**SOCHS OND CURRICULUM**

**SCHOOL OF COMPLEMENTARY HEALTH SCIENCES CURRICULUM**

**DIPLOMA COURSE DURATION (2 YEARS)**

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| FIRST YEAR  ND1 FIRST SEMESTER | | | | |
| COURSE CODE | COURSE TITLE | DURATION OF HOURS | COURSE UNITS | LECTURER |
| CHM 101 | CHEMISTRY | 30 | 2 |  |
| COM 101 | USE OF ENGLISH/COMMUNICATION SKILLS | 15 | 1 |  |
| CAM 101 | INTRODUCTION.TO COMPLEMENTARY.AND ALTERNATIVE MEDICINE. | 45 | 3 |  |
| BIO 101 | BIOLOGY | 30 | 2 |  |
| ANP 101 | ANATOMY AND PHYSIOLOGY | 30 | 2 |  |
| GNS 101 | CITIZENSHIP EDUCATION | 15 | 1 |  |
| ICT 101 | INTRODUCTION TO COMPUTER | 15 | 1 |  |
| MTH 101 | GENERAL MATHEMATICS | 30 | 1 |  |
| NUT 101 | NUTRITION | 30 | 2 |  |
| STAT 101 | INTRO TO STATISTICS | 15 | 1 |  |
| PHY 101 | PHYSICS | 30 | 2 |  |
| SLG 101 | SIGN LANGUAGE | 15 | 1 |  |
| TOTAL | |  | 19 UNITS |  |
| NUMBERS OF COURSES TAKEN : 12 | |  |  |  |

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| **FIRST YEAR ( ND1 SECOND SEMESTER)** | | | |  |
| **CODE** | **COURSE** | **DURATION** | **UNITS** | **LECTURER** |
| **ANP 102** | **ANATOMY & PHYSIOLOGY** | **30** | **2** |  |
| **CAM 102** | **COMPLEMENTARY AND ALTERNATIVE MEDICINE II** | **45** | **3** |  |
| **PSY 102** | **INTRO TO PSYCHOLOGY** | **15** | **1** |  |
| **MIC 102** | **INTRO TO MICRO BIOLOGY** | **15** | **1** |  |
| **GMD 102** | **GENERAL MEDICINE** | **30** | **2** |  |
| **MSC 102** | **MEDICAL SOCIOLOGY** | **15** | **1** |  |
| **SPM 102** | **SPORTS MEDICINE** | **30** | **2** |  |
| **MST 102** | **MEDICAL STATISTICS** | **30** | **2** |  |
| **EJU 102** | **ETHICS & JURISPRUDENCE** | **30** | **2** |  |
| **ENP 102** | **ENTERPRENEURSHIP** | **30** | **2** |  |
| **FRN 102** | **FRENCH** | **15** | **1** |  |
| **SIW 102** | **SIWES** | **30** | **2** |  |
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| **NO OF COURSES TAKEN : 12** | |  | **21 UNITS** |  |

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| **SECOND YEAR (ND 2 FIRST SEMESTER)** | | | | |
| **CODE** | **COURSE** | **DURATION** | **UNITS** | **LECTURERE** |
| **ANP 201** | **ANATOMY& PHYSIOLOGY** | **30** | **2** |  |
| **PAT 201** | **BASIC PATHOLOGY** | **30** | **2** |  |
| **FAM 201** | **FIRST AID MANAGEMENT** | **15** | **1** |  |
| **ACU 201** | **ACUPUNCTURE** | **30** | **2** |  |
| **CHP 201** | **CHIROPRACTIC PRINCIPLE (PERIPHERAL & SPINAL BIOMECHANICS)** | **30** | **2** |  |
| **NAT 201** | **NATUROPATHY** | **30** | **2** |  |
| **FPH 201** | **FUNDAMENTAL OF PUBLIC HEALTH** | **30** | **2** |  |
| **HOM 201** | **HOMEOPATHY** | **30** | **2** |  |
| **PUB 201** | **RESEARCH METHODOLOGY** | **30** | **2** |  |
| **OST 201** | **OSTEOPATHY** | **30** | **2** |  |
| **SEM 201** | **SEMINAR** | **15** | **1** |  |
| **NO OF COURSES TAKEN : 11** | |  |  |  |
|  | |  | **20 UNITS** |  |

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|  | **SECOND YEAR (ND2 SECOND SEMESTER )** |  |  |  |
| **CODE** | **COURSE** | **DURATION** | **UNITS** | **LECTURER** |
| **ACU 202** | **ACUPUNTURE** | **30** | **2** |  |
| **HOM 202** | **HOMEOPATHY** | **30** | **2** |  |
| **OST 202** | **OSTEOPATHY** | **30** | **2** |  |
| **CHP 202** | **CHIROPRACTIC** | **30** | **2** |  |
| **NAT 202** | **NATUROPATHY** | **30** | **2** |  |
| **PRJ 202** | **PROJECT WORK** | **60** | **4** |  |
| **PAT 202** | **BASIC PATHOLOGY** | **30** | **2** |  |
| **GBT 225** | **LOGISTICS AND SUPPLY CHAIN MANAGEMENT** | **30** | **2** |  |
| **SLG 202** | **Sign Language** | **15** | **1** |  |
| **NO OF COURSES TAKEN: 9** | |  |  |  |
|  | |  | **19 UNITS** |  |

**USE OF ENGLISH/COMMUNICATION SKILLS**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | | **Course Code** | | **COM 101** | | | **UNITS** | **2.0** |
| **Course Title** | **USE OF ENGLISH/COMMUNICATION SKILLS** | | | **Duration** | | | **30 HOURS** | | |
| **Goal** | This course is designed to enable the students to acquire the knowledge and skills of effective use of English. | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  **1.0. Explain the basic rules of grammar**  **2.0. Discuss the structure and functional analysis of grammar**  **3.0. Describe the construction of good sentences**  **4.0. Discuss the use of words and figurative expressions**  **5.0. Describe the English register in**  **different fields of studies**  **6.0. Explain the contextual use of denotation and connotation** | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | | | | **CONTENT** | | | |
| **1.0**  **Speech and**  **Grammar** | 1.1 | ***At the end of the unit, the learners should be able to:***  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 | | | |

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| **2.0**  **Phrase and Clause** | 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. |
| **3.0**  **Construction of good sentences** | 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 |
| **4.0**  **Words and figurative expressions** | 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.   1. Compounding = General Secretary, Mother-in law, Vice President 2. Borrowing = Words that are not of English origin like Stadium, Bacteria, etc. 3. Affixation = Intro-duct-ion, Im-port-ant, In-correction, etc. |
| 4.5 | Explain Synonyms and Antonyms. | Synonyms and Antonyms |
| **5.0 Registers** | 5.1 | Define Register | Definition of Register  21 |

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|  | 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 |
| **6.0**  **Denotation** |  |  |  |
| 6.1 | Explain the term „Denotation‟ | Denotation |
| 6.2 | Identify words and their denotational meanings | Words and their denotational meanings. |
| 6.3 | Explain the term connotation | Connotation |
| 6.4 | Identify words and their connotational meanings | Words and their connotational meanings |
| 6.5 | Demonstrate denotative and connotative use of words | Practicum on the connotative and denotative use of words  Composing Denotative and Connotative usage in groups of synonyms e.g. Woman, Lady, Female, Client, Customer, Patient, Fear, Terror, etc. |

**CHEMISTRY**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | | **Course Code** | | **CHM 101** | | | **UNITS** | **2.0** |
| **Course Title** | **CHEMISTRY** | | | **Duration** | | | **30 HOURS** | | |
| **Goal** | This course is designed to enable the students to acquire the knowledge on the Nature of Matter. | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  **1.0. Define Matter and States of Matter**  **2.0. Explain atomic structure and molecules**  **3.0. Describe acid bases and salt**  **4.0. Discuss types of Reactions.**  **5.0 Describe Water, Solution and Solubility**  **6.0. Explain Separation Techniques** | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | | | | **CONTENT** | | | |
| **1.0**  **Nature of Matter** | 1.1 | ***At the end of the unit, the learners should be able to:***  Define the nature of Matter | | | | Define the State of Matter | | | |
| 1.2 | Explain the States of Matter | | | | State of Matter and example | | | |
| 1.3 | Identify Physical and Chemical Changes | | | | Physical and Chemical Changes | | | |
| **2.0**  **Atoms and Molecules** | **2.1** | **Explain atomic structure and molecules**  Define Atoms | | | | Atom, meaning and Examples | | | |
| **2.2** | Enumerate Structure of the Atom | | | | Structure of the Atom | | | |
| **2.3** | Explain Molecules , ions and Symbols of Element | | | | Molecules , ions and Symbols of Element | | | |
|  | **2.4** | Differentiate between elements, compounds and mixture | | | | between elements, compounds and mixture | | | |
|  | **2.5** | Analyze the Periodic Table | | | | Periodic Table | | | |
| **3.0**  **Acid, Bases and Salts** | **3.1** | Define Physical and Chemical Properties | | | | Physical and Chemical Properties | | | |
|  | **3.2** | Explain the uses of Physical and Chemical Properties | | | | Uses of Physical and Chemical Properties | | | |
|  | **3.3** | Describe efflorescence, deliquesce and hydroscopic substances | | | | Efflorescence, deliquesce and hydroscopic substances | | | |
| **4.0**  **Types of Reactions** | **4.1** | State the basic organic reactions | | | | Basic organic reaction | | | |
|  | **4.2** | Analyze Rate of Reactions | | | | Rate of Reactions | | | |
|  | **4.3** | Mention Factors Affecting Rate of Reaction | | | | Factors Affecting Rate of Reaction | | | |
|  | **4.4** | Enumerate the Effects of Reactions | | | | Effects of Reactions | | | |
| **5.0**  **Water, Solution and Solubility** | **5.1** | Explain Water, Solution and Solubility | | | | Water, Solution and Solubility | | | |
|  | **5.2** | Differentiate types of Water | | | | Types of Water | | | |
|  | **5.3** | Explain methods of softening hardness in water | | | | Methods of softening hardness in water | | | |
|  | **5.4** | Discuss the uses of Water, Solution, Colloids, Suspensions and Solubility. | | | | Uses of Water, Solution, Colloids, Suspensions and Solubility. | | | |
| **6.0**  **Separation Techniques** | **6.1** | Identify different Separation Techniques | | | | Different Separation Techniques | | | |
|  | **6.2** | Explain different Separation Techniques | | | | Different Separation Techniques | | | |

**INTRODUCTION TO MICROBIOLOGY**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | | **Course Code** | | **MIC 102** | | | **UNITS** | **2.0** |
| **Course Title** | **INTRODUCTION TO MICROBIOLOGY** | | | **Duration** | | | **30 HOURS** | | |
| **Goal** | This course is designed to enable the students to acquire the knowledge on the Nature of Matter. | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:   1. Define microbiology 2. explain The Relevance and Scope of Microbiology   2.0. Explain Characteristics of Bacteria, Fungi, Viruses  3.0. Describe Bacterial Nutrition and Growth  4.0. Discuss Soil transmitted helminths  5.0  6.0. Explain Sterilization and Disinfection | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | | | | **CONTENT** | | | |
| **1.0 INTRODUCTION TO MICROBIOLOGY** | 1.1 | ***At the end of the unit, the learners should be able to:***  **INTRODUCTION TO MICROBIOLOGY** | | | | * Composition of the Microbial World * Historical Aspects of Microbiology * The Relevance and Scope of Microbiology * Microscopy and Specimen Preparation * A Brief Survey of Microbes as Friends and Foes | | | |
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| **2.0 GENERAL CHARACTERISTICS OF MICROORGANISMS** | **2.1** | **GENERAL CHARACTERISTICS OF MICROORGANISMS** | | | | * General Characteristics of Bacteria * General Characteristics of Fungi * General Characteristics of Viruses | | | |
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| **3.0 BACTERIAL NUTRIENT, GROWTH AND CONTROL** | **3.1** | **BACTERIAL NUTRIENT, GROWTH AND CONTROL** | | | | * Bacterial Nutrition and Growth * Classification and Mode of Action of Antimicrobial Agents * Sterilization and Disinfection | | | |
| **4.0**  **EVOLUTION OF PARASITIC ASSOCIATION** | **4.1** | **EVOLUTION OF PARASITIC ASSOCIATION** | | | | * Association in organisms classification of the host organism * Human helminths infections | | | |
| **5.0 TREMATODES, CESTODES and NEMATODES** | **5.1** | **TREMATODES, CESTODES and NEMATODES** | | | | * Digenetic Trematodes * Classification of digenetic trematodes according to their habitat * Basic body plan of a cestode * Tapeworms and Examples * Tapeworms of man and other human’s cestode * General features and life cycles of nematodes * Soil transmitted helminths * Blood and Tissue borne nematode | | | |
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**COMPLEMENTARY AND ALTERNATIVE MEDICINE**

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| Programme | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | Course Code | CAM 101 | UNITS | 3.0 |
| Course Title | COMPLEMENTARY AND ALTERNATIVE MEDICINE | Duration | 45 HOURS | | |

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| Course Description | Fully comprehend the introduction to CAM: Homeopathy, Naturopathy, Manual Medicine (Osteopathy and Chiropractic) and Acupuncture. | |
| Goal | This course is designed to acquaint the students with knowledge of Complementary and Alternative Medicine and all its related organs. | |
| TOPIC | PERFORMANCE OBJECTIVES | CONTENT |  |
| Objectives | At the end of the unit, the learners should be able to:  1.0. Explain the History of Homeopathy  1.1. State Laws of Similar concepts of constitution of personality  1.2. Define the five(5) Organs of Homeopathy :  (Material Medica, Organon of Medicine, Repartory,  Philosophy and Pharmacy)  1.3. Discuss Vital Force | History of Homeopathy  Laws of Similar concepts of constitution of personality  Five (5) Organs of Homeopathy :  (Material Medica, Organon of Medicine, Repartory,  Philosophy and Pharmacy)  Vital Force |
|  | 2.0. Explain the History of Naturopathy  2.1. Use of non-toxic substances/natural techniques  Classification of herbs  2.2. Immune system  2.3. Preparation of Herbs  2.4. Application of nutrition into naturopathy. | History of Naturopathy.  Use of non-toxic substances/natural techniques.  Classification of herbs.  Immune system.  Preparation of Herbs.  Application of nutrition into naturopathy. |
|  | 3.0. Explain the History Osteopathy  3.1. Discuss Philosophy of Osteopathy  3.2. Describe the Scope of Osteopathy Medicine. | History Osteopathy.  Discuss Philosophy of Osteopathy.  Describe the Scope of Osteopathy Medicine. |
|  | 4.0. Explain the History Chiropractic Medicine  4.1. Discuss the Philosophy of Chiropractic Medicine  4.2 Describe the Scope of Chiropractic Medicine | History of Chiropractic Medicine  Philosophy of Chiropractic Medicine.  Scope of Chiropractic Medicine |
|  | 5.1. Explain History of Acupuncture  5.2. Discuss Yang and Ying principle  5.3. State Objective and Subjective Modalities of Acupuncture | History of Acupuncture  Yang and Ying principle  State Objective and Subjective Modalities of Acupuncture |

**BIOLOGY**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | | | **Course Code** | **BIO 101** | | | | **UNITS** | **2.0** | |
| **Course Title** | **BIOLOGY** | | **Duration** | | | | | **30 HOURS** | | | |
| **Goal** | This course is designed to acquaint the students with knowledge of human and how it works | | | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:   1. Have a good understanding of how the human body works 2. Be able to distinguish between living and non-living things 3. Be able to describe and differentiate plant cells from animal cells   4.Be able to understand elementary metabolic principles | | | | | | | | | | |
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| **TOPIC** | **PERFORMANCE OBJECTIVES** | | | | | **CONTENT** | | | | | |
| **1.0**  **The Cell** | **At the end of the unit, the learners should be able to:** | | | | |  | | | | | |
| **1.1 Describe the structure and functions of plants and animals cells.** | | | | | **Cell structure and functions of plants and animals** | | | | | |
|  | **1.2 Differentiate types of cells from plants and animals.** | | | | | **Different types of cells from plants and animals** | | | | | |
|  | **1.3 Mention cell constituents and their functions** | | | | | **Cell constituents and their functions** | | | | | |
| **2.0**  **Tissues** | **2.1 Differentiate types of tissues from different organs ( from plants and animal kingdom)** | | | | | **Different types of tissues from different organs ( from plants and animal kingdom)** | | | | | |
|  | **2.2 List and explain the order of organization in human body** | | | | | **Order of organization - cells, tissues, organ and systems** | | | | | |
| **3.0**  **Photosynthesis…** | **3.1 Explain the following terms appropriately : photosynthesis, osmosis, diffusion absorption in living things** | | | | | **Photosynthesis, osmosis, diffusion absorption in living things** | | | | | |
|  | **3.2 State the difference between leaves, roots, stems and flowers** | | | | | **Elementary consideration of the general anatomy of leaves, roots, stems and flowers** | | | | | |
|  | **3.3 Explain and distinguish between respiration and transpiration** | | | | | **Respiration and transpiration** | | | | | |
| **4.0**  **Water** | | **4.1 Describe and analyze the chemical composition of pure water** | | | | | **Chemical composition of pure water** | | | |
|  | | **4.2 Mention and explain types and sources of water** | | | | | **Types and sources of water** | | | |

**CITIZENSHIP EDUCATION**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | | **Course Code** | | **GNS 101** | | | **Unit** | **UNITS** | | **1** |
| **Course Title** | **CITIZENSHIP EDUCATION** | | |  | | | **Duration** | | | **15 HOURS** |
| **Goal** | This course is designed to equip the student with knowledge of Nigeria Constitution. | | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  1.0 Understand the Constitution of Nigeria  2.0 Understand the federal system of government in Nigeria  3.0 Know the constitutional rights and obligations of Nigerian citizens  4.0 Understand citizenship  5.0 Know the fundamental objectives and directive principles of state  Policy of Nigeria. | | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | | | | **CONTENT** | | | | |
| **1.0**  **CITIZENSHIP EDUCATION** | 1.0 | ***At the end of the unit, the learners should be able to:***  Understand the Constitution of Nigeria. | | | | **Nigeria Constitution**  1.0 Understand the Constitution of Nigeria  1.1 Explain the term Constitution  1.2 Distinguish the different types of  constitution  1.3 Highlight some provisions of an  International constitution  1.4 Assess the effectiveness of  International constitutions  1.5 Recognize the supremacy of the  Nigeria constitution to other laws with  emphasis on the 1999 constitution  1.6 Evaluate the main parts of the  Nigerian Constitution  1.7 Draft a constitution for an association  1.8 Trace the historical development of  the Nigerian Constitutions  1.9 Discuss the merits and demerits of  Each of the Nigerian Constitutions. | | | | |
| 1.2 | Understand the Federal System. | | | | **The Federal System in Nigeria**  2.0 Describe a federation  2.1 Government of Nigeria  2.2 Distinguish a federal from a  confederation  2.3 Outline the basis for the federal  system in Nigeria  2.4 Discuss the evolution, structure and  functions of the federal system in  Nigeria  2.5 Analysis the relationship among the  three tiers of Government of Nigeria  2.6 Evaluate the revenue allocation  formula in operation in Nigeria  2.7 Compare and contrast other federations. | | | | |
| 1.3 | Know the constitutional rights | | | | 3.0 Know the constitutional rights and  3.1 Explain the significance of rights and  obligations of Nigerian citizens obligations in Nigerian | | | | |

**NUTRITION**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | **Course Code** | **NUT 101** | **UNITS** | **2.0** |
| **Course Title** | **NUTRITION** | **Duration** | **30 HOURS (1 hour Lecture, 2 hours Practical)** | | |
| **Course**  **Description** | 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. | | | | |
| **Goal** | This course is designed to equip students with the knowledge and skills to provide community and therapeutic nutrition services | | | | |
| **Objectives** | At the end of the unit, the learners should be able to :  **1.0 Discuss the concept of human nutrition**  **2.0 Explain how to provide comprehensive nutrition services**  **3.0 Explain the Concept of House hold food Security**  **4.0 Describe the Strategies for proper Nutrition Education**  **5.0 Discuss the Management of Nutritional Disorders.**  **6.0 Describe Micronutrient Deficiencies and Control**  **7.0 Describe Child Nutrition**  **8.0 Discuss Management of Acute Malnutrition (MAM)**  **9.0 Discuss therapeutic diets** | | | | |

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| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** |
| **1.0**  **Concept of human nutrition** | 1.1 | **Discuss the concept of human nutrition**  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 |
| **2.0**  **Comprehensive**  **nutrition services** | 2.1 | Explain how to provide comprehensive nutrition services in the clinic and community | Comprehensive nutrition services in the clinic and community:   1. Nutritional assessment 2. Giving feedback to the community 3. Screening pregnant Women for nutritional problems 4. Encouraging exclusive breastfeeding 5. Supervising CAM on nutrition   activities   1. Teaching food handlers (caterers and vendors)   food hygiene and adequate diet |
| **3.0**  **Household food security** | 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:   Village/community level  Ward level |

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| **4.0**  **Strategies that support proper nutrition education** | 6.1 | Describe strategies that support proper nutrition education | Strategies that support proper nutrition education. These include:   * Focusing on nutrition of vulnerable groups like 0-5 years * Giving energy rich foods from 6 months of age frequently; at least 4-5 feeds daily * Discouraging the use of breast milk substitutes and commercial complementary foods * Promoting consumption of adequate diet among school children, pregnant/lactating mothers, the aged, the sick child * Use of growth monitoring * Adequate food preparation * Home visits to provide supervision on food / dietary   issues and follow up Mobilizing / educating communities on income generating activities e.g. home gardening. |
| **5.0 Management**  **of**  **Nutritional disorders** | 5.1 | **Discuss Management of Nutritional**  **disorders at community level**    Identify nutritional disorders | Nutritional disorders such as protein energy malnutrition, kwashiorkor and marasmus |
| 5.2 | Identify individuals with nutritional disorders | Identification of individuals with the types of nutritional disorders mentioned above |
| 5.3 | Identify children at risk of developing malnutrition | Identification of children at risk of developing malnutrition |
| 5.4 | Give health education on prevention of malnutrition | Health education on prevention of malnutrition   Dietary advice for feeding malnourished/sick children |
| 5.5 | Identify other nutritional disorders and determine appropriate action and remedies | . Other nutritional disorders and appropriate action and remedies.  These include: |

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|  |  |  | * Anaemia * Vitamin A deficiency * Iodine deficiency disorder |
| 5.6 | Describe nutritional assessment methods | Nutritional assessment methods (height for weight, height for age, mid-upper arm circumference, etc.) |
| **6.0**  **Micronutrients** | 6.1 | **Describe Micronutrient deficiencies and control**    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 micronutrients 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 |
| **7.0**  **Child Nutrition** | 7.1 | **Describe Child Nutrition**    Infant and Young Child Feeding (IYCF) | Child Nutrition     1. Infant and Young Child   Feeding (IYCF)   * + Counselling to encourage breastfeeding immediately after   childbirth   * + Exclusive   breastfeeding for 6 months   * + Age appropriate complementary foods  1. Vitamin A supplements   (twice annually in children |

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|  |  |  | 6-59 months)   1. Growth monitoring 2. Community Management of Acute Malnutrition using ready-to-use therapeutic foods |
| **8.0**  **Principles and**  **components of Management of Acute Malnutrition** | 8.1 | Define Management of Acute Malnutrition | Definition of Management of Acute Malnutrition |
|  | 8.2 | Describe the principles of Management of Acute Malnutrition | Principles of Management of Acute Malnutrition |
|  | 8.3 | List the components of Management of Acute Malnutrition | Components of Management of Acute Malnutrition |
|  | 8.4 | Describe how CMAM can be implemented in different settings | 8.4 Implementation of CMAM in different settings like:   * Emergency/post emergency * Non-emergency context * In high HIV prevalence areas |
|  | 8.5 | Identify SAM in the community and in the health facilities | Identification of SAM in the community and in the health facilities |
| **9.0**  Therapeutic Diets | 9.1 | Define therapy, diets, therapeutic diets and other related concepts | Therapy, diets, therapeutic diets and other related concepts |
|  | 9.2 | Explain types and class of therapeutic diets | Types and class of therapeutic diets |
|  | 9.3 | Discuss therapeutic diets in the management of ill-health and disorders | Therapeutic diets in the management of ill-health and disorders ETC |

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| **Programme** | **DIPLOMA IN COMPLEMENTARY HEALTH SCIENCE** | | | **Course Code** | | **ANP 101** | | **UNITS** | | **2.0** |
| **Course**  **Title** | **ANATOMY & PHYSIOLOGY** | | | | **Duration** | | **45 HOURS(I hour Lecture, 2hours**  **Practical)** | |
| **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** | **At the end of the unit, the learners should be able to:**  **1.0 Describe the structure of the human body**  **2.0 Describe the body fluid chemistry**  **3.0 Discuss the cells, tissues, glands, membranes and organs of the body**  **4.0 Describe tissue structure and function**  **5.0 Describe blood and its composition**  **6.0 Discuss the cardiovascular system**  **7.0 Describe the lymphatic system** | | | | | | | |
| **1.0**  **Structures and functions of the human body** | | 1.1 | ***At the end of the unit, the learners should be able to:***  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 o Cardiovascular o Respiratory o Digestive o Endocrine o Reproductive | | | |

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|  |  |  | * Muscular – Skeletal (special mention of the Upper arm in implant insertion, gluteal region for injectable methods of family planning) * Excretory o Nervous o Lymphatic |
| **2.0**  **Body fluid Chemistry.** | 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. |
| **3.0**  **Cell Structure and functions** | 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 |

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| **4.0**  **Tissue Structures and Functions** | 4.1 | Describe the structures and functional characteristics of tissues: Epithelial and connective tissues, muscles, and nervous tissue | The structures and functional characteristics of tissues: Epithelial and connective tissues,  muscles, 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 categorize glands | Glands in the body   1. Definition of glands. 2. Categorization 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 | Commonconditions | that affect body tissues |
| **5.0**  **Blood and its**  **composition** | 5.1 | Define and list the functions of  Blood | Blood  5.1.1  5.1.2  5.1.3 | Definition of Blood  Functions of Blood  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 | |

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|  | 5.5 | Describe the origin, structure and the role of platelets in blood clothing | 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 |
| **6.0**  **The**  **Cardiovascular System** | 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. |

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|  | 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 | Describedisease conditions of the blood andcirculatory system | Disease condition of the blood and the circulatory system |
| **7.0**  **The Lymphatic System** | 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 |
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| **Delivery method** | **Teacher’s activity** | **Students’ activities** | **Resources** | **Method of evaluation** | **References** |
| Didactic lectures | Explanation | Active Listening | Visuals (pictures, charts, etc.) | MCQ | Relevant publications |
| Tutorials | Demonstrations using the visuals and the audiovisuals | Observing the teacher‟sdemonstratio ns | Audio-visuals (video, compact disc, DVD, Internet) | Long essay questionsassessme  nt | 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 organsusing models and visuals |  |  |  |  |  |

**MEDICAL STATISTICS**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | | **Course Code** | | **MST 102** | | **UNITS** | **2** | | **2.0** |
| **Course Title** | **MEDICAL STATISTICS** | | | **Duration** | | | **30 HOURS** | |
| **Course**  **Description** | Medical 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:  **1.0 Describe the nature, scope and uses of statistics in the healthcare system**  **2.0 Explain rates and ratio in health statistics**  **3.0 Explain sampling techniques**  **4.0 Explain variables**  **5.0 Discuss the measures of Central Tendency** | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | | | | **CONTENT** | | |
| **1.0**  **Nature, scope and uses of statistics** **in health care system** | 1.1 | ***On completion of this course the student should be able to:***    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 | | |
| **2.0**  **Calculation of rates and ratios in health statistics** | 2.1 | Calculate different types of rates and ratios | | | | Calculate the following rates:   1. Crude birth and death   rates   1. Infant morbidity and mortality rates 2. 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 | | |
| **3.0**  **Sampling**  **techniques** | 3.1 | Define sampling | | | | Definition of sampling | | |
| 3.2 | Explain various types of sampling and their importance | | | | Importance and types of sampling techniques:   * Probability   e.g. simple random, systematic, cluster and multistage   * Non-   probability e.g. convenience and purposive | | |
| **4.0**  **Variables** | 4.1 | Define variables  List types of variables | | | | Definition of variables  Types of variables | | |
| **5.0**  **Measures of Central**  **Tendency** | 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:   * Mean * Median * Mode   5.2.1  Computation of Mean, Median and  Mode  5.2.2. Advantages and disadvantages of measures of central tendency | | |

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**GENERAL MATHEMATICS**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | | | **Course Code** | | MTH 101 | | | | **UNITS** | **1.0** |
| **Course Title** | **GENERAL MATHEMATICS** | | | | **Duration** | | | | **15 HOURS** | | |
| **Goal** | To understand the importance and application of knowledge of Mathematics in health | | | | | | | | | | |
| **Objectives** | On completion of this course, the student should be able to ;  1.State and explain with examples the laws of indices.  2..Apply the law of indices to solve problems correctly.  3.define and apply the laws of logarithms to solve problems correctly  4. find the square root of given numbers using surds. | | | | | | | | | | |
| **TOPIC** |  | | **PERFORMANCE OBJECTIVES** | | | |  | **CONTENT** | | | |  |
| **1.0 Indices**  **( laws and computation),**  **product and coefficient of indices.**  **2.0 Surds**  **3.0 Sequence and series**  **4.0 Quadratic equations, simple inequalities and Cartesian equation of a circle.**  **5.0 Remainder and factor theorems**  **6.0 Differentiation and its application**  **7.0 Mathematical logics and their application to mathematical proofs.**  **8.0 Truth tables**  **9.0 Quantifiers**  **10. permutation and combination.**  **11.0 Trigonometry**  **12.0 set theory**  **13.0 Binomial**  **theorem**  **14.0 Vectors** | 1.1 | On completion of this course , the student should be able to:  State and explain with examples the laws of indices. | | | | | Define indices, laws and computation  Apply product and quotient of indices | | | | |
| 1.2 | .Logarithms ;laws and computation | | | | | Explain the relationship between indices and logarithms | | | | |
| 2.1 | State the rules for manipulating surds | | | | | Manipulate surds correctly.  Rationalising the denominator  Find the square root of given numbers using surds. | | | | |
| 3.1 | State Arithmetic and Geometric progression | | | | | Explain arithmetic and geometric progression. | | | | |
| 4.1 | Explain quadratic equation | | | | | Apply quadratic equation in solving problems. | | | | |
| 5.1 | Explain factor theorem | | | | | Apply factor theorem to correctly solve problems. | | | | |
| 6.1 | Define differentiation  Explain mathematical logic  Explain the truth table  State quantifiers  Explain set theory  State binomial theorem  Explain vectors | | | | | Explain and apply differentiation  Apply mathematical logic to mathematical proofs.  Use the truth table to solve problems correctly  List types of quantifiers ( universal and existential)  Term and formula  Use permutation and combination to solve problem correctly.  Apply trigonometry in solving problems  Apply set theory in mathematical problems  Explain and apply binomial theorem to correctly solve problems  Apply vectors in solving problems. | | | | |

**INTRODUCTION TO COMPUTER**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | **Course Code** | **ICT 101** | **UNITS** | **1.0** |
| **Course**  **Title** | **INTRODUCTION TO COMPUTER** | **Duration** | **15 HOURS (1 hour Lecture, 1 hours Practical)** | | |
| **Course**  **Description** | 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. | | | | |
| **Goal** | This course is designed to enable students acquire the knowledge and skills required to operate a computer and its applications. | | | | |
| **Objectives** | At the end of the unit, the learners should be able to :  **1.0 Explain concepts of computer technology**  **2.0 Discuss computer components**  **3.0 Discuss computer security threats**  **4.0 Discuss computer operating systems**  **5.0 Explain the use of computer in data processing and presentation.**  **6.0 Browse the internet using the computer** | | | | |

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| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** |
| **1.0**  **Basic concepts of**  **Computer**  **Technology** | 1.1 | ***At the end of the unit, the learners should be able to:***  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:   * Super computers * Mainframe * Personal computers * Mini computers | Types of computers   * Super computers * Mainframe * Personal computers * Mini computers etc.) |
| 1.4 | Classify computers according  to:   1. Capacity 2. Operating systems 3. Purpose 4. Generations | The computer and its classifications:   1. Capacity (RAM, storage capacity in kilobyte, megabyte, gigabyte etc.) 2. Mode of operation/Operating Systems   OS (Microsoft windows, Linux, ios, IBM,  BSD, Android etc.)   1. Purpose (General purpose, special purpose computers etc.) (Perform calculations, store information, retrieve data, process information etc.) 2. Generations of computers (Vacuum tubes;1940-56, Transistors; 1956-63,   Integrated circuits; 1964-71,  Microprocessors; 1971- present, Artificial intelligence; present and beyond) |
| **2.0**  **Components of a computer** | 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 |
| **3.0**  **Computer security** | 3.1 | Explain computer security threats | Computer security threats |

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| **3.1 Threats** | 3.2 | Identify common computer security threats   1. Computer virus threats 2. spyware threats 3. Hackers and predators 4. Phishing threats | Common computer security threats a. Computer virus threats  b. spyware threats  c Hackers and predators  d. Phishing threats |
| 3.3 | State ways of preserving the computers from security  threats | Internet related security threats |
| **4.0**  **Practical Session 1**  **How to operate a computer (Word processing, Data Processing, and Data**  **Presentation)** | 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 |
| **5.0**  **Practical**  **Session 2 (Slides and hand-outs with** | 5.1 | Demonstrate a PowerPoint presentation | Demonstration of a PowerPoint presentation |
| 5.2 | Explain how to open Microsoft PowerPoint | Microsoft PowerPoint |

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| **Microsoft Power point)** | 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 |
| 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 |
| **6.0**  **Practical Session**  **How to browse using the Computer and the Internet** | 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. |

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | **Course Code** | **PSY 101** | **UNITS** | **1.0** |
| **Course**  **Title** | **INTRODUCTION TO PSYCHOLOGY** | **Duration** | **15 HOURS (1 hour Lecture, 1 hours Practical)** | | |
| **Course**  **Description** | The course is designed to develop and expose the students to approaches used to study, understand and predict human behaviour. | | | | |
| **Goal** | This course is designed to enable the students acquire the knowledge and skills required for human behavioural prediction and perception. | | | | |
| **Objectives** | At the end of the unit, the learners should be able to :  **1.0 Define of psychology and its concepts.**  **2.0 Concepts of developmental psychology.**  **3.0 Approaches to study of psychology.**  **4.0 Understanding and attributing causes to others’ behavior.**  **5.0 Concept of behavior and behavior modification.**  **6.0 Explain Personality traits and principles of personality development**  **7.0. know the process of Learning**  **7.0 understand Human emotions**  **8.0 understand Human memory**  **9.0 understand the processes of attitude formation and change**  **10.0 explain psychological models of management ( autocratic, democratic, lassiez faire etc)**  **11.0 know the psychological effects of ill-health** | | | | |

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| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** |
| **1.0**  DEFINITIONS OF PSYCHOLOGY AND ITS CONCEPTS.  2.0 APPROACHES TO THE STUDY OF PSYCHOLOGY | 1.1 | ***At the end of the unit, the learners should be able to:***  Define the concept of psychology | The concept of psychology  History of psychology  Specialty areas in psychology  Schools of thoughts in psychology  Applications of psychology |
| 1.2 |  | The relationship between psychology and other social sciences ( sociology,economics etc) |
| 1.3 | Basic concepts in developmental psychology | Basic concepts in developmental psychology:  Learning  Maturation  Growth  Relationship between learning ,growth and maturation. |
| 1.4  2.1 | Discuss the concept of developmental psychology  Explain some of the approaches to the study of psychology | Principles of growth and development  Stages of development; infancy, adolescence and puberty.  Cognitive development  Personality development  Biological ,psychodynamic ,cognitive approach etc  Methods used in studying psychology;  Naturalist observation  Case study method  Survey etc |
| 3.0 CONCEPT OF BEHAVIOUR ( BEHAVIOURAL PSYCHOLOGY) AND BEHAVIOUR MODIFICATION  4.0 PERCEPTION ( PERCEPTUAL PSYCHOLOGY)  5.0**. PRINCIPLES OF PERSONALITY DEVELOPMENT** | 3.1 | Explain the concept of behaviour | Concept of behaviour  Behaviourism  Theorists in behaviuoral psychology  Motives for behaviour( drives, needs, instincts etc)  Methods of controlling behaviour.  Deviance,Types and frequency of deviant behaviour  Trace the development of psychology as efforts to understand human behaviour |
| 3.2  3.3 | Discuss attributing causes to others behaviour  Methods of studying human behaviour | Attribution and types  Fritz Heider’s attribution theory  Goals  Affective cues  Cues used for making judgments.  Behaviour-genetic influences and environmental influences.  Naturalist –obsevation, interview, case study etc |
| 4.1 | Define perception | Define accurate person perception  Gestaltic theory of perception  Characteristics of perception  Factors affecting perception  Impression formation ( general principles)  Information used in forming impression  Factors in person perception and impression formation  Analyse cues used for making judgements |
| 5.1 | Explain personality traits  Understand the principles of personality development | The concept of personality traits from; (a) behaviours to traits (b) categorization of personality  Cognitive development  Personality development  Self concept  State the models of personality  Explain conflict model  Examine the consistency model |
| **6.0 CONCEPT OF INTELLIGENCE** | 6.1 | Define the concept of intelligence | Concept of intelligence  Intelligence in the early days  Concept of intelligence quotient IQ  Piaget’s view of intelligence and intellectual growth  Emotional intelligence  Individual differences in intelligence  Intellectual performance:  Mental ability  Normal curve  Defects in IQ |
| **7. 0 CONCEPT OF HUMAN MEMORY** | 7.1 | Explain the concept of human memory | Human memory  Stage model of memory  Sensory memory   1. Short-term memory 2. long-term memory 3. remembering and forgetting   Theories of forgetting |
| **8. CONCEPT OF HUMAN EMOTIONS** | 8.1 | Define the concept of emotion | Define human emotions  Types and characteristics of emotions  Theories of emotion  Causal factors of emotions  Expression of emotions |
| **10. PROCESS OF LEARNING** | 10.1 | Understand the process of learning | Define learning  List types of learning  State methods of learning |
| **11. PROCESS OF ATTITUDE FORMATION AND CHANGE** | 11.1 | Understand the process of attitude formation and change | Define attitude  Components of attitude  Development of attitude  Forming attitude by balance ( balance theory)  Change in attitude and methods used to change attitude  Consistency theories of prejudice |
| **12.CONCEPT OF MOTIVATION**  **IN HEALTH AND MANAGEMENT** | 12.1 | Define motivation | Motivation  Types of motivation  Principles of motivation  Employee/work motivation  Theory of motivation:   1. McGregor’s theory 2. Maslow’s hierarchy of needs 3. Henry Murray’s theory |
| **13. PSYCHOLOGICAL BASIS OF MANAGEMENT MODELS** | 13.1 | Know the psychological basis of management models in organizations | Worker motivation  Negotiation and bargaining power  Organizational crisis and intervention  Building team harmony and cohesion  Psychological models of management ( autocratic, democratic, lassiez faire etc) |
| **14.PSYCHOLOGICAL EFFECTS OF ILL-HEALTH** | 14.1 | Explain the psychological effects of ill-health | Describe hypertension  Coronary heart diseases  Diabetes  HIV/AIDS  Hepatitis  Anxiety neuroses  Fatigue  Frustration  Loss of interest/depression  Insomnia  Psycho-social factors in health ( poverty, hunger etc)  Coping mechanism /Defense mechanism |
| **15. METHODS OF ASSESSMENT IN EXPERIMENTAL PSYCHOLOGY** | 15.1 | Explain the methods of assessment in experimental psychology | Reaction time  Achievement motivation  Interviewing  Psychological assessment tools : TAT, Rorschach, Bio-feed back Tachistoscope |
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**PHYSICS**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | | **Course Code** | | **PHY 101** | **2 UNITS** | **2.0** |
| **Course Title** | **PHYSICS** | | | **Duration** | | **30 HOURS** | |
| **Goal** | This course is designed to enable the students understand the science of physics and its applications | | | | | | |
| **Objectives** | On completion of this course, student should be able to understand:  1.0 Thermal Physics and its Applications  2.0 State Laws of Thermodynamics and its Applications  3.0 Heat Properties and Heat Transfer and its Applications  4.0 Sound and Optics and its Applications | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | **CONTENT** | | | | | |

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| **1.0**  **Thermal Physics** | * 1. Define term ‘’Thermal Energy and its applications.   2. Explain Gas Laws and its applications.   3. Describe Kinetic Theory of Gases.   4. Explain Black Body Radiation | **-Thermal Energy**  **-Gas Laws**  **-Kinetic Theory of Gases**  **Black Body Radiation**  . |
| **2.0**  **Laws of Thermodynamics** | 2.1 State Laws of Thermodynamics  2.2 Understand the first law of thermodynamics and its applications  2.3 Understand the second law of thermodynamics and its applications  2.4 State Zeroth Laws of Thermodynamics | - Laws of Thermodynamics and its application  - The first law of thermodynamics and its applications.  -The second law of thermodynamics and its applications  - Zeroth Laws of Thermodynamics |
| **3.0**  **Heat Property and Heat Transfer** | * 1. Explain Heat Property.   2. Define Heat Transfer   3. State some relative terms associated to Heat Transfer      * 1. Explain some relative terms associated to Heat Transfer | -Heat Property. (temperature, calorimetry, change of state, critical points, )  - Heat Transfer  - Some relative terms associated to Heat Transfer (conduction, convection, radiation, )  - Some relative terms associated to Heat Transfer (conduction, convection, radiation, ) |
| **4.0**  **Sounds and Optics** | 4.1 Define the term - Sounds and Optics  4.2 Explain production of sound by vibrating solids  4.3 Describe speed of sounds in solid, liquid and gases  4.4 Explain some relative term associated to sound  4.5 Describe some relative term associated to optics  4.6 Mention various optical lenses  4.7 Enumerate the revolving power of microscope. | - What is Sounds and Optics  - Production of sound by vibrating solids  - Speed of sounds in solid, liquid and gases  - Explain the following terms (vibrating air columns, intensity, pitch and quality, response of the ear to sound waves, interference of sound waves)  - Describe the following term – (reflection at plane surface, image information- refraction, dispersion, transmission, and absorption of light waves)  - Optical instruments – spherical mirrors, thin lenses, combination of lenses aberrations  - Enumerate the importance of microscope in the field of science |
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**COMPLEMENTARY AND ALTERNATIVE MEDICINE (CAM) – DIPLOMA COURSES - DURATION - 2 YEARS**

**COMPLEMENTARY AND ALTERNATIVE MEDICINE**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY AND ALTERNATIVE MEDICINE** | | | **Course Code** | | **CAM 102** | | **UNITS** | **3.0** |
| **Course Title** | **CAM** | | | | **Duration** | | **45 HOURS** | | |
| **Goal** | This course is designed to equip the student with knowledge of Complementary and Alternative Medicine. | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  This course will introduce a full comprehension to CAM: Homeopathy, Naturopathy, Manual Medicine (Osteopathy and Chiropractic) and Acupuncture. | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** | | | | | | |
| **1.0**  **HOMEOPATHY**  **2.0** | 1.0 | ***At the end of the unit, the learners should be able to:***  **PHILOSOPHY OF HOMOEOPATHY** | Historical view.  Sketch of Dr. Heinemann’s life and his search of principle in medicine and Art of healing.  Constitutional types of homeopathy  Individualization  The law of minimum dose  Sources of homeopathy remedy  Drug proving  Effect of homeopathy remedy  similimum  vital force  Aphorism 1 & 2  Basic homeopathy laws  Homeopathy as a science and art | | | | | | |
| 1.2 | **Chiropractic Medicine** | * Chiropractic Foundations of philosophy and theory * Motion palpation * Fundamentals of chiro-medicine * Ligaments * Stress mechanism * Therapeutic exercise | | | | | | |
| 1.3 | **Osteopathy Medicine** | * Osteopathic Philosophy and Theory * Comparative Techniques and Listing Systems * Principles in osteopathy * Models and techniques of osteopathy * Sciatica * Treatment and handling of osteopathic diseases | | | | | | |
|  | 1.4 | **Naturopathy** | * Fundamentals of Natural Medicine and Historical perspective. * Hydrotherapy and traditional Naturopathy. * Astrology * Naturopathy tools * Therapeutic effects of colours * Therapy : alkaline,juice and bath therapies | | | | | | |
|  | 1.5 | **Acupuncture** | * Mode of action of Acupuncture   Uses of analgesics  Use of antibiotics   * Basic theories of traditional Chinese medicine and therapeutic methods in traditional Chinese medicine.   Ying and Yang, Zang and Fu, Qi and Xue, Pathogenic Element.   1. Exogenous 2. Endogenous   Moxibustion  cupping | | | | | | |

**COMPLEMENTARY AND ALTERNATIVE MEDICINE** **(CAM) – DIPLOMA COURSES - DURATION - 2 YEARS.**

**200 LEVEL FIRST SEMESTER.**

**ANATOMY AND PHYSIOLOGY**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY HEALTH SCIENCES** | | | **Course Code** | **ANP 201** | | | **UNITS** | **2.0** |
| **Course Title** | **ANATOMY AND**  **PHYSIOLOGY** | | **Duration** | | | | **30 HOURS** | | |
| **Course**  **Description** | Fully comprehending the human body requires a profound understanding of functions, systems and structures and a practical application of the facts. | | | | | | | | |
| **Goal** | This course is designed to acquaint the student with knowledge of the systems of the body and their functions | | | | | | | | |
| **Objectives** | At the end of the unit, the learners should be able to:  **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 Intergumentary (Skin, hair, nails, exocrines) 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** | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | | | | **CONTENT** | | | |
| **1.0**  **The Nervous**  **System** | 1.1 | ***At the end of the unit, the learners should be able to:***  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 | | | Describe the structure and function of a | | | | |

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|  |  | of a synapse | synapse |
| 1.3 | List the parts of reflex arc, brainstem and diencephalons and their functions | Parts of reflex arc, brainstem and 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 surroundings 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 |
| **2.0**  **The Endocrine System** | 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 | Structure and hormones secreted by the adrenal gland and the actions of three |

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|  |  | gland and the actions of three groups of adrenocorticoid hormones. | groups of adrenocorticoid hormones.  2.4.1 The actions of adrenaline and noradrenalin and how adrenal glands respond to stress |
| 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 |
| **3.0**  **The respiratory system** | 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 |
| **4.0**  **The digestive system** | 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 |
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| **5.0**  **The Urinary System** | 5.1 | Describe the 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 |
| 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 |
| **11.0 The**  **Integumentary (Skin, hair,**  **nails, exocrines)**  **system** | 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:   * Protection * Sensation * Heat regulation * Control of evaporation * Aesthetics and communication * Storage and synthesis * Excretion * Absorption * Water resistance |
| 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 |

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| **7.0**  **The Skeletal**  **System** | 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 |
| 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 |
| **8.0**  **The Muscular**  **System** | 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 |
| **9.0**  **The Reproductive**  **System** | 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 |
| **10.0**  **The special** | 10.1 | Define special senses | Definition of special senses  10.1.1 Composition of special |
| **senses** |  |  | 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  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 | Anatomy and physiology of the eye and functions of each part including the accessory structure and their functions  10.4.1 Draw and label the structure of the human eye  10.4.2 Changes in vision with age  10.4.3 Ways patients can practise preventive eye care |
| 10.5 | Describe the anatomy of the ear and the functions of each part | Anatomy and physiology of hearing  10.5.1 Functions of each part of the ear  10.5.2 Role of the ear in maintaining equilibrium  10.5.3 Ways hearing changes with age  10.5.4 How sound travels through the ear and is interpreted in the brain |
| 10.6 | 10.6 Discuss the diseases/ disorders of special senses | Diseases/ disorders of special senses |

**COMPLEMENTARY AND ALTERNATIVE MEDICINE**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY AND ALTERNATIVE MEDICINE** | | | **Course Code** | | **NAT 201** | | **UNITS** | **2.0** |
| **Course Title** | **NATUROPATHY** | | | | **Duration** | | **30 HOURS** | | |
| **Goal** | This course is designed to equip the student with knowledge of Complementary and Alternative Medicine (Naturopathy)... | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  This course will introduce a full comprehension to CAM via Naturopathy. | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** | | | | | | |
| **1.0**  **NATUROPATHY**  **2.0** | 1.0 | ***At the end of the unit, the learners should be able to:***  **MEDICAL THERAPEUTICS** | * First and second level of drugs for common diseases of each organs and the art of prescribing them. * Dosage and side effect of common drugs. * Idiopathic drugs reaction. | | | | | | |
| 1.2 | **Botanical Medicine** | * Aspects of botanical including * Constituents * Pharmacognosy * Contraindication * Toxicity * Dosage parameters * Therapeutics categories of herbs (nerves, hepatics etc.). | | | | | | |

**COMPLEMENTARY AND ALTERNATIVE MEDICINE** **(CAM) – DIPLOMA COURSES - DURATION - 2 YEARS.**

**200 LEVEL FIRST SEMESTER.**

**COMPLEMENTARY AND ALTERNATIVE MEDICINE**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY AND ALTERNATIVE MEDICINE** | | | **Course Code** | | **OST 201** | | **UNITS** | **2.0** |
| **Course Title** | **OSTEOPATHY** | | | | **Duration** | | **30 HOURS** | | |
| **Goal** | This course is designed to equip the student with knowledge of Complementary and Alternative Medicine (Osteopathy)... | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  This course will introduce a full comprehension to CAM via Osteopathy. | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** | | | | | | |
| **1.0**  **OSTEOPATHY**  **2.0** | 1.0 | ***At the end of the unit, the learners should be able to:***  ADVANCE **HISTORICAL VIEW OF OSTEOPATHY** | * The history of Western medicine and the roots of Osteopathic medicine. * Evolution and relevance of Osteopathy into various Medical health care system. | | | | | | |
| 1.2 | **COMPARATIVE TECHNIQUES AND LISTING SYSTEMS.** | * Listing system for functional articular lesion. * High and low velocity amp, techniques * Massage therapy | | | | | | |

**COMPLEMENTARY AND ALTERNATIVE MEDICINE** **(CAM) – DIPLOMA COURSES - DURATION - 2 YEARS.**

**200 LEVEL FIRST SEMESTER.**

**COMPLEMENTARY AND ALTERNATIVE MEDICINE**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY AND ALTERNATIVE MEDICINE** | | | **Course Code** | | **CHP 201** | | **UNITS** | **2.0** |
| **Course Title** | **CHIROPRACTIC** | | | | **Duration** | | **30 HOURS** | | |
| **Goal** | This course is designed to equip the student with knowledge of Complementary and Alternative Medicine (Chiropractic)... | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  This course will introduce a full comprehension to CAM via Chiropractic. | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** | | | | | | |
| **1.0**  **CHIROPRACTIC**  **2.0** | 1.0 | ***At the end of the unit, the learners should be able to:***  ADVANCE **HISTORICAL VIEW OF CHIROPRACTIC** | * The history of Western medicine and the roots of Chiropractic medicine. * Evolution and relevance of Chiropractic into various Medical health care system. | | | | | | |
| 1.2 | **COMPARATIVE TECHNIQUES AND LISTING SYSTEMS.** | * Listing system for functional articular lesion. * High and low velocity amp, techniques * Massage therapy | | | | | | |

**COMPLEMENTARY AND ALTERNATIVE MEDICINE** **(CAM) – DIPLOMA COURSES - DURATION - 2 YEARS.**

**200 LEVEL FIRST SEMESTER.**

**COMPLEMENTARY AND ALTERNATIVE MEDICINE**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY AND ALTERNATIVE MEDICINE** | | | **Course Code** | | **ACU 201** | | **UNITS** | **2.0** |
| **Course Title** | **ACUPUNCTURE** | | | | **Duration** | | **30 HOURS** | | |
| **Goal** | This course is designed to equip the student with knowledge of Complementary and Alternative Medicine (Acupuncture)... | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  This course will introduce a full comprehension to CAM via Acupuncture. | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** | | | | | | |
| **1.0**  **ACUPUNCTURE**  **2.0** | 1.0 | ***At the end of the unit, the learners should be able to:***  TECHNIQUES OF ACUPUNCTURE | * Unit of measurement * Evolution of Acupuncture needle * Preparation of Needling | | | | | | |
| 1.2 | METHOD OF INSERTING NEEDLE  DYNASTY  METHODS OF MEDICAL EXAMINATION  THEORY OF YING & YANG | * Pressure with fingers * With joint effort of fingers of both hands * Rapid insertion * Stretching the skin * Pinching up to the skin * The 14 channels * Anatomical positions in acupuncture * Types of acupuncture needle   Direction and depth of needle, causes of pain during insertion and manipulation.  Young dynasty and other dynasties  The five methods of medical examination:  Percussion, palpation,pushing, kneading,pressing. | | | | | | |

**COMPLEMENTARY AND ALTERNATIVE MEDICINE** **(CAM) – DIPLOMA COURSES - DURATION - 2 YEARS.**

**200 LEVEL FIRST SEMESTER.**

**COMPLEMENTARY AND ALTERNATIVE MEDICINE**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY AND ALTERNATIVE MEDICINE** | | | **Course Code** | | **HOM 201** | | **UNITS** | **2.0** |
| **Course Title** | **HOMEOPATHY** | | | | **Duration** | | **30 HOURS** | | |
| **Goal** | This course is designed to equip the student with knowledge of Complementary and Alternative Medicine (Homeopathy)... | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  This course will introduce a full comprehension to CAM via Homeopathy. | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** | | | | | | |
| **1.0**  **HOMEOPATHY**  **2.0** | 1.0 | ***At the end of the unit, the learners should be able to:***  ORGANON OF MEDICINE | **TEXTUAL STUDY OF ORGANON OF MEDICINE (APHORISM NO.1-70)**  Introduction to various editions of Organon of medicine  Highest aim of the physician  Highest aim of the cure  Causes and Kinds of the diseases   Acute and chronic diseases   Similar and dissimilar diseases | | | | | | |
| 1.2 | HOMEOPATHY PHILOSOPHY | 2. Life sketch of other renowned Homeopaths and their contribution   * J.T. Kent * C. Herring * T.F. Allen * C. Dunham * J.H. Clarke * Boenninghausen * Adolf Lippe * C.M. Boger * Knerr * G. Vithoulkas * W. Boericke | | | | | | |
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**COMPLEMENTARY AND ALTERNATIVE MEDICINE** **(CAM) – DIPLOMA COURSES - DURATION - 2 YEARS.**

**200 LEVEL SECOND SEMESTER.**

**COMPLEMENTARY AND ALTERNATIVE MEDICINE**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY AND ALTERNATIVE MEDICINE** | | | **Course Code** | | **ACU 202** | | **UNITS** | **2.0** |
| **Course Title** | **ACUPUNCTURE** | | | | **Duration** | | **30 HOURS** | | |
| **Goal** | This course is designed to equip the student with knowledge of Complementary and Alternative Medicine (Acupuncture)... | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  This course will introduce a full comprehension to CAM via Acupuncture. | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** | | | | | | |
| **1.0**  **ACUPUNCTURE**  **2.0** | 1.0 | ***At the end of the unit, the learners should be able to:***  MOXIBUSTION AND CUPPING | * Definition * Types of Moxibustion(Direct and indirect) * Techniques of Cupping   Clinical application of Acupuncture and Moxibustion.   * Duration of Acupuncture treatment * Stimulation of needle(Manual and Electronic) * Number of points to be selected * Location of points. | | | | | | |
| 1.2 | CLINICAL APPLICATION OF THE THEORY OF CHANNELS  DISEASED BODY SYSTEM AND MANAGEMENT | * Condition of needling sensation * Rules governing the indication of points * Function of double direction   Digestive system : gastritis, constipation, colic etc  Respiratory system : asthma, bronchitis etc  Circulatory system : angina pectoris, hypertension etc  Nervous system : insomnia, trigeminal neuralgia | | | | | | |

**COMPLEMENTARY AND ALTERNATIVE MEDICINE** **(CAM) – DIPLOMA COURSES - DURATION - 2 YEARS.**

**200 LEVEL SECOND SEMESTER.**

**COMPLEMENTARY AND ALTERNATIVE MEDICINE**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY AND ALTERNATIVE MEDICINE** | | | **Course Code** | | **NAT 202** | | **UNITS** | **2.0** |
| **Course Title** | **NATUROPATHY** | | | | **Duration** | | **30 HOURS** | | |
| **Goal** | This course is designed to equip the student with knowledge of Complementary and Alternative Medicine (Naturopathy)... | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  This course will introduce a full comprehension to CAM via Naturopathy. | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** | | | | | | |
| **1.0**  **NATUROPATHY**  **2.0** | 1.0 | ***At the end of the unit, the learners should be able to:***  **ADVANCED BOTANICAL PRESCRITION** | Material Medica:   * Sources * Indications * Contraindications * Pharmacology of medical herbs. | | | | | | |
| 1.2 | FUNCTIONAL MEDICINE  PHYSICAL THERAPIES   * **CLINICAL NUTRITION AND COUNSELING FOR NATUROPATH** * **DIET THERAPY** * **ENERGY MEDICINE** * **TALKING THERAPIES** * **HYDROTHERAPY** | * Addressing fundamental issues such as * Inflammations * Detoxification * Food allergy * Environmental allergy * Chemical sensitivity * Nutritional management for chronic diseases. * Basic Naturopathy medicine terminology: sitz bath, Herbarum green house * The naturopathy office/clinic setting   Case taking/ SOAP i.e S- SUBJECTIVE  O- OBJECTIVE  A-ANALYSIS  P – Plan of management of the patient   * Naturopath medical records * Principles of clinical Naturopath diagnostic test * Ayurvedic medicine – Naturopathy herbal medicine, Aromatherapy * Introduction to Physical therapies– Osteopathy, cranial osteopathy, chiropractic, massage, Reflexology, Acupressure, shiatsu, kinesiology, Zero balancing   Introduction to Naturopathic counseling and primary care  Energy medicine: Magnetism, Electrostatics, Radiation, colour, (light) therapy.  counseling, psychology, hydrotherapy | | | | | | |

**COMPLEMENTARY AND ALTERNATIVE MEDICINE**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY AND ALTERNATIVE MEDICINE** | | | **Course Code** | | **HOM 202** | | **UNITS** | **2.0** |
| **Course Title** | **HOMEOPATHY** | | | | **Duration** | | **30 HOURS** | | |
| **Goal** | This course is designed to equip the student with knowledge of Complementary and Alternative Medicine (Homeopathy)... | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  This course will introduce a full comprehension to CAM via Homeopathy. | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** | | | | | | |
| **1.0**  **HOMEOPATHY**  **2.0** | 1.0 | ***At the end of the unit, the learners should be able to:***  ORGANON OF MEDICINE | **TEXTUAL STUDY OF ORGANON OF MEDICINE (APHORISM NO.1-70)**  Introduction to various editions of Organon of medicine   Acute and chronic diseases   Similar and dissimilar diseases | | | | | | |
| 1.2 | HOMEOPATHY PHILOSOPHY | * History of development of Homeopathy throughout world * Current status of acceptance and research in Homeopathy * General introduction to Homoeopathy and its principles. * Homeopathy compared to Orthodox system of medicine * Scope and limitations of Homeopathy * The concept of disease and cure in Homoeopathy * Logic, Deductive and Inductive logic * Materialism versus Spiritualism | | | | | | |
|  |  |  | * Classification of the Symptoms * Totality of the symptoms * Vital Force, its role in health, disease, and cure * Dynamic of autocracy * Knowledge of the remedies   + How medicines cure?   + Proving of Homoeopathic Medicines | | | | | | |

**COMPLEMENTARY AND ALTERNATIVE MEDICINE** **(CAM) – DIPLOMA COURSES - DURATION - 2 YEARS.**

**200 LEVEL SECOND SEMESTER.**

**COMPLEMENTARY AND ALTERNATIVE MEDICINE**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY AND ALTERNATIVE MEDICINE** | | | **Course Code** | | **OST 202** | | **UNITS** | **2.0** |
| **Course Title** | **OSTEOPATHY** | | | | **Duration** | | **30 HOURS** | | |
| **Goal** | This course is designed to equip the student with knowledge of Complementary and Alternative Medicine (Osteopathy)... | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  This course will introduce a full comprehension to CAM via Osteopathy. | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** | | | | | | |
| **1.0**  **OSTEOPATHY**  **2.0** | 1.0 | ***At the end of the unit, the learners should be able to:***  **GENERAL OSTEOPATHIC TECHNIQUES** | Adjustable techniques for:  Lumbar  Cervical  Thoracic spine and extremities.  Indications and contraindication for manipulation. | | | | | | |
| 1.2 |

**COMPLEMENTARY AND ALTERNATIVE MEDICINE** **(CAM) – DIPLOMA COURSES - DURATION - 2 YEARS.**

**200 LEVEL SECOND SEMESTER.**

**COMPLEMENTARY AND ALTERNATIVE MEDICINE**

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| **Programme** | **DIPLOMA IN**  **COMPLEMENTARY AND ALTERNATIVE MEDICINE** | | | **Course Code** | | **OST 202** | | **UNITS** | **2.0** |
| **Course Title** | **CHIROPRACTIC** | | | | **Duration** | | **30 HOURS** | | |
| **Goal** | This course is designed to equip the student with knowledge of Complementary and Alternative Medicine (Chiropractic)... | | | | | | | | |
| **Objectives** | On completion of the course, the students should be able to:  This course will introduce a full comprehension to CAM via Chiropractic. | | | | | | | | |
| **TOPIC** | **PERFORMANCE OBJECTIVES** | | **CONTENT** | | | | | | |
| **1.0**  **CHIROPRACTIC**  **2.0** | 1.0 | ***At the end of the unit, the learners should be able to:***  **GENERAL TECHNIQUE** | DIVERSIFIED:  Adjustment of the spine (the (cervical, thoracic and lumber). | | | | | | |
| 1.2 |