
<b>12.0 Breast Self-Examination</b>	12.1	Describe the anatomy of the breast	Anatomy of the breast
	12.2	Identify breast changes during life course	Identify breast changes during life course
	12.3	Identify the various steps in breast-self examination	Various steps in breast-self examination



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	12.4	Demonstrate skills on carrying out breast-self examination	Practicum on carrying out breast-self examination
<b>13.0 Procedure for assessing the nutritional status of a child</b>	13.1	Explain the methods used in assessing the nutritional status of a child	Direct and indirect methods used in assessing the nutritional status of a child
	13.2	List factors that affect nutritional status of a child	Factors that affect nutritional status of a child
	13.3	Identify the different weighing scales	Different weighing scales 13.3.1 Appropriate scale for age 13.3.2 Things to do before weighing such as testing the weighing scale and balancing it at zero before use 13.3.3 Involvement of the mother in the process of weighing 13.3.4 Charting and interpreting findings
	13.4	Assess nutritional status with mid-arm circumference strip	Assessing nutritional status with mid-arm circumference strip 13.4.1 Positioning of the child's arm in measuring mid-arm circumference i.e. in a comfortable and relaxed manner 13.4.2 Measuring mid-arm circumference correctly, with the use of the strip or tape measure 13.4.3 Identification of the different colours on the strip 13.4.4 Interpretation of the colours correctly
<b>14.0 Examination of Ear, Nose and Throat (ENT)</b>	14.1	Identify methods of ear cleansing	Methods of ear cleansing e.g. wicking, dry, moping and syringing
	14.2	List equipment use in ENT	Equipment use in ENT e.g. Otoscope, Larynscope, Rynoscope, head lamp, pen touch, and spatula
	14.3	List the things you look for in the ENT	Things you look for in the ENT

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active listening	Visuals (pictures, charts, etc.)	SAQs, MCQs,	Relevant publications in the approaches
Demonstration	Demonstration	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Viva	Current, correct and complete list of reading materials
Visuals (pictures, charts, etc.)	Use of visuals and audio-visuals	Responding to teacher's questions	Standing Order	Practical exams	
Audio-visual (video, compact disc, DVD, Internet)	Questioning	Describing the scenes in the visuals and audio-visuals		Alternative to practical	
Discussions	Responding to students' questions	Hands-on practical		Written assignments	
Brainstorming				Presentations	

# COMMUNITY EAR, NOSE AND THROAT CARE

(CHE 244)

**DURATION: 45 HOURS**

Programme	DIPLOMA IN COMMUNITY HEALTH		Course Code	CHE 244	UNITS	2.0
Course Title	COMMUNITY EAR, NOSE, AND THROAT CARE		Duration	45 hours(1hour Lecture, 2 hours practical)		
Course Description	Community Ear, Nose and Throat Care is essential in community health practice. The study of Primary Ear, Nose and Throat Care is to develop how diseases of these areas of the body can be recognized and offer simple solution in the community.					
Goal	This course is designed to reduce the incidence of preventable Ear, Nose and Throat conditions in the community					
Objectives	<p>At the end of the unit, the learners should be able to:</p> <p><b>1.0 Describe the anatomy of the Ear, Nose and Throat organs</b></p> <p><b>2.0 Describe how to recognize and treat Ear, Nose and Throat diseases</b></p> <p><b>3.0 Explain the complications from Ear, Nose and Throat diseases through early treatment and referral to Specialist Centres.</b></p> <p><b>4.0 Demonstrate skills in mobilizing the community to identify the link between unsafe Ear, Nose and Throat practices</b></p>					
TOPIC	PERFORMANCE OBJECTIVES			CONTENT		
1.0 Overview of the Ear, Nose and Throat	1.1	<i>On completion of this course, the student should be able to:</i>		Overview of the Ear, Nose and Throat Brief anatomy of the ear, Normal function of the ear, nose and throat		
		Describe the anatomy of the Ear, Nose and Throat organs				
2.0 Recognition and treatment of Ear, Nose and Throat conditions	2.1	Identify disease conditions of the Ear, Nose and Throat organs		Identification of disease conditions of the ear, nose and throat organs		
	2.2	Enumerate the signs and symptoms of Ear, Nose and Throat disorders identified above		Signs and symptoms of Ear, Nose and Throat disorders identified above		
	2.3	Discuss the importance of early recognition and treatment of ENT disorders		Importance of early recognition and		

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			treatment of ENT disorders
	2.4	Treat the disease conditions according to Standing Orders.	Treatment of disease conditions according to Standing Orders
<b>3.0 Complications from Ear, Nose and Throat diseases/conditions</b>	3.1	Discuss the complications from Ear, Nose and Throat diseases/conditions	Complications from Ear, Nose and Throat diseases/conditions
	3.2	Identify referral centres for specialist care	Referral centres for specialist care
<b>4.0 Mobilize the community on unsafe practices associated with disorders of the Ear, Nose and Throat</b>	4.1	Identify unsafe practices in the community associated with disorders of the ear, nose and throat	Identification of unsafe practices in the community associated with disorders of the ear, nose and throat(e.g. use of brooms, matchsticks, nails etc. to clean the ear ; use of fingernails to clean the nose
	4.2	Discuss the process of mobilizing the community against unsafe Ear, Nose and Throat practices.	Process of mobilizing the community against unsafe Ear, Nose and Throat practices
	4.3	Identify resources in the community for the promotion of Ear, Nose and Throat care	Resources in the community for the promotion Ear, Nose and Throat care

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Visuals (pictures, charts, models, etc.)	SAQs, MCQs	Relevant publications in the approaches
Demonstration with visuals (pictures, charts, models etc.)	Demonstration using visuals and audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Long essay questions	Current, correct and complete list of reading materials
Audio-visual (video, compact disc, DVD, Internet)	Questioning	Responding to teacher's questions		Written assignment	
	Responding to students' questions	Describing the scenes in the visuals and audio-visuals			

# COMMUNITY EYE CARE (CHE 245) DURATION: 15 HOURS

Programme	DIPLOMA IN COMMUNITY HEALTH		Course Code	CHE 245	UNITS	1.0			
Course Title	COMMUNITY EYE CARE			Duration	15 HOURS				
Course Description	Primary eye care ensures that the maximum amount of eye care is provided in a primary care setting by someone trained to detect, manage, and treat eye diseases. Good vision is essential for the development of individuals and achievement of their educational goals. Primary eye care also influences the quality of life and ability of such persons to earn a living.								
Goal	This course is designed to equip students with knowledge and skills to identify, manage and refer community eye problems accordingly.								
Objectives	<p>At the end of the unit, the learners should be able to:</p> <p><b>1.0 Describe the anatomy and physiology of the eye and identify common eye problems in the community</b></p> <p><b>2.0 Discuss common eye conditions and manage according to Standing Orders</b></p> <p><b>3.0 Demonstrate skills - how to mobilize the community to understand the relationship between unhygienic practices and eye problems</b></p>								
TOPIC	PERFORMANCE OBJECTIVES			CONTENT					
1a. Anatomy and physiology of the eye b. Common eye problems		<b><i>On completion of this course, the student should be able to:</i></b>		Anatomy and physiology of the eye					
	1.1	Describe the anatomy and physiology of the eye							
	1.2	Identify common eye problems in the community					Common eye problems in the community (e.g. trachoma, glaucoma, cataract, etc.)		
	1.3	Enumerate the sign and symptoms of the major eye conditions in the community					Signs and symptoms of the major eye conditions in the community		
	1.4	Identify the common tropical diseases with eye complication in the community with a view of reducing their occurrence and complications		Common tropical diseases with eye complications in the community (e.g. onchocerciasis, measles etc.) with a view of reducing their occurrence and complications					
2.0	2.1	Manage eye conditions		Management of eye conditions according to Standing					

<b>Management of eye conditions</b>		according to Standing Orders	Orders
	2.2	Refer cases for specialist care	Referral for specialist care
<b>3.0 Mobilization of the community for eye care</b>	3.1	Discuss the unhygienic practices that increase the incidence of eye problems in the community	Harmful practices that increase the incidence of eye problems in the community.
	3.2	Identify practices in the community that reduce the incidence of eye problems in the community	Identification of practices in the community that reduce the incidence of eye problems in the community
	3.3	Mobilise the community to participate in community eye care programmes	Steps in mobilizing the community to participate in community eye care programmes

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Visuals (pictures, charts, models etc.)	MCQs, SAQs	Relevant publications in the approaches
Demonstration with visuals (pictures, charts, models, etc.)	Demonstration using the visuals	Observing the teacher's demonstration		Long integrated essays	Current, correct and complete list of reading materials
	Questioning	Responding to teacher's questions		Questions (oral)	Campbell and Ree "Anatomy, Physiology and Pathology of Human eye", San Francisco
	Responding to students' questions	Describing the scenes in the visuals and audio-visuals		Written assignments	Benjamin Cumming (latest edition)



# OCCUPATIONAL HEALTH AND SAFETY EDUCATION (CHE 240) DURATION : 30 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 240</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>OCCUPATIONAL HEALTH AND SAFETY EDUCATION</b>			<b>Duration</b>	<b>30 HOURS</b>
<b>Course Description</b>	Maintaining workers good health at various occupational settings ensures not only good health but also enhances productivity. Hazards, risks and diseases in the work environment may not be easily identified by the workers. Further, instituting some measures to prevent/contain or control the occurrence of some occupational diseases without the knowledge of professionals might be difficult for the workers. Hence there is need to train and equip the professionals adequately.				
<b>Goal</b>	This course is designed to equip students with the knowledge and skills to promote, protect and prevent early deviation from normal health of workers in their work environment.				
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to:</p> <p><b>1.0 Describe Occupational Health Services</b>  <b>2.0 Discuss common occupational health hazards in the community and be able to manage them appropriately</b>  <b>3.0 Discuss Occupational Diseases according to their classification</b>  <b>4.0 Discuss hazards in the home and prevent appropriately</b>  <b>5.0 Discuss the Factory Act</b>  <b>6.0 Explain industrial accidents and safety</b>  <b>7.0 Discuss how to collaborate with occupational authorities and government regulating bodies to promote safe working environments</b></p>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>	
<b>1.0 Occupational Health Services</b>	1.1	On completion of this course the student should be able to: Define Occupational Health		Definition of Occupational Health	
	1.2	Discuss the principles and practice of Occupational Health and Safety		Principles and practice of Occupational Health and Safety <ul style="list-style-type: none"> <li>• Good sanitation practices, keeping toilets clean (and why); learn about safe disposal of garbage and children's faeces</li> </ul>	

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<b>2.0 Occupational Health Diseases</b>	2.1	Explain Occupational Diseases.	<p>Explanation of Occupational Diseases under the following:</p> <p>a. Biological</p> <ul style="list-style-type: none"> <li>• Bacteria-cataract</li> <li>• Arthritis</li> <li>• Viral-HIV/AIDS,</li> <li>• Helminthiasis, etc.</li> </ul> <p>b. Chemical</p> <ul style="list-style-type: none"> <li>• Pneumoconiosis</li> <li>• Silicosis,</li> <li>• Bargassosis</li> <li>• Tuberculosis etc.</li> </ul> <p>c. Psycho-Social</p> <ul style="list-style-type: none"> <li>• Stress conditions</li> <li>• Neurosis,</li> <li>• Psychosis, etc.</li> </ul>
	2.2	Describe each of the diseases mentioned in 2.1 above.	<p>Description of each disease mentioned in 2.1 under the following headings:</p> <ul style="list-style-type: none"> <li>• Cause/sources</li> <li>• Signs and symptoms</li> <li>• Prevention and control</li> <li>• Treatment according to Standing Orders</li> <li>• Referral</li> <li>• Follow up</li> </ul>
	2.3	List and classify common occupational disease	<p>The common occupational disease e.g.</p> <ul style="list-style-type: none"> <li>• Occupational lung disease</li> <li>• Occupational dermatitis</li> <li>• Occupational injuries</li> <li>• Occupational cancer</li> <li>• Accidents, etc</li> </ul>
	2.4	Explain the types, causes, routes of entry, clinical presentation and control preventive measures for addressing the occupational diseases listed above	Types, causes, routes of entry, clinical presentation and control preventive measures for addressing the occupational diseases listed above
<b>3.0 Occupational Health Hazards</b>	3.1	Explain occupational hazards	<p>Explanation of occupational hazards under the following heading:</p> <p>a. Physical hazards:</p>

			<ul style="list-style-type: none"> <li>• Noise,             <ul style="list-style-type: none"> <li>• Light,</li> <li>• Vibrations</li> <li>• Heat etc.</li> </ul> </li> </ul> <p>b. Chemical hazards:</p> <ul style="list-style-type: none"> <li>• Gases,</li> <li>• Lead</li> <li>• Mercury</li> <li>• Fumes,</li> <li>• Solids,</li> <li>• solvents, etc.</li> </ul> <p>c. Biological hazards;</p> <ul style="list-style-type: none"> <li>• Virus</li> <li>• Bacteria</li> <li>• Fungi</li> <li>• Protozoa</li> <li>• Parasites</li> </ul> <p>d. Psycho-social hazards:</p> <ul style="list-style-type: none"> <li>• Stress</li> <li>• Poor work environment</li> <li>• Poor motivation to work</li> </ul>
<b>4.0 Home hazards and prevention</b>	4.1	Define home hazards	Definition of home hazards
	4.2	Identify causes of home hazards	Causes of home hazards
	4.3	List methods of prevention of home hazards	Methods of prevention of home hazards
<b>5.0 The Factory Act</b>	5.1	Discuss the Factory Act	The Factory Act in relation to: <ul style="list-style-type: none"> <li>• Health provision,</li> <li>• Welfare services,</li> <li>• Safety services, etc.</li> </ul>
	5.2	Describe the Factory Act in relation to occupational health services	Factory in relation to occupational health services
<b>6.0 Industrial Accidents and Safety</b>	6.1	Define Industrial Accidents and Safety.	Definition of Industrial Accidents and Safety
	6.2	Explain the causes, prevention/control of industrial accidents	The causes of industrial accidents: 6.1.1 Prevention/control of Industrial accidents (use of personal protective equipment [PPE],

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			engineering, administrative etc.) 6.1.2 Different types of PPE and the importance of their usage
<b>7.0 Collaboration with Occupational Authorities</b>	7.1	Describe the roles of governments/agencies and organisations in promoting safety in work environments	Description of the roles of the followings in promoting safety in work environment: <ul style="list-style-type: none"> <li>• Local Government</li> <li>• State Ministry of Health</li> <li>• Federal Ministries of Health</li> <li>• Ministry of Environment and Labour,</li> <li>• Local and international NGOs, etc.</li> </ul>

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Visuals (pictures, charts, etc.)	Questions (oral)	Relevant publications in the approaches
Demonstration with visuals (pictures, charts, etc.)	Demonstration using visuals and audio-visuals	Observing the teacher's demonstration		SAQs, long essay questions	Current, correct and complete list of reading materials
Audio-visuals (video, compact disc, DVD, Internet)	Questioning	Return Demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Assignment	
Resource persons	Responding to students' questions	Responding to teacher's questions		Written assignments	
Field visit		Describing the scenes in the visuals		Field visit report	

# USE OF STANDING ORDERS (CHE 246) DURATION : 75 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 246</b>	<b>UNITS</b>	<b>3.0</b>
<b>Course Title</b>	<b>USE OF STANDING ORDERS</b>	<b>Duration</b>	<b>75 HOURS (1hour Lecture, 4 hours practical)</b>		
<b>Course Description</b>	Standing Orders are a set of specific guidelines arranged by age group, disease conditions, findings, clinical judgements and actions, which define how clients should be cared for.				
<b>Goal</b>	This course is designed to provide students with knowledge and skills in the use of PHC Standing Orders.				
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to:</p> <p><b>1.0 Discuss the historical background of Standing Orders</b>  <b>2.0 Discuss the layout and format of Standing Orders</b>  <b>3.0 Describe the procedures for the use of Standing Orders</b>  <b>4.0 Explain the Referral System</b>  <b>5.0 Discuss the conditions in children or adults, which put them ‘At Risk’</b>  <b>6.0 Discuss the use of other job aids and Standard Operating Procedure (SOP)</b></p>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>	
<b>1.0 Historical background of Standing Orders</b>	1.1	<i>At the end of the unit, the learners should be able to:</i> Define standing orders		Definition of Standing Orders	
	1.2	Describe the evolution of Standing Orders		Evolution of Standing Orders	
	1.3	List the objectives of the Standing Orders		Objectives of Standing Orders	
<b>2.0 Layout and format of Standing Orders</b>	2.1	Explain the components of Standing Orders		Components of Standing Orders <ul style="list-style-type: none"> <li>• Preface</li> <li>• Table of content</li> <li>• Acknowledgment etc.</li> </ul>	
	2.2	Identify standing orders sections by age group		Identification of standing	

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			orders sections by age group
<b>3.0 Procedures for the use of Standing Orders</b>	3.1	Discuss the steps in the use of the Standing Orders	Steps in the use of the Standing Orders
	3.2	Describe the use of the Standing Orders for situations of different clients	Use of the Standing Orders for situations of different clients e.g. first visit, follow-up, emergency
	3.3	Demonstrate skills on how to assist in management of clients with different complaints using the Standing Orders.	Practicum on how to assist in management of clients with different complaints using the Standing Orders.
<b>4.0  Referral System</b>	4.1	Define two-way Referral System	Definition of two-way Referral System
	4.2	List the indications for the referral system	Indications for the referral system
	4.3	Demonstrate skills on how to fill a referral form	Practicum on how to fill a referral form
<b>5.0 Conditions which put people 'At Risk'</b>	5.1	Identify conditions in children or adults, which put them in grave danger	Conditions in children or adults, which put them in grave danger
<b>6.0  Use of other Job Aids and SOP</b>	6.1	Identify the relevant Job aids and appendices	Identification of the relevant Job aids and appendices e.g. Syndromic Management chart etc.

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active listening	Visuals (pictures, charts, etc.)	SAQs, MCQs	Relevant publications in the approaches
Demonstration Visuals (pictures, charts, etc.)	Demonstration	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Long essay questions	Current, correct and complete list of reading material
Audio-visual (video, compact disc, DVD, Internet)	Use of the visuals and the audio-visuals	Responding to teacher's questions		Written assignments	
Case scenarios	Questioning	Describing the scenes in the visuals and audio-visuals			
Discussions	Responding to students' questions				



# INTRODUCTORY PHARMACOLOGY (GNP 123) DURATION: 30 HOURS

Programme	DIPLOMA IN COMMUNITY HEALTH		Course Code	GNP 123	UNITS	2.0
Course Title	INTRODUCTORY PHARMACOLOGY		Duration	30 HOURS (2 Hours Lecture)		
Course Description	Introduction to pharmacology describes briefly the study of drugs, their sources, their nature and properties as well as the body's reaction to these drugs					
Goal	This course is intended to provide students with the basic knowledge of drugs and their application.					
Objectives	<p><b><i>On completion of this course, the students should be able to:</i></b></p> <p><b>1.0 Discuss terminologies in pharmacology</b>  <b>2.0 Describe the sources and classification of drugs</b>  <b>3.0 Explain the principles of preparation of drugs</b></p>					
TOPIC	PERFORMANCE OBJECTIVES			CONTENT		
1.0 Terminologies and Importance of Pharmacology		At the end of the unit, the learners should be able to:		Definition of the following terms: <ul style="list-style-type: none"> <li>• Pharmacology</li> <li>• Drug</li> <li>• Pharmacokinetics</li> <li>• pharmacodynamics</li> <li>• Idiosyncrasies</li> <li>• Reporting Adverse drug Reactions (Pharmacovigilance) etc.</li> </ul>		
	1.1	Define terminologies in pharmacology				
	1.2	Discuss the importance of pharmacology				
	1.3	Explain chemical, generic and brand names of drugs		Chemical, generic and brand names of drugs		

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<b>2.0 Sources and Classification of drugs</b>	2.1	Discuss the various sources of drugs	Various sources of drugs according to the six major sources
	2.2	Describe classification of drugs	Classification of drugs 2.2.1 Classification of drugs according to their functions 2.2.2 Classification of drugs according to forms
<b>3.0 Preparation and administration of drugs</b>	3.1	Explain the reconstitution of drugs	Reconstitution of drugs
	3.2	Prepare diluted solutions of lotions from stock strength	Preparation of diluted solutions of lotions from stock strength
	3.3	Explain the principles of drug administration	Principles of drug administration, e.g. dosages, routes, etc.

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active listening	Visuals (pictures, charts, etc.)	SAQs,	Relevant publications in the approaches
Visuals (pictures, charts, etc.)	Using visuals and audio-visuals	Responding to teacher's questions	Audio-visuals (video, compact disc, DVD, Internet)	Long essay questions	Current, correct and complete list of reading materials
Audio-visual (video, compact disc, DVD, Internet)	Demonstration	Return Demonstration,		Written assignments	
Practical Session	Questioning	Describing the scenes in the visuals and audio-visuals			

# THE NIGERIAN HEALTH SYSTEM (CHE 247) DURATION : 30 HOURS

Programme	DIPLOMA IN COMMUNITY HEALTH		Course Code	CHE 247	UNITS	2.0
Course Title	THE NIGERIAN HEALTH SYSTEM		Duration	30 HOURS (2 Hours Lecture)		
Course Description	Nigerian Health System necessitate the full understanding of all health care providers including Community Health Workers in other to deliver appropriate health care services needed by the entire citizen.					
Goal	This Course is designed to enable the students understand the philosophy of Nigerian Health care system, concept of population and sustainable development.					
Objectives	<p>At the end of the unit, the learners should be able to:</p> <p><b>1.0 Explain the common terms relating to the healthcare system, evolution/ stages of development and policies in Nigeria</b></p> <p><b>2.0 Explain the philosophy of the Nigerian Health Care system</b></p> <p><b>3.0 Describe the various factors affecting health globally and in Nigeria</b></p> <p><b>4.0 Enumerate the influence of national sustainable development interventions on the health status of a nation</b></p> <p><b>5.0 Critical review of some health policy documents and implementation at different levels</b></p> <p><b>6.0 Discuss task shifting and sharing policy</b></p> <p><b>7.0 Describe task-shifting/sharing policy recommendations for frontline health care workers providing reproductive, maternal, Newborn and child care</b></p>					
TOPIC	PERFORMANCE OBJECTIVES			CONTENT		
1.0 Evolution of Healthcare systems in Nigeria, the common terms relating to the Healthcare system, evolution and policies in Nigeria	1.1	<p><i>On completion of this course, the students should be able to:</i></p> <p>Discuss the following :Health Policy, Health system, Population, Population Policy Development</p>	Concepts of Health, Health Policy, Health system, Population, Population Policy Development			
	1.2	Describe the various stages of development of health system in Nigeria	Stages of development of health system in Nigeria			

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			<p><u>Pre-independence</u></p> <ul style="list-style-type: none"> <li>• 1960-1975</li> <li>• 1975-1985 (emphasis on prevention)</li> <li>• 1985 - date (focus on PHC)</li> </ul>
	1.3	Explain policy issues and managerial tools in health development	<p>Policy issues and managerial tools in health development to include</p> <ul style="list-style-type: none"> <li>• Health information</li> <li>• Health manpower development</li> <li>• Health technology</li> <li>• Health research</li> <li>• Healthcare financing</li> </ul>
<p><b>2.0</b></p> <p><b>Philosophy of the Nigerian Health Care System</b></p>	2.1	Explain the philosophy of the Nigerian Healthcare system. Define Health	<p>Philosophy of health service provision:</p> <ul style="list-style-type: none"> <li>• Process</li> <li>• Structure</li> <li>• Ethics of health care</li> </ul>
	2.2	Discuss policy formulation	<p>Health in terms of:</p> <ul style="list-style-type: none"> <li>• Various definitions</li> <li>• Concepts</li> </ul>
	2.3	Discuss the National Health Act	<p>2.3 Policy formulation in terms of:</p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Process</li> <li>• Importance to health</li> </ul>
	2.4	Explain health policy, policy issues and managerial tools in health development  Discuss the Nigerian Strategic Health Development Plan (NSHDP)	<p>Health policy, policy issues and managerial tools in health development to include</p> <ul style="list-style-type: none"> <li>• Health information</li> <li>• Health manpower development</li> <li>• Health technology</li> <li>• Health research</li> </ul> <p>Health care financing</p> <p>National health Act 2014</p>
<p><b>3.0</b></p> <p><b>Factors affecting health globally and in Nigeria</b></p>	3.1	Explain the various factors affecting health globally and in Nigeria	<p>Factors affecting health globally and in Nigeria include: - Socio economic, cultural, environmental and personal factors</p>

			<ul style="list-style-type: none"> <li>• Political climate and Bureaucracy</li> <li>• Poverty and health</li> </ul>
<b>4.0 Influence of national development on the health status of a nation</b>	4.1	Describe approaches to health in different political systems and development levels (developed and developing)	Approaches to health in different political systems and development levels (developed and developing)
	4.2	Compare the status of health in a developing country to that of a developed country	<p>Comparison of the status of health in a developing country to that of a developed country based on:</p> <ul style="list-style-type: none"> <li>• Vital rates</li> <li>• Types of health problems</li> <li>• Stages of development</li> <li>• Contributing factors</li> <li>• Culture and practice</li> </ul>
<b>5.0 Review of some health policy documents and implementation at different levels</b>	5.1	Critical review of some health policy documents and implementation at different levels	<p>Review of some health policy document and implementation at :</p> <p>6.1.1 National level</p> <p>6.1.2 State level</p> <p>6.1.3 Local level</p>
<b>6.0 The concept of task shifting and sharing</b>	6.1	Define task shifting and task sharing	Definition of task shifting and task sharing
	6.2	Explain the justification for task shifting/sharing policy	Justification for task shifting/sharing
	6.3	Define the term signal functions	Definition of MNCH signal function and examples of such tasks per thematic area
<b>7.0 Task shifting/sharing policy recommendations for frontline health care workers providing reproductive, maternal, Newborn and child care</b>	7.1	Describe the various task shifting /sharing recommendations /policies for frontline health care workers that provide reproductive, maternal, Newborn and child care.	<p>The various task shifting / sharing recommendation policies for frontline health care workers that provides reproductive, maternal, New born and child care.</p>
			<p>➤ <b>OVERARCHING TASKS</b></p> <ul style="list-style-type: none"> <li>• Communicates effectively cross culturally to be able to provide holistic “women-centred” care</li> </ul>

			<ul style="list-style-type: none"> <li>• Establishes and fosters linkages between the community and the health facility</li> <li>• Promotes a culture of shared responsibility and partnership with individual women and families</li> <li>• Educates TBAs on role as advocates for institutional delivery</li> <li>• Collects and reports relevant data and collaborates in data analysis, case audits and use of data for decision making</li> </ul>
			<ul style="list-style-type: none"> <li>➤ <b>ANC TASKS</b> <ul style="list-style-type: none"> <li>• Identifies and refer pregnant women in the community to go to the antenatal clinic</li> <li>• Takes appropriate history by asking relevant questions</li> <li>• Conducts physical examination</li> <li>• Educates pregnant women and their families on danger signs in pregnancy and childbirth and assists birth planning and complication readiness. Provides preventive medication to pregnant women (orals only during ANC in the home) - Iron/folic acid, TT, IPTp-SP, LLITN ...)</li> <li>• Provides adherence education and support for HIV positive pregnant women on ART</li> <li>• Performs first-line management, lifesaving procedures and ensures effective referrals</li> <li>• identifies signs of prenatal complications (anaemia, pre-eclampsia, eclampsia, bleeding, malaria, other medical complications)</li> </ul> </li> <li>➤ <b>LABOUR AND DELIVERY TASKS</b> <ul style="list-style-type: none"> <li>• Performs vaginal examinations</li> <li>• Identifies onset of labour (and refers)</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Initiates and/or continues ARVs for HIV positive pregnant women</li> <li>• Uses partograph to monitor progress of labour, maternal and foetal well-being and takes appropriate action, including referral where required</li> <li>• Identifies signs of labour complications ( mal-presentations, prolonged and/or obstructed labour, hypertension, bleeding, and infection), performs first-line management, lifesaving procedures and ensures effective referrals</li> </ul> <p>➤ <b>POST-MISCARRIAGE</b></p> <ul style="list-style-type: none"> <li>• Screens women for STIs/HIV, takes first-line measures and measures effective referrals</li> <li>• Supports women living with HIV/AIDS, including through antiretroviral therapy</li> <li>• Provides supportive care including support by companion of choice</li> </ul>
			<p>➤ <b>IMMEDIATE POSTNATAL TASKS</b></p> <ul style="list-style-type: none"> <li>• Performs AMTSL</li> <li>• Administers uterotonic (oxytocin or misoprostol)</li> <li>• Performs manual removal of retained placenta with active bleeding</li> <li>• Refers woman with (if in retained placenta and no active bleeding)</li> <li>• Performs bi-manual compression of uterus in case of uncontrolled haemorrhage</li> <li>• Applies an anti-shock garment in case of uncontrolled haemorrhage</li> </ul>
			<p>➤ <b>IMMEDIATE NEWBORN CARE TASKS</b></p> <ul style="list-style-type: none"> <li>• Provides basic essential New born care (warm, dry, wrapping, cord care)</li> <li>• Helps the baby breath in the first one minute of birth (use of Ambu</li> </ul>



**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

		<p>bag with cup, Penguin bulbs syringes and mask)</p> <ul style="list-style-type: none"><li>• Promotes initiation of breastfeeding and educates mother on positioning and attachment for breastfeeding (at home delivery)</li><li>• Identifies New born (if in complications - (asphyxia, low birth weight, anomaly), performs first-line management,</li><li>• Performs lifesaving procedures and ensures effective referrals</li></ul>
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**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture method	Explanation	Listening	Relevant publications in the approaches	SAQs, long essay questions	Current, correct and complete list of reading materials
Brainstorming	Demonstration using visuals and audio-visuals	Responding to teacher's questions		Written assignments	
	Questioning			Short quizzes	
	Responding to students' questions			Take home assignments	
	Brainstorming			Individual and group work	



**SUPERVISED CLINICAL  
EXPERIENCE (SCE) II  
(CHE 248)  
DURATION : 90 HOURS**

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 24 8</b>	<b>UNITS</b>	<b>4.0</b>
<b>Course Title</b>	<b>SUPERVISED CLINICAL EXPERIENCE (SCE) II</b>	<b>Duration</b>	<b>90 HOURS (4 HRS PRACTIC AL)</b>		
<b>Course Description</b>	Early exposure of students to technical expertise will enable them gain mastery of the broad structure of practice and in addition ease their switch into the clinical settings				
<b>Goal</b>	This course is designed to expose students to adequate practical skills in client care				

<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Describe how to offer adequate care to various clients who attend healthcare facilities</b> <b>2.0 Explain how to monitor normal labour and provide child delivery services</b> <b>3.0 Explain the concept of respectful maternity care</b> <b>4.0 Discuss how to attend to simple prevailing health problems in the health facilities</b>		
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>CONTENT</b>	
<b>1.0 Care of clients who attend healthcare facilities</b>	1.1	<b><i>At the end of the unit, the learners should be able to:</i></b>  Describe how to offer adequate care to various clients who attend healthcare facilities	1.1 Diagnosing and monitoring conditions presented by clients according to Standing Orders: 1.1.1 Proficient use of diagnostic equipment 1.1.2 Referral of complicated cases to the superior officer or higher health facilities in accordance with the Standing Orders 1.1.3 Practicum on 1.1.1 and 1.1.2
<b>2.0 Monitoring normal labour and providing child delivery services</b>	2.1	Explain how to monitor normal labour and child delivery services	Monitoring normal labour and child delivery through 2.1.1 History taking 2.1.2 Monitoring the vital signs of the client 2.1.3 Reassuring the client 2.1.4 Danger signs in labour and child delivery e.g. foetal distress etc. (tachycardia) 2.1.5 Quantity of blood loss during labour and puerperium 2.1.6. Practicum on monitoring simple labour and child delivery
<b>3.0 Concept of respectful maternity</b>	3.1	Explain Respectful Maternity Care	Explain Respectful Maternity Care

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<b>care</b>			
<b>4.0 Attending to simple prevailing health problems in the facility</b>	4.1	Discuss how to attend to simple prevailing health problems in the health facilities	Diagnosis and treatment of health conditions in the health facility according to the Standing Orders
	4.2	Describe how to keep health records	Record keeping of the client seen and conditions treated
	4.3		Practicum on 4.1 and 4.2

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active listening	Visuals (pictures, charts etc.)	SAQs, MCQs,	Relevant publications in the approaches
Demonstration	Demonstration using visuals and audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Vivas	Current, correct and complete list of reading materials
Visuals (pictures, charts etc.)	Questioning	Responding to teacher's questions	Standing Order	Practical exams	
Audio-visual (video, compact disc, DVD, Internet)	Responding to students' questions	Describing the scenes in the visuals and audio-visuals		Written assignment	
Practicum		Hands-on practical			

# CARE OF OLDER PERSONS (CHE 251) DURATION: 15 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 251</b>	<b>UNITS</b>	<b>1.0</b>
<b>Course Title</b>	<b>CARE OF OLDER PERSONS</b>	<b>Duration</b>	<b>15 HOURS</b>		
<b>Course Description</b>	The increasing number of people living longer and longer lives has sparked worldwide debate over how to ensure that senior citizens age with dignity and are well cared for all over the world. Hence, the need to ensure that Community Health Extension Workers are equipped to handle this all-important aspect of healthcare.				
<b>Goal</b>	This course is designed to equip students with the knowledge and skills to provide health care services to the aged.				
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Describe the concept of ‘the older person’</b> <b>2.0 Discuss the resources and facilities available in the community and health facility to help older persons</b> <b>3.0 Discuss appropriate strategies and how resources and facilities can be utilized to care for the aged</b> <b>4.0 Discuss the international conventions on the care of older persons</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 Concept of ‘the older person’</b>	<i><b>On completion of this course, the student should be able to:</b></i>				
	1.1	Define the older persons	Definition of the older persons.		
	1.2	Discuss the process of aging	Process of aging		
	1.3	Explain the medical classification of older persons	Medical classification of older persons		
	1.4	Discuss the common problems affecting older persons	The common problems affecting older persons such as; <ul style="list-style-type: none"> <li>• Physical (failing sight and hearing, poor dentition etc.)</li> <li>• Mental problems</li> <li>• Psychological problems</li> <li>• Social problems</li> <li>• Economic problems</li> </ul>		
1.5	Discuss preventive measures and treatment according to Standing Orders	Preventive measures and treatment according to Standing			



**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

			Orders.
	1.6	Discuss family and community attitudes towards meeting the needs of older persons	Family and community attitudes towards meeting the needs of older persons
	1.7	Enumerate factors influencing the health of older persons	Factors influencing the health of older persons (lifestyle, financial status, social support, cultural practices, communication etc.)
<b>2.0 Resources and facilities available in the community for the aged</b>	2.1	Describe the resources and facilities available in the community health facility to help the aged and how to control them	Resources and facilities available in the community health facility to help the aged How to care for the aged with the available resources and facilities
	2.2	Describe types of services for the aged in the family, community healthcare facility	Types of services for the aged in the family, community Health care facility
<b>3.0 Strategies that can be utilised for the care of older people</b>	3.1	Discuss appropriate strategies and how these resources and facilities can be utilized to care for the aged	Strategies to guide how facilities and resources can be utilized for the care of the aged. For example, Development Committees, religious groups, friends, local associations, family meeting, use of older people's home etc.
<b>4.0 International Conventions</b>	4.1	Discuss international conventions on the care of older persons	4.1 Madrid International Plan of Action on Aging

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Visuals (pictures, charts, etc.)	Questions (oral)	Relevant publications in the approaches
Demonstration with visuals (pictures, charts etc.)	Demonstration using visuals and audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Long essay questions	Current, correct and complete list of reading materials
Audio visual (video, compact disc, DVD, Internet)	Questioning	Responding to teacher's questions		Written assignments	
Field visit to available facilities	Responding to students' questions	Describing the scenes in the visuals and audio-visuals		Short quizzes	
Resource persons (Care givers and the elderly)				Take home assignments	
				Individual and group work	

# CARE OF PERSONS WITH SPECIAL NEEDS (CHE 252) DURATION: 30 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 252</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>CARE OF PERSONS WITH SPECIAL NEEDS</b>	<b>Duration</b>	<b>30 HOURS (2 Hours Lecture)</b>		
<b>Course Description</b>	Caring for persons with special needs requires skills to attend to their needs and improve their quality of life while preventing situations that could lead to harmful exposure and conditions.				
<b>Goal</b>	This course is designed to equip the student with the knowledge and skills to manage persons with special needs				
<b>Objectives</b>	At the end of the unit, the learners should be able to: <b>1.0 Discuss persons with special needs</b> <b>2.0 Explain how to manage common conditions of persons with special needs</b> <b>3.0 Discuss the importance of social support for persons with special needs</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>	
<b>1.0 Handicapping Conditions</b>		At the end of the unit, the learners should be able to:		Persons with special needs	
	1.1	Identify persons with special needs			
	1.2	Explain handicapping conditions in people with special needs		Handicapping conditions in people with special needs	
	1.3	Enumerate common handicapping conditions in the community		1.1 Common handicapping conditions in the community include: <ul style="list-style-type: none"> <li>• Deafness</li> <li>• Epilepsy</li> <li>• Asthma</li> <li>• Diabetic</li> <li>• Blindness</li> <li>• Mental normality sub</li> </ul>	

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>2.0 Management of common handicapping conditions</b>	2.1	Demonstrate skills on managing common handicapping conditions in the clinic using the Standing Order	Practicum on the use of the Standing Order to manage common handicapping conditions in the clinic
	2.2	Demonstrate skills on how to refer clients to appropriate facilities	Practicum on referring clients with disabilities to appropriate facilities
<b>3.0 Social Support of persons with special needs</b>	3.1	Educate families of persons with special needs on the care and rehabilitation of persons with special needs	Education of families of persons with special needs on the care and rehabilitation of the persons with special needs  Work in collaboration with Community Development Committees to provide shelter for the people with special needs in the community
	3.2	Identify the resources in the community for the screening and care of the persons with special needs	Resources in the community for the screening and care of the persons with special needs
	3.3	Enumerate the importance of record keeping and types of records to be kept	Importance of record keeping 3.1.1 Record keeping of a register of names, sex, age and addresses and activity of persons with special needs 3.1.2 Keep a directory of persons, institutions, including; NGOs caring for persons with special needs

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture, Group discussions,	Explanation,	Active listening	Visuals (pictures of different people with different disabilities	Questions (oral)	Relevant publications in the approaches
Field trip to homes of people with disabilities	Demonstration, Using facilitators (People with disabilities)	Observing the teacher's demonstration, interacting with people with special needs	Internet for online resources	Group/individual work	Current, correct and complete list of reading materials
Invite facilitators/resource persons with disabilities)	Questioning and	Responding to teacher's questions		Continuous assessment test,	
Demonstration with visuals (pictures of different type of disability	Responding to students' questions etc.	Discussion on the experiences of people with different disabilities		End of semester examination	
Audio-visuals (video, compact disc) Internet etc.)					

# HEALTH STATISTICS

## (CHE 233)

### DURATION : 30 HOURS

Programme	<b>DIPLOMA IN COMMUNITY HEALTH</b>	Course Code	<b>CHE 233</b>	UNITS	<b>2.0</b>
Course Title	<b>HEALTH STATISTICS</b>		Duration	<b>30 HOURS</b>	
Course Description	Health statistics is an important tool to collect, collate and analyse data to enhance the understanding of health related conditions of a population or community. This will provide opportunities for designing, planning and implementing necessary measures to mitigate future occurrence.				
Goal	This course is designed to equip students with the knowledge and skills of statistics in relation to health.				
Objectives	At the end of the unit, the learners should be able to: <b>1.0 Describe the nature, scope and uses of statistics in the healthcare system</b> <b>2.0 Explain rates and ratio in health statistics</b> <b>3.0 Explain sampling techniques</b> <b>4.0 Explain variables</b> <b>5.0 Discuss the measures of Central Tendency</b>				
TOPIC	PERFORMANCE OBJECTIVES			CONTENT	
<b>1.0 Nature, scope and uses of statistics in health care system</b>		<b><i>On completion of this course the student should be able to:</i></b>			
	1.1	Define health and vital statistics		Definition of health and vital statistics	
	1.2	List various sources of health statistics		Sources of health statistics.	
	1.3	Explain the importance of vital statistics in health		Importance of vital statistics	
<b>2.0 Calculation of rates and ratios in health statistics</b>	2.1	Calculate different types of rates and ratios		Calculate the following rates: a. Crude birth and death rates b. Infant morbidity and mortality rates c. Maternal mortality ratio d. Life expectancy rate	
	2.2	Describe the common measurement of rate and attack rates		Common measurements of rate and attack rates	
<b>3.0 Sampling techniques</b>	3.1	Define sampling		Definition of sampling	
	3.2	Explain various types of sampling and their		Importance and types of sampling	

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		importance	techniques: <ul style="list-style-type: none"> <li>• Probability e.g. simple random, systematic, cluster and multistage</li> <li>• Non-probability e.g. convenience and purposive</li> </ul>
<b>4.0 Variables</b>	4.1	Define variables List types of variables	Definition of variables Types of variables
<b>5.0 Measures of Central Tendency</b>	5.1	Define Central Tendency	Definition of Central Tendency
	5.2	List, explain and compute the various measures of Central Tendency	Measures of Central Tendency: <ul style="list-style-type: none"> <li>• Mean</li> <li>• Median</li> <li>• Mode</li> </ul> 5.2.1 Computation of Mean, Median and Mode 5.2.2. Advantages and disadvantages of measures of central tendency

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active Listening	Visuals (pictures, charts, Computer with statistical packages e.g. Excel, SPSS etc.)	Questions (oral)	Relevant textbook
Demonstration with visuals (pictures, charts, computer, etc.)	Demonstration using the visuals and the audio-visuals	Observing the teacher's demonstration		Quiz	Current, correct and complete list of reading materials
Audio-visual (video, compact disc, DVD, Internet)	Questioning Responding to students' questions	Responding to teacher's questions		Written assignments	
		Describing the scenes in the visuals and audio-visuals		Practical assignment	
				Individual/Group work	
				End of Semester Examination	







**ESSENTIAL MEDICINES**  
**(CHE 254)**  
**DURATION : 30 HOURS**

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 254</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>ESSENTIAL MEDICINES</b>	<b>Duration</b>	<b>30 HOURS</b>		
<b>Course Description</b>	Efficient management of medicine supplies is integrally linked to a well-built health care system. Adequate human resources, sustainable financing, comprehensive information systems, and coordinated health care partners and institutions at the community level are key components to guarantee continuous availability and accessibility of essential medicines.				
<b>Goal</b>	This course is designed to equip students with the knowledge and skills to enable students manage essential medicines and drug revolving fund.				
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to achieve the following:</p> <p><b>1.0 Describe the management of Essential Medicines and supply system.</b></p> <p><b>2.0 Explain the methods used in the quantification of medicines</b></p> <p><b>3.0 Discuss the concept and management of the Drug Revolving Fund (DRF)</b></p> <p><b>4.0 Describe the pharmacology of medicines in the Essential Drug List</b></p> <p><b>5.0 Discuss the control and monitoring of quality of medicines</b></p>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 Management of essential medicines and supply system</b>		<b><i>At the end of the unit, the learners should be able to:</i></b>		Definition of essential medicines, management of essential medicines and supplies system  Objective of the National Essential Drug Programme (NEDP)  Steps for management of essential drugs programme  National Essential Medicines List under the following headings: Analgesics, anti-convulsants, anti-allegics, anti-dotes, anti-infectives (i.e. amoebicides, anthelmintics, antimalarials, antibacterials etc.), cardiovascular drugs, diuretics, gastro-intestinal drugs, hormones and synthetic substitutes etc. 1.4.1. Criteria for selecting essential	
	1.1	Define essential medicines, management of essential medicines and supplies system			
	1.2	Explain the objective of the National Essential Drugs Programme (NEDP)			
	1.3	Describe the steps for management of essential drugs programme			
1.4	Describe National Essential Medicines List				

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

			drugs i.e. factors considered for inclusion of certain drugs
	1.5	List the steps for ordering drugs	1.5 Ordering of drugs 1.5.1 Steps involved in stocking drugs
	1.6	Discuss stock taking of medicines	1.6.1 Expiry dates of medicines 1.6.2 Stock cards for inventory of medicine 1.6.3 Basic contents of the stock cards which should include: facility name, date, name of medicine, quantity received, quantity issued, quantity at hand, quantity on order, quantity lost/ imbalanced 1.6.4. Minimum quantity of medicines to be stocked 1.6.5. Steps involved in issuing medicines
<b>2.0 Quantification of drugs</b>	2.1	Explain the methods used in the quantification of drugs	Methods used in the quantification of drugs (i.e. how to calculate the drug needs/requirements of a community and ordering the appropriate quantity)
<b>3.0 Drug Revolving Fund (DRF)</b>	3.1	Discuss the concept and management of the Drug Revolving Fund (DRF)	Concept of Drug Revolving Fund (DRF) 3.1.1 Steps for setting up a DRF 3.1.2 Advantages of DRF 3.1.3 Reasons why DRF fail
<b>4.0 Basic pharmacology of drugs in the Essential Drug List</b>	4.1	Describe the basic pharmacology of drugs in the Essential Medicines List	Basic pharmacology of the drugs in the Essential Medicines List under the following headings: <ul style="list-style-type: none"> <li>• Generic name</li> <li>• Indications and dosage</li> <li>• Contra-indications, toxicity, etc.</li> </ul>
	4.2	Discuss Pharmacovigilance and the steps involved	Pharmacovigilance
<b>5.0 Quality of medicines</b>	5.1	Explain quality of medicines	Quality of medicines
	5.2	Describe maintenance of medicine quality	Maintenance of medicine quality How to prevent damages and contamination 5.2.2 How to prevent pests and fire 5.2.3 How to control temperature and theft

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	5.3	Discuss the control and monitoring of quality of medicines	Control and monitoring quality of medicines 5.3.1 Reasons for poor quality of medicines in the clinic i.e. wide spread counterfeit medicines due to high humidity and temperature, poor quality assurance from manufacturers etc. 5.3.2 New quality assurance methods for detecting fake and adulterated medicines i.e. use of text messages to confirm quality of drugs
	5.4	Discuss implications of giving or dispensing substandard/ fake medicines	Implications of giving or dispensing substandard/ fake medicines
<b>6.0 Emerging issues and experiences on drug use</b>	6.1	Discuss setting up campaigns on how to deal with counterfeit drugs and reporting adverse drug reactions	Setting up campaigns on how to deal with counterfeit drugs and reporting adverse drug reactions
	6.2	Discuss emerging problems and experiences on the field with respect to appropriate use of essential drugs	Emerging problems and experiences on the field with respect to appropriate use of essential drugs
	6.3	Suggestions on how to prevent distribution of substandard drugs to patients.	Suggestions on how to prevent distribution of substandard drugs to patients.
<b>7.0 Minimising drug use errors</b>	7.1	Discuss the use of drug aids to avoid/minimise drug use errors	Use of job aids to avoid/minimise drug use errors
	7.2	Explain the types of instructions to give clients before and after dispensing drugs	Types of instructions to give clients before and after dispensing drugs under the following headings: <ul style="list-style-type: none"> <li>• How to use the medicine</li> <li>• What to use to swallow the medicine</li> <li>• Information on indications of the medicine as well as the side effects that may be encountered</li> <li>• Importance of completing the use of the medicine</li> <li>• How to keep the remaining medications after completion of dosage</li> <li>• Referral</li> </ul>

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Active listening	Visuals (pictures, charts, etc.)	SAQs, long essay questions	Relevant publications in the approaches
Demonstration	Demonstration	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Written assignments	Current, correct and complete list of reading materials
Visuals (pictures, charts, etc.)	Use of visuals and audio-visuals	Responding to teacher's questions			
Audio-visuals (video, compact disc, DVD, Internet)	Questioning	Describing the scenes in the visuals and audio-visuals			
Case scenarios	Responding to students' questions				
Group discussions					

# HUMAN RESOURCE FOR HEALTH (CHE 255)

## DURATION : 15 HOURS

Programme	<b>DIPLOMA IN COMMUNITY HEALTH</b>	Course Code	<b>CHE 255</b>	UNITS	<b>1.0</b>
Course Title	<b>HUMAN RESOURCE FOR HEALTH</b>		Duration	<b>15 HOURS</b>	
Course Description	Human resource training provides innovative skills, behaviours and strategies for promoting staff development and retaining a talented, flexible and diverse workforce				
Goal	This course is designed to equip students with the knowledge and skills needed to organise human resources training and seminar presentations.				
Objectives	At the end of the unit, the learners should be able to:  <b>1.0 Describe the concept of Human Resources training</b> <b>2.0 Describe how to plan training activities targeted at Human Resources</b> <b>3.0 Discuss the concept of budget.</b> <b>4.0 Demonstrate how to make presentation in a seminar.</b>				
TOPIC	PERFORMANCE OBJECTIVES			CONTENT	
<b>1.0 Concept of training Human Resources</b>		<b><i>On completion of this course, the student should be able to:</i></b>			
	1.1	Define Human Resource	Definition of Human Resources training.		
	1.2	Explain types of training for Human Resources	Types of training for Human Resources. E.g. in-service training, on-job training, pre-service etc.		
	1.3	Discuss the importance of Human Resource training	Importance of Human Resource training		
	1.4	Discuss the human resource needs of PHC	Human resources needs, cadre by cadre in PHC include: CHO, CHEW, JCHEW, Nurses/Midwives, EHO, MRO, Pharmacist, Technician, etc.		
<b>2.0 Planning for Human Resources training</b>	2.1	Identify staff training needs using simple training assessment methods	Identify staff training needs using simple training assessment methods		
	2.2	Discuss staff training needs with the superior officer	Discuss staff training needs with the superior officer(CHO)		
	2.3	Collaborate with other members of staff in	Collaborate with other members of staff and Health related organisations		



**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

		planning, implementation and evaluation of training needs of JCHEW, VVHWs, VDC/WDC and TBAs	in planning, implementation and evaluation of training needs, of JCHEW, VVHWs, VDC/WDC and TBAs
	2.4	Assist JCHEW to develop training programme for VVHWs and TBAs	How to provide assistance to JCHEW to develop training Programme for VVHWs and TBAs
	2.5	Assist other State and Federal level trainers to train JCHEW, VVHWs/TBAs.	How to provide assistance to other State and Federal level trainers to train JCHEW, VVHWs/TBAs.
<b>3.0 Budgeting</b>	3.1	Define Budget	Definition of Budget
	3.2	Identify needed budget items	Needed budget items such as per diem, materials(consumables and non-consumables), feeding, accommodation, transport etc.
<b>4.0 Seminar presentation</b>	4.1	Discuss the concept and principles of seminar presentation	Concept and principles of seminar presentations 4.2.1 Uses, methods, advantages and disadvantages of seminar presentations
	4.2	Demonstrate how to present a seminar	Practicum on how to present a seminar.
	6.5		

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Visuals (pictures, charts, etc.)	SAQs, Long answer questions ,	Relevant publications in the approaches
Demonstration with visuals (pictures, charts, etc.)	Demonstration using the visuals and the audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Written assignment	Current, correct and complete list of reading materials
Audio-visuals (video, compact disc, DVD, Internet)	Questioning	Return demonstration			
Group work and presentations	Responding to students' questions	Responding to teacher's questions			
		Describing the scenes in the visuals and audio-visuals			

# RESEARCH METHODOLOGY

## (CHE 256)

### DURATION: 30 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 256</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>RESEARCH METHODOLOGY</b>		<b>Duration</b>	<b>30 HOURS</b>	
<b>Course Description</b>	Research is necessary for human development. Understanding research and making use of the findings will increase the competency of Community Healthcare workers and improve their health care service delivery.				
<b>Goal</b>	This course is designed to equip the student with the knowledge and skills of research methodologies and their application.				
<b>Objectives</b>	<p>At the end of the unit, the learners should be able to:</p> <p><b>1.0 Discuss the concept of research</b>  <b>2.0 Describe the methods of data collection</b>  <b>3.0 Discuss the methods of data analysis and presentation</b>  <b>4.0 Demonstrate skills in research report writing</b></p>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>	
<b>1.0 The concept, nature and importance of research</b>		<b><i>On completion of this course, the student should be able to:</i></b>			
	1.1	Explain the meaning, nature and importance of research			The meaning, nature and importance of research
	1.2	Discuss various types of research: historical, experimental, descriptive, etc.			Various types of research: historical, experimental, descriptive, etc.
<b>2.0 Methods of data collection</b>	2.1	Define data			
	2.2	State the two types of data i.e. primary and secondary data			Definition of data - two types of data i.e. primary and secondary data
	2.3	Explain the methods of collecting data: observation, questionnaire, experiment, interview, etc.			The methods of collecting data: observation, questionnaire, experiment, interview, etc.
	2.4	Discuss sampling and sampling techniques i.e. probability and non-probability sampling			Sampling and sampling techniques

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		techniques	i.e. probability and non-probability sampling techniques
<b>3.0 Methods of data analysis and presentation</b>	3.1	Describe the various statistical techniques for data analysis and presentation: frequency distribution, percentage, parametric and non-parametric test.	Various statistical techniques used for data analysis (parametric and non-parametric statistics).
	3.2	Explain methods of data presentation	Methods of data presentation
<b>4.0 Writing a research report</b>	4.1	Explain the general format for report writing in research	General format for report writing in research
	4.2	Write a research report	Research report (Product).

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Relevant publications in the approaches	Questions (oral)	Current, correct and complete list of reading materials
Audio-visual (Internet)	Demonstration	Responding to teacher's questions	Visuals (pictures, charts, maps, etc.)	Written assignments	
Brainstorming	Using audio-visuals	Describing the scenes in the visuals and audio-visuals	Audio-visuals (Internet)	Short quizzes	
Practical : Group conduct of a small research	Questioning			Take home assignments	
Practical group writing and presentation of a research report	Responding to students' question			Individual and group work	
	Brainstorming				

# SUPERVISED COMMUNITY-BASED EXPERIENCE (SCBE) (CHE 258) DURATION: 120 HOURS

Programme	DIPLOMA IN COMMUNITY HEALTH		Course Code	CHE 258	UNITS	4
Course Title	SUPERVISED COMMUNITY BASED EXPERIENCE (SCBE)		Duration	120 HOURS		
Course Description	Community based experience will orientate students towards the social context of practice, ease their transition into the community, motivate them, make them more confident to approach clients in the community and make them more aware of themselves and the entire community.					
Goal	This course is designed to expose the students to adequate practical skills in client care					
Objectives	At the end of the unit, the learners should be able to:  <b>1.0 Draw the sketch map of a community</b> <b>2.0 Explain how to assess the community's health problems using health talk</b>					
TOPIC	PERFORMANCE OBJECTIVES				CONTENT	
<b>1.0 Mapping, needs assessment and community mobilization</b>	1.1	<p><b><i>At the end of this experience, the learners should be able to:</i></b></p> <p>a. Draw a social map of the community</p> <p>b. Conduct a needs assessment of the community</p> <p>c. Carry out and evaluate the community mobilization</p>	<p>Students will be attached to a community and carry out the following activities under supervision:</p> <p><u>Assignment I</u></p> <p>a. Draw a map of the community showing the road network, neighbourhood, and health facilities</p> <p>b. Conduct a needs assessment in the assigned</p>			

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			<p>neighbourhood</p> <ul style="list-style-type: none"> <li>c. Use the results of the needs assessment to identify major health problems to be addressed for health assessment</li> <li>d. Prepare a community mobilization plan on one of the priority health problems identified</li> <li>e. Conduct and evaluate the community mobilization</li> <li>f. Share experiences with community leaders and members</li> </ul>
<b>2.0 Health issues in the community</b>	2.1	<ul style="list-style-type: none"> <li>a. Assess health issues in the community that can be addressed through health talks</li> <li>b. Demonstrate how to conduct a health talk</li> </ul>	<p><u>Assignment II</u></p> <ul style="list-style-type: none"> <li>a. Assess health issues in the community that can be addressed through health talks</li> <li>b. Prepare a format for conducting health talks on the identified issue</li> <li>c. Conduct health talks on the identified issue at community level</li> <li>d. Evaluate the outcome of the health talk at community level</li> <li>e. Share experiences with community leaders and members.</li> </ul>

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Visuals (pictures, charts, maps, etc.)	Questions (oral)	Relevant publications in the approaches
Demonstration with visuals (pictures, charts, maps, etc.) and return demonstrations on health issues	Demonstration using the visuals and the audio-visuals	Observing the teacher's demonstration		Written assignments	Current, correct and complete list of reading materials
Field visits	Questioning	Responding to teacher's questions		Field visit reports	
Lecture	Responding to students' questions	Demonstrate how to conduct health talks			
		Community mapping and drawing sketch maps			



# PRIMARY HEALTH CARE MANAGEMENT (CHE 261) DURATION: 30 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 261</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>PRIMARY HEALTH CARE MANAGEMENT</b>		<b>Duration</b>	<b>30 HOURS</b>	
<b>Course Description</b>	The managerial process refers to organisation and management infrastructure that exist at various levels (village, wards and LGAs) in primary Health Care implementation. Management is essentially designed to equip the student with managerial knowledge and skills for PHC implementation.				
<b>Goal</b>	This course is designed to equip the student with managerial knowledge and skills for PHC implementation				
<b>Objectives</b>	At the end of the unit, the learners should be able to:  <b>1.0 Discuss the concepts of management</b> <b>2.0 Explain the functions of management</b> <b>3.0 Describe health planning</b> <b>4.0 Explain the organizational structure of PHC management in Nigeria</b> <b>5.0 Describe PHC under One Roof (PHCUOR)</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>			<b>CONTENT</b>	
<b>1.0 The concepts of management</b>	1.1	On completion of this course, the student should be able to:  1.1 Define management		Definition of management	
	1.2	Discuss the principles of management		The principles of management	
	1.3	1.2 Define supervision a. Describe the types of supervision b. Outline the qualities of a good supervision c. Outline the purpose of supervision in PHC		Definition of supervision a. Types of supervision b. Qualities of a good supervision c. The purpose of supervision in PHC d. PHC Supervisory Guide	

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		<p>d. Explain the PHC supervisory guide</p> <p>e. Describe the supervisory check list</p>	<p>e. The PHC supervisory check list</p>
	1.4	<p>Define delegation</p> <ul style="list-style-type: none"> <li>• Discuss the merits and demerits of delegation</li> <li>• Describe the problems associated with delegation</li> </ul>	<p>Definition of delegation</p> <ul style="list-style-type: none"> <li>• The merits and demerits of delegation</li> <li>• The problems associated with delegation</li> </ul>
	1.5	<p>Define leadership</p> <ul style="list-style-type: none"> <li>• Describe types of leaders</li> <li>• Describe the various leadership styles</li> </ul>	<p>Definition of leadership</p> <ul style="list-style-type: none"> <li>• Types of leaders</li> <li>• Various leadership styles</li> </ul>
	1.6	<p>Define motivation</p> <ul style="list-style-type: none"> <li>• Describe the principles of motivation</li> <li>• Outline the different types of motivational factors for PHC Management</li> </ul>	<p>Definition of motivation</p> <ul style="list-style-type: none"> <li>• Principles of motivation</li> <li>• Different types of motivational factors for PHC Management</li> </ul>
	1.7	<p>Define management by objective</p> <ul style="list-style-type: none"> <li>• Describe the principles of management by objectives</li> <li>• Describe the problems associated with management by objective</li> </ul>	<p>Definition of management by objective</p> <ul style="list-style-type: none"> <li>• Principles of management by objectives</li> <li>• Problems associated with management by objective</li> </ul>
<b>2.0 Functions of management</b>	2.1	<p>Management functions to include:</p> <p>Planning, controlling, organizing, staffing, directing, reporting, budgeting implementation, monitoring and evaluation</p>	<p>Management functions to include:</p> <p>Planning, controlling, organizing, staffing, directing, reporting, budgeting implementation, monitoring and evaluation</p>
<b>3.0 Health planning</b>	3.1	<p>Define Health Planning</p>	<p>Definition of Health Planning</p>
	3.2	<p>Describe steps in health planning</p> <p>List those involved in health planning</p>	<p>Steps in health planning</p>
	3.3		<p>Those involved in health planning</p>

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<b>4.0 Organizational structure of PHC management in Nigeria</b>	4.1	Describe the job, who is to do the job, where and when	The job, who is to do the job, where and when?
	4.2	Describe how the job relates to other jobs	How the job relates to other jobs
	4.3	Describe resources allocation manpower (money and material)	Resources allocation manpower (money and material)
	4.4	Describe the smooth flow of clients to clinic	The smooth flow of clients to clinic
<b>5.0 PHC Under One Roof</b>	5.1	Explain the PHC management structures at various levels	PHC management structures at (a) Village Development Committee (b) The Ward Development Committee (c) LGA department/ Technical committee (d) State Primary Health Care Development Agency (e) National Primary Health Care Development Agency
	5.2	Define the composition, terms of reference and functions of the various PHC management structures listed in 5.1 above	
	5.3	List the challenges faced by each of the management structures	Composition, terms of reference and functions of the various PHC management structures  Challenges faced by each of the management structures

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Relevant publications in the approaches	Questions (oral)	FRN NPHCDA ' National Guidelines for Development of Primary Health Care System in Nigeria' Fourth revised edition June 2012.Other reading materials
Audio-visual (Internet)	Demonstration using audio-visuals	Responding to teacher's questions	Visuals (pictures, charts, maps, etc.)	Written assignments	
Brainstorming	Questioning	Describing the scenes in the visuals and audio-visuals	Audio-visuals (Internet)	Short quizzes	
	Responding to students' questions			Take home assignments	
Field visits to various structures during their meetings	Brainstorming			Individual and group work	

# REFERRAL SYSTEM AND OUTREACH SERVICES (CHE 262) DURATION : 30 HOURS

Programme	DIPLOMA IN COMMUNITY HEALTH		Course Code	CHE 262	UNITS	2.0
Course Title	REFERRAL SYSTEM AND OUTREACH SERVICES			Duration	30 HOURS	
Course Description	An effective referral system ensures a close relationship between all levels of the health system and facilitates access to the best possible care closest to where people live or work. Outreach services on the other hand ensure improved access and reduction in geographical or socio-economic barriers to services.					
Goal	This course is designed to equip students with the knowledge and skills required to conduct referral and outreach services in the community					
Objectives	At the end of the unit, the learners should be able to:  <b>1.0 Describe the 2-way referral system</b> <b>2.0 Explain the concept of outreach services</b>					
TOPIC	PERFORMANCE OBJECTIVES			CONTENT		
1.0 Introduction to Referral System		<b><i>On completion of this course the students should be able to:</i></b>				
	1.1	Define referral services			Definition of referral services	
	1.2	Explain how to fill in HMIS tools and the two-way referral form correctly			The two-way referral system: <ul style="list-style-type: none"> <li>• HMIS tools used for two-way referrals including the referral form and record keeping</li> <li>• Diagram of the 2-way referral system showing normal and emergency paths</li> </ul>	
	1.3	Draw the diagram of the 2-way referral system showing normal and emergency paths			Training skills required to teach JCHEW's, VVHWS/TBAs and other community health extension workers on the use of 2-way referral system	
1.4	Demonstrate skills required to train JCHEW's,			Criteria for identifying clients to be		

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		VVHWS/TBAs and other community health extension workers on the use of 2-way referral system	referred
	1.5	Describe the criteria for identifying clients to be referred	Advantages of a 2-way referral system
	1.6	Enumerate advantages of 2-way referral system	Facilitators and constraints of 2-way referral system
	1.7	Discuss the facilitators and constraints of a 2-way referral	
	1.8	Discuss the levels of referrals	Levels of referrals
<b>2.0 Outreach services</b>	2.1	Define outreach services	Definition of outreach services
	2.2	Describe the rationale for outreach services	Rationale for outreach services
	2.3	Conduct practical sessions on how to conduct and implement outreach services	Steps in planning outreach services – <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Strategies</li> <li>• Meeting with C.D.C</li> <li>• Logistics, materials, staff</li> <li>• Accommodation for services</li> </ul>
	2.4	Demonstrate the use of Outreach toolkit, materials and equipment	Outreach toolkit, materials and equipment
	2.5	Explain the concept of "Mobile Health Clinic" and its operations	Mobile Health Clinic and its operations, Mode of outreach and mobile health services
	2.6	Discuss the different types of specialised services provided during outreaches	Specialised services during outreach i.e. Ante natal care, Immunisation, General Outpatient services etc.
	2.7	Explain the use of different record keeping and outreach services tools	Use of different record keeping and outreach services tools
	2.8	Explain the barriers and enablers for outreach services	Barriers and enablers for outreach services

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Brainstorming	Questioning	Active listening	Relevant publications in the approaches	Questions (oral)	Relevant publications in the approaches
Lecture	Responding to students' questions and clarifying points	Observing the teacher's demonstration	Visuals (pictures, charts, etc.)	Written assignments	Current, correct and complete list of reading materials
Case study/scenarios	Explanation	Return demonstration by students on the use of outreach toolkits and equipment	Audio-visuals (video, compact disc, DVD, Internet)	Short quizzes	
Demonstration, visuals (pictures, charts, etc.)	Demonstrate the use of outreach kits equipment and tools	Responding to teacher's questions	Medical equipment	Group work and presentation	
Display Audio-visuals (video, compact disc, DVD, Internet)	Supportive supervision during field trips	Describing the scenes in the visuals and audio-visuals		Practicum/field trip reports	
Field visits (plan, implement and evaluate outreach programmes)				Long essays	
Practicum on the use of referral and MIS tools				MCQs	

# ACCOUNTING SYSTEM IN PRIMARY HEALTH CARE (CHE 263) DURATION: 15 HOURS

Programme	DIPLOMA IN COMMUNITY HEALTH	Course Code	CHE 263	UNITS	1.0
Course Title	ACCOUNTING SYSTEM IN PRIMARY HEALTH CARE			Duration	15 HOURS
Course Description	Accounting measures process and communicates financial information about an organisation's economic activities including the primary health centres. It also conveys this information to a variety of users including investors, creditors, management, and regulators.				
Goal	This course is designed to equip the student with the knowledge and skills to enable him/her operate a simple accounting system.				
Objectives	At the end of the unit, the learners should be able to: <b>1.0 Describe the basic principles of accounting systems</b> <b>2.0 Discuss the difference between government and commercial accounting procedures</b> <b>3.0 Identify the various books used in accounting</b> <b>4.0 Discuss the concept of budgeting</b>				
TOPIC	PERFORMANCE OBJECTIVES			CONTENT	
1.0 Principles of accounting		<b><i>At the end of the unit, the learners should be able to:</i></b>		Definition of accounting system in PHC	
	1.1	Define accounting systems in PHC			
	1.2	Describe principles of accounting			
	1.3	Describe types of money		Types of money (invisible and visible)	
2.0 Differences between government accounting and commercial accounting	2.1	Discuss the differences between government accounting and commercial accounting procedures		Differences between government accounting and commercial accounting procedures	



**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>procedures</b>			
<b>3.0 Book keeping in accounting</b>	3.1	Describe books used in accounting	Books used in accounting: Book of original entry, Ledger, Cash Book, Imprest, Stock Account Book, Balance Sheet, Voucher Sheet, Vouchers, Invoices, etc.
	3.2	Describe double entry Book-Keeping system	Describe double entry Book-Keeping system
	3.3	Describe a petty cash Impress system	Petty cash Impress system
	3.4	Define budget	Definition of budget 3.1.3 The implication and effects of improper budgeting
	3.5	Describe financial report	Financial report
	3.6	Describe how to order, receive and stock supplies	How to order, receive and stock supplies
	3.7	Describe how to keep inventory of expendable supplies	How to keep inventory of expendable supplies
<b>4.0 Budgeting</b>	4.1	Define budget	Definition of budget
	4.2	Explain the effects of improper budgeting	Effects of improper budgeting
	4.3	Explain a financial report	Financial report
	4.4	Discuss drug revolving fund account	Drug revolving fund account
	4.5	Discuss cost recovery in primary healthcare system	Cost recovery in primary healthcare system

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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Visuals (pictures, charts, etc.)	Questions (oral)	Relevant publications in the approaches
Demonstration	Demonstration using the visuals and the audio-visuals	Observing the teacher's demonstration	Audio-visuals (video, compact disc, DVD, Internet)	Written assignments	Current, correct and complete list of reading materials
Visuals (pictures, charts, etc.,)	Questioning	Return demonstration			
Audio-visual (video, compact disc, DVD, Internet)	Responding to students' questions	Responding to teacher's questions			
		Describing the scenes in the visuals and audio-visuals			
		Listening			

# HEALTH MANAGEMENT INFORMATION SYSTEM (CHE 264)

## DURATION : 30 HOURS

Programme	DIPLOMA IN COMMUNITY HEALTH	Course Code	CHE 264	UNITS	2.0
Course Title	HEALTH MANAGEMENT INFORMATION SYSTEM		Duration	30 HOURS	
Course Description	Health Management Information System (HMIS) is the provision of appropriate infrastructure and establishment of mechanisms and procedures for collecting and analysing health data to provide information. It can be used to derive information about health status, health care provision and use of services.				
Goal	This course is designed to equip students with the knowledge and skills of Health Management Information System for monitoring and evaluation in health care delivery.				
Objectives	<p>At the end of the unit, the learners should be able to:</p> <p><b>1.0 Explain the concept of a Health Management Information System (HMIS)</b>  <b>2.0 Describe the various levels of data collection for HMIS</b>  <b>3.0 Explain the concept of monitoring and evaluation</b>  <b>4.0 Explain the various health indicators for appropriate intervention</b>  <b>5.0 Describe District Health Information System (DHIS)</b></p>				
TOPIC	PERFORMANCE OBJECTIVES		CONTENT		
1.0 Health Management Information System (HMIS)		<i><b>On completion of this course, the student should be able to:</b></i>	Health Management Information System		
	1.1	Explain the concept of a Health Management Information System			
	1.2	Explain the importance of HMIS			
	1.3	Describe the data management cycle	Data management cycle		
2.0 HMIS tools/data collection for HMIS and Community Health Management	2.1	List HMIS data collection tools for the National Health Management Information System and Community Health Management Information System	HMIS data collection tools for the National Health Management Information System and Community Health Management Information System		
	2.2	2.2 Describe health information/ data flow	2.1	Health information/ data flow	

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<b>Information System</b>	2.3	List the records/data collection registers and format at all levels	Types of records/data collection registers at all levels: PHC - <ul style="list-style-type: none"> <li>• Child Health Care and Treatment Card, PHC Personal Health Care and Treatment Card</li> </ul> Community Level – <ul style="list-style-type: none"> <li>• VVHWs/TBAs Pictorial Record of Work, Community Demographic Profile, Community Pregnancy Profile, Community Family Planning Profile</li> </ul> Health facility/Ward level <ul style="list-style-type: none"> <li>• Clinic master card, NHMIS register and format</li> </ul> Local Government Level <ul style="list-style-type: none"> <li>• NHMIS register and formats and monthly summary forms</li> </ul>
	2.4	Describe how to monitor register of births and deaths and explain their significance	How to monitor register of births and deaths <ul style="list-style-type: none"> <li>• Significance of monitoring births and deaths</li> </ul>
	2.5	Explain the flow of information under the national PHC programme	Flow of information under the national PHC programme as beginning from the community to health facility to district to L.G.A to State and Federal levels
<b>3.0 Concept of monitoring and evaluation</b>	3.1	Define monitoring and evaluation	Definition of monitoring and evaluation
	3.2	Discuss the importance of monitoring and evaluation in health services and programmes	Importance of monitoring and evaluation in health services and programmes
<b>4.0 Health indicators for appropriate interventions</b>	4.1	Define health indicators	Health indicators (e.g. Fertility, morbidity, mortality rates)
	4.2	List types of health indicators	Uses of indicators for various health assessments and interventions (to monitor trends, to assess needs, to assess the effect of interventions, to assess policy impact)
	4.3	Use appropriate indicators for various health assessment and intervention	
<b>5.0 District Health Information</b>	5.1	Describe the concept of District Health Information System (DHIS)	Concept of District Health Information System (DHIS)

**CURRICULUM: DIPLOMA IN COMMUNITY HEALTH FOR COMMUNITY HEALTH EXTENSION WORKERS (CHEWS)**

<b>System (DHIS)</b>	5.2	Explain the use of DHIS for data entry and analysis	Data entry and analysis using DHIS
	5.3	Discuss the importance of dissemination of Information for planning and policy formulation	Importance of dissemination of data and information for planning and policy formulation

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening to Lectures	Relevant publications	Questions (oral)	Relevant publications in the approaches
Review of sample records	Demonstration using sample health record	Explanation of reviewed sample records	Sample health records	Written individual and group assignments	Current, correct and complete list of reading materials
Resource persons from department of planning and health statistics	Questioning	Return demonstration on how to use various forms		SAQs and long essay questions	
	Responding to students' questions	Responding to teacher's questions			

# RESEARCH PROJECT (CHE 265) DURATION: 60 HOURS COMMUNITY HEALTH

Programme	DIPLOMA IN COMMUNITY HEALTH		Course Code	CHE 265	UNITS	4.0
Course Title	RESEARCH PROJECT			Duration	60 HOURS	
Course Description	Research Project is a core course that enables Community Health Care workers to have practical experience on how to carry out an empirical research in the community.					
Goal	This course is designed to equip the student with the knowledge and skills to carry out an empirical research in the community.					
Objectives	At the end of the unit, the learners should be able to:  <b>1.0 Demonstrate how to write and present research projects on health related topics</b>					
TOPIC	PERFORMANCE OBJECTIVES			CONTENT		
1.0 How to write and present a research project on health related topics	1.1	<i>On completion of this course, the student should be able to:</i>  Define a research proposal	On completion of this course, the student should be able to:  Definition of research proposal			
	1.2	Explain the types of research proposals	Types of research proposals			
	1.3	Features of a research proposal	Features of a research proposal: a. Cover Page (title, author, institution, date) b. Abstract/Executive Summary c. Statement of Research Problem and Justification/Literature review ( <i>background, what is to be accomplished, questions to be addressed, hypothesis to be tested</i> ) d. Research Objectives-general and specific ( <i>short and long term</i> ) e. Expected Results f. Research Methods g. Participating Institutions & Personnel h. Timetable (Activity schedule/Implementation Plan) i. Budget			

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			j. Resume of Researchers k. Appendixes
	1.4	Write a small research proposal using the guidelines from 1.3 above	Presentation of a research proposal

<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Relevant publications in the approaches	Questions (oral)	Current, correct and complete list of reading materials
Audio-visual (Internet)	Demonstration using audio-visuals	Responding to teacher's questions	Visuals (pictures, charts, maps, etc.)	Written assignments	
Brainstorming	Questioning	Describing the components of research proposal	Audio-visuals (Internet)	Short quizzes	
Practical writing of a research proposal	Responding to students' questions	Writing a research proposal		Take home assignments	
Field visits to a research implementing site	Brainstorming			Individual and Group work	
Resource persons					

# COMMUNITY BASED NEWBORN CARE (CHE 257)

DURATION : 60 HOURS

<b>Programme</b>	<b>DIPLOMA IN COMMUNITY HEALTH</b>	<b>Course Code</b>	<b>CHE 257</b>	<b>UNITS</b>	<b>2.0</b>
<b>Course Title</b>	<b>COMMUNITY BASED NEWBORN CARE</b>		<b>Duration</b>	<b>60 HOURS</b>	
<b>Course Description</b>	Many deliveries still take place at home and most of the Newborn deaths occur at home in Nigeria. Events around birth and the first week of life are keys to the survival of the Newborn. Provision of community based care for the Newborn is instrumental to bridging the gap of care that exists between the facility and the community.				
<b>Goal</b>	This course is designed to teach community health practitioners to care for mothers and Newborns in the community, assess for danger signs, and assist families in accessing clinical care when necessary.				
<b>Objectives</b>	At the end of the unit, the learners should be able to:  <b>1.0 Define perinatal and neonatal mortality</b> <b>2.0 Explain the main causes of neonatal mortality</b> <b>3.0 Describe intervention packages that have been found to be beneficial in newborn care at community level</b> <b>4.0 Demonstrate how to implement beneficial intervention packages in new born care at the community level</b>				
<b>TOPIC</b>	<b>PERFORMANCE OBJECTIVES</b>		<b>CONTENT</b>		
<b>1.0 Definition of Perinatal and neonatal mortality</b>	1.1	<i>On completion of this course, the student should be able to:</i> Define perinatal	Definition of perinatal mortality		
	1.2	Define neonatal mortality			
<b>2.0 Main causes of neonatal mortality</b>	2.1	Describe the main causes of neonatal mortality	Main causes of neonatal mortality		



<b>3.0 Intervention packages in essential Newborn care at community level</b>	3.1	Describe intervention packages that have been found to be beneficial in essential newborn care at community level.	Beneficial Community based interventions for essential Newborn care at community level  3.1.1 Home visits 3.1.2 Birth Preparedness and emergency readiness (promote facility delivery) 3.1.3 Counseling and preparation for new-born care 3.1.4 Birth Preparedness. Thermal care (skin-to-skin contact). 3.1.5 Simple early newborn care 3.1.6 Healthy home care including exclusive breastfeeding promotion, 3.1.7 Cord care with 4% Chlorhexidine gel 3.1.8 Thermal care 3.1.9 Care for Small Babies (Kangaroo Mother Care- KMC) 3.1.10 Birth Spacing. 3.1.11 Maternal Nutrition. 3.1.12 Promoting illness recognition & timely accessing of care.
	3.2	Describe care for the small baby	Types of small babies (Small babies [1.5kg – 2.5kg], Very small babies [<1.5kg])  3.2.1 Definition of KMC 3.2.2 Types and component of KMC 3.2.3 Demonstration on the implementation of KMC.
<b>4.0 Demonstration on how to implement beneficial intervention packages in Community based new born care</b>	4.1	Demonstrate how to implement beneficial intervention packages in Community based new born care	Demonstration on how to implement 3.1.1-3.1.11 above.  <u>HOME VISITS DURING PREGNANCY.</u> <ul style="list-style-type: none"> <li>• First Visits – as early in pregnancy as possible.</li> <li>• Second Visit- during the 7th to 9th month of pregnancy.</li> <li>• Help organize delivery/ help with delivery</li> </ul> <u>HOME VISITS AFTER BIRTH</u>

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			<p>Make postnatal visit at health facility or home.</p> <ul style="list-style-type: none"><li>• First visit after birth (day1)</li><li>• Second visit after birth (day3)</li><li>• Subsequent visits after birth (day 7,)</li><li>• Follow up visits for the small baby– post referral (day 2, 10 and Day 14).</li></ul>
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<b>Delivery method</b>	<b>Teacher's activity</b>	<b>Students' activities</b>	<b>Resources</b>	<b>Method of evaluation</b>	<b>References</b>
Lecture	Explanation	Listening	Relevant publications and experience sharing	Questions (oral)	Community Based New born Care Training Manual. (FMOH)
Demonstration with visuals	Demonstration using the visuals and audio-visuals	Observing the teacher's demonstration		Written assignments	Modified Essential New born Care Course Materials.
Audio-visual (video, compact disc, DVD, Internet downloads)	Questioning	Demonstration and return demonstration		Term paper.	
Community visits	Responding to students' questions	Responding to teacher's questions		Community Visits Reports	
		Describing the scenes in the visuals and audio-visuals			

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## Appendix A: List of Acronyms

<b>AMTSL</b>	Active Management of Third Stage of Labour
<b>ARIs</b>	Acute Respiratory Infections
<b>BCC</b>	Behaviour Change Communication
<b>CBIS</b>	Community Based Information System
<b>CHEWs</b>	Community Health Extension Workers
<b>CHOs</b>	Community Health Officers
<b>CHPRBN</b>	Community Health Practitioners Registration Board Of Nigeria
<b>CHX</b>	Chlorhexidine
<b>DRF</b>	Drug Revolving Fund
<b>FGM</b>	Female Genital Mutilation
<b>HMIS</b>	Health Information Management System
<b>IMCI</b>	Integrated Management of Childhood Illnesses
<b>iCCM</b>	Integrate Community Case Management
<b>JCHEWs</b>	Junior Community Health Extension Workers
<b>Lo-ORS</b>	LoOsmolarity Oral Rehydration Solution
<b>MNCH</b>	Maternal, Newborn and Child health
<b>NEPD</b>	National Essential Drug Programme
<b>NHMIS</b>	National Health Management Information System
<b>NPI</b>	National Programme on Immunization
<b>ORT</b>	Oral Rehydration Therapy
<b>ORS</b>	Oral Rehydration Solution
<b>PHC</b>	Primary Health Care
<b>SCE</b>	Supervised Clinical Experience
<b>SCBE</b>	Supervised Community Based Experience
<b>TBAs</b>	Traditional Birth Attendants
<b>TLV</b>	Threshold Limit Value
<b>VCT</b>	Voluntary Counselling and Testing
<b>VVHWs</b>	Volunteer Village Health Workers
<b>WHO</b>	World Health Organisation