

**CURRICULUM AND COURSE
SPECIFICATION FOR THE
ADVANCED PROFESSIONAL
DIPLOMA IN HEALTH
EDUCATION**

**AUGUST,
2024**



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DIPLOMA IN HEALTH EDUCATION**

INTRODUCTION

Health education occupies a central position in modern health systems. While clinical care focuses on the diagnosis and treatment of disease, health education emphasizes prevention, behavioral change, and community empowerment. In a society facing rising burdens of chronic disease, environmental hazards, and lifestyle related disorders, the need for trained health educators has become increasingly important.

The Advanced Diploma in Health Education at Cyrillic College of Homeopathy and Holistic Health Sciences is designed to prepare professionals who can promote health awareness, guide communities toward healthier lifestyles, and support preventive healthcare initiatives. The programme recognizes that sustainable health improvement depends not only on medical treatment, but also on informed choices, cultural understanding, and effective communication.

This curriculum integrates principles of public health, behavioral science, community engagement, and health communication with the broader philosophy of holistic and integrative medicine. Students are therefore trained to appreciate the relationship between physical health, environmental conditions, social structures, and individual behavior.

The programme aims to develop practitioners who can design, implement, and evaluate health education programmes within communities, schools, workplaces, and healthcare institutions. Graduates will possess the knowledge and practical skills necessary to contribute meaningfully to disease prevention, health promotion, and community wellbeing.

The curriculum follows a structured credit based system combining theoretical instruction with supervised field experience. Emphasis is placed on practical exposure, research literacy, and community oriented practice, ensuring that graduates are capable of translating knowledge into real world health interventions.

Through this programme, Cyrillic College seeks to contribute to the development of competent health educators who can strengthen preventive healthcare delivery and support the broader mission of holistic and integrative health practice.

Daniel Omisande

Registrar

Cyrillic College of Homeopathy and Holistic Health Sciences

ADMISSION REQUIREMENTS

PERSONAL QUALIFICATION

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

ENTRY QUALIFICATIONS

- i) A previous diploma, degree in any health/medical related discipline

DURATION OF COURSE

12 Months

CERTIFICATE AWARDED

Advanced Professional Diploma in Health Education

GENERAL INFORMATION

Structure of the Programme:

The Advanced Diploma in **Health Educationi** is a terminal programme structured to last for twelve (12) months (two semesters). Each semester shall comprise 16 contact weeks of structured academic activities, including lectures, practical exercises, quizzes, tests, and examinations. These programmes also incorporate mandatory periods of Supervised Clinical Experience (SCE), which serve to consolidate classroom learning with practical, real-world exposure.

Conditions for Award of Advanced Diploma:

Training institutions approved to offer accredited programmes shall award Advanced Diploma to students who successfully complete the full programme, including all prescribed coursework, examinations, the final project and the Supervised Clinical Experience (SCE).

GRADING SYSTEM

A standard **Five (5) Point Grading Scale** shall apply across all programs—Certificate, Diploma, and Advanced Diploma levels:

Score Range	Grade	Grade Point
70 – 100%	A	5.00
60 – 69%	B	4.00
50 – 59%	C	3.00
45 – 49%	D	2.00
40 – 44%	E	1.00
Below 40%	F	0.00

Classification of Certificate/Diploma/Advanced Diploma:

Distinction	-	CGPA of 3.5 – 4.00
Upper Credit	-	CGPA of 3.0 – 3.49
Lower Credit	-	CGPA of 2.5 – 2.99
Pass	-	CGPA of 2.5 – 2.99
Fail	-	CGPA of 2.5 – 2.99

GRADING SYSTEM

A standard **Five (5) Point Grading Scale** shall apply across all programs:

Score Range	Grade	Grade Point
70 – 100%	A	5.00
60 – 69%	B	4.00
50 – 59%	C	3.00
45 – 49%	D	2.00
40 – 44%	E	1.00
Below 40%	F	0.00

FOR ONLINE STUDY:

Score Range	Grade	Grade Point
90 – 100%	A	5.00
80 – 89%	B	4.00
70 – 79%	C	3.00
60 – 69%	D	2.00
50 – 59%	E	1.00
Below 50%	F	0.00

Classification of Advanced Diploma:

Distinction	-	CGPA of 3.5 – 4.00
Upper Credit	-	CGPA of 3.0 – 3.49
Lower Credit	-	CGPA of 2.5 – 2.99
Pass	-	CGPA of 2.5 – 2.99
Fail	-	CGPA of 2.5 – 2.99

CONTINUOUS ASSESSMENT POLICY

1. **Onsite Studies:** 30% of each course grade shall be from continuous assessment and 70% from end-of-semester examinations.
2. **Online Studies:** 50% of the course grade shall be assessed internally by lecturers ('INTERNALS'), and 50% externally through the examination administered by the college ('EXTERNALS').
3. Continuous assessments may include formal and informal tests, workshop evaluations, laboratory work, field assignments, presentations, and other discipline-relevant methods.
4. Colleges must maintain computer systems with appropriate software to manage assessment records.
5. Teaching standards and examination quality shall be monitored through student surveys and peer evaluation. Outcomes will be shared with lecturers for continuous improvement.

SEMESTER EXAMINATIONS

1. Onsite students shall write semester exams weighted at 70%, while online students will take 100-MCQ (Multiple Choice Question) exams worth 50% of the final score.
2. A minimum score of 40% (aggregate of C.A. and exam) is required to pass any course.
3. Eligibility to sit for exams includes 75% class attendance, filled course forms, and complete registration.
4. Students without valid continuous assessment records or who fail to meet INTERNALS/CA will be denied access to EXTERNALS/Examinations.

RESIT EXAMINATIONS AND POLICY

1. **No resit is allowed within the same semester.**
2. **First resit attempt:** N5,000 per credit unit.
3. **Second resit attempt:** N7,500 per credit unit.
4. **Third and subsequent attempts:** N10,000 per credit unit and mandatory re-enrolment in the course.
5. All attempts and scores shall be recorded and visible on the student's academic transcript.
6. This system ensures responsibility, academic integrity, and supports institutional sustainability.

EXAMINATION CONDUCT

Rules apply to both onsite and online students. Highlights include:

1. Punctuality: 30-minute window before and after exam commencement.
2. Ban on unauthorized materials, exchange of papers, and electronic devices.
3. Mandatory presentation of ID, fee clearance, and proper exam registration.
4. No impersonation, no leakages, no external assistance.
5. Strict supervision and surveillance are mandatory for online exams.
6. All misconducts carry stiff penalties, including carry-overs/backlogs, suspension, or expulsion depending on severity and recurrence.

PENALTIES FOR MISCONDUCT

Examples include:

1. Possession of unauthorized materials: Repeat the year.
2. Impersonation, assault on invigilator, or exam leakages: Immediate expulsion.
3. Non-submission of scripts, absence without excuse, and plagiarism: Carry-over or project rewrite.
4. Recurrent cheating: Dismissal without re-admission.

SUPERVISED INDUSTRIAL/CLINICAL EXPERIENCE (SIE)

1. Duration: Minimum of **15 weeks** between sessions.
2. Minimum of **10 out of 15 weekly visits** required.
3. Visits must be to a **licensed practitioner** or institution.
4. A **reference letter** will be provided by the college.
5. At completion, students submit:
 - A **logbook** or evaluation sheet.
 - A letter of performance from the host institution.
6. Case studies from SCE form part of seminar presentations.

GPA/CGPA CALCULATION

1. GPA (Grade Point Average):

$$\text{GPA} = \text{Total (Grade Point} \times \text{Credit Unit)} \div \text{Total Credit Units Taken}$$

2. CGPA (Cumulative Grade Point Average):

$$\text{CGPA} = \text{Sum of Grade Points} \times \text{Credit Units} \times 0.8 \div \text{Total Registered Credit Units}$$

This formula provides a weighted measure of overall academic performance across the duration of study.

FIRST YEAR, FIRST SEMESTER

CODE	COURSE	DURATION	UNITS
PGDHED 101	Introduction to Health Education	45hrs	3
PGDHED 102	Introduction to Health Information Management System	45hrs	3
PGDHED 103	Biostatistics	45hrs	3
PGDHED 104	Mental Health	45hrs	3
PGDHED 105	Maternal and Child Health	45hrs	3
PGDHED 106	Care of the Aged and Handicapped	45hrs	3
	TOTAL	270hrs	18

FIRST YEAR, SECOND SEMESTER

CODE	COURSE	DURATION	UNITS
PGDHED 201	Supervised Industrial Experience	120hrs	4
PGDHED 202	Health Planning and Management	45hrs	3
PGDHED 203	Health Economics	45hrs	3
PGDHED 204	Foundation of Research	45hrs	3
PGDHED 205	Environmental Health	45hrs	3
PGDHED 206	Occupational Health and Safety	45hrs	3
	TOTAL	345hrs	19

COURSE TITLE	INTRODUCTION TO HEALTH EDUCATION
COURSRE CODE	PGDHED 101
DURATION	45 HRS
UNIT	3.0

GOAL: This course is designed to familiarize the students with the strategies and principles involved in primary health care approach

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

- 1.0 Understand Health Education
- 2.0 Understand Health And Human Behavior
- 3.0 Understand Communities
- 4.0 Understand Health Communication
- 5.0 Understand Educational Methods And Materials
- 6.0 Understand Training
- 7.0 Understand Planning, Implementation And Evaluation Of Health Education Programs
- 8.0 Understand Ethical Issues In Health Education

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand Health Education</p> <p>2.0 Understand Health And Human Behaviour</p> <p>3.0 Understand Communities</p>	<p>On completion of this course, the student be able to:</p> <p>1.1 Explain the concept of Health</p> <p>1.2 Define Health Education</p> <p>1.3 State historical development of Health Education</p> <p>1.4 Describe objectives of Health Education</p> <p>1.5 State basic principles of Health Education</p> <p>2.1 Define behavior and related terms</p> <p>2.2 Describe the factors which affect human behavior</p> <p>2.3 Discuss on the role of human behavior in prevention of disease and promotion of health.</p> <p>3.1 Explain the concept of community and community participation, in public health in general and health education and promotion in particular</p> <p>3.2 Describe the benefits of community participation in the achievement of health education programs</p>

4.0 Understand Health
Communication

3.3 Explore the mechanisms of achieving community mobilization for common goal and the role of community leaders towards such an endeavor

3.1 Define communication

3.2 Discuss the components of communication

3.3 Explore methods of communication

3.4 Explain stages of communication

3.5 Identify barriers to effective communication and how to overcome them

5.0 Understand Educational
Methods And Materials

5.1 Explain the common methods of transmitting health information

5.2 Describe the advantages and disadvantages of interpersonal and mass media communication means

5.3 Explores the role of counseling at the grass root level

5.4 List major traditional as well as modern methods for group communications

5.5 Explain common teaching aids used for effective communication

6.0 Understand Training

6.1 Describe what training is

6.2 Discuss types and phases of training

6.3 Explore the methods of training

7.0 Planning, Implementation And Evaluation Of Health Education Programs

8.0 Ethical Issues In Health Education

6.4 Discuss evaluation of training process

7.1 Discuss on the planning process

7.2 Describe how to carry out and evaluate health education programs

8.1 Define ethics

8.2 State basic principles of ethics

8.3 Describe the responsibilities of health workers

8.4 Describe the responsibilities of health workers to the health extension package

COURSE TITLE	INTRODUCTION TO HEALTH INFORMATION MANAGEMENT SYSTEM
COURSRE CODE	PGDHED 102
DURATION	45 HRS
UNIT	3.0

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

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

- 9.0** Understand the concept of Health Management Information System (HMIS).
- 10.0** Know the various health indicators for appropriate intervention.
- 11.0** Know the various levels of data collection for HMIS.

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

	under the national PHC programme as beginning from the community to health facility to district to L.G to state and federal levels.
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COURSE TITLE	BIOSTATISTICS
COURSRE CODE	PGDHED 103
DURATION	45 HRS
UNIT	3.0

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

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

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

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

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

COURSE TITLE	MENTAL HEALTH
COURSRE CODE	PGDHED 104
DURATION	45 HRS
UNIT	3.0

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

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

- 1.0 Understand mental disorder
- 2.0 Know how to mobilize the support to promote positive mental health
- 1.0 Know the resources available in managing and promoting mental health services
- 1.0 Know how to manage cases of mental disorders
- 2.0 Understand the role of the family and community in the management of mental disorders

<p>4.0 Understand the role of the family and community in the management of mental disorders.</p>	<p>4.2 Define stigma and misconception associated with mental illness</p> <p>4.3 Outline the effects of stigma and misconception on the client, family and the community.</p> <p>4.4 Explain how to correct such stigma and misconceptions</p>
<p>5.0 Know how to manage cases of mental disorders</p>	<p>5.1 Manage mental conditions using the Standing Orders.</p> <p>5.2 Discuss the principles of rehabilitation of the mentally ill</p>

COURSE TITLE	REPRODUCTIVE, MATERNAL AND CHILD HEALTH
COURSE CODE	PGDHED 105
DURATION	45 HRS
UNIT	3.0

GOAL: This course is designed to equip the student with the knowledge and skills to provide reproductive, maternal and child health care

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

- 1.0** Understand Reproductive Health
- 2.0** Understand Maternal Health
- 3.0** Understand Abortion
- 4.0** Understand Family Planning
- 5.0** Understand Sexually Transmitted Diseases
- 6.0** Understand Harmful Traditional Practices
- 7.0** Understand Adolescent Reproductive Health
- 8.0** Understand Child Health
- 9.0** Understand School Health Programme and its components

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
1.0 Understand Reproductive Health	<p>On completion of this course, the student be able to:</p> <p>1.1 Define reproductive health</p> <p>1.2 Explain the historical development of RH and magnitude of RH problems</p> <p>1.3 Describe RH indicators and criteria for selection of indicators</p> <p>1.4 Understand the relationship of reproductive health and gender</p> <p>1.5 Explain the targets of reproductive health</p>
2.0 Understand Maternal Health	<p>2.1 Describe the safe motherhood initiative and services included under safe motherhood</p> <p>2.2 Highlight the important causes of maternal mortality and morbidity</p> <p>2.3 Describe effects of maternal health on children, family and community</p> <p>2.4 Describe maternal health services</p> <p>2.5 Explain the methods of maternal mortality measures and their challenges</p> <p>2.6 Discuss the objectives and strategies of Maternal and Child Health Programmes in Nigeria</p>
3.0 Understand Abortion	<p>3.1 Describe the magnitude of abortion</p> <p>3.2 Identify reasons behind unplanned pregnancy</p> <p>3.3 Define Unsafe abortion and list contributing factors</p> <p>3.4 Describe different components of post abortal care</p> <p>3.5 Explain the view of the Nigerian Constitution on Abortion</p>

4.0 Understand Family Planning

- 4.1 Describe the rationale for FP Programs in developing countries
- 4.2 Explain steps in counseling
- 4.3 Explain the reasons behind non-use of contraceptive methods
- 4.4 Describe different FP delivery systems

5.0 Understand Sexually Transmitted Diseases

- 5.1 Describe the Classification of STIs
- 5.2 Outline the public health significance of STIS
- 5.3 Describe STI Control strategies and obstacles
- 5.4 Describe advantages and limitations of syndromic approach
- 5.5 Explain HIV/AIDs and its modes of transmission
- 5.6 Explain the HIV/AIDS Global, regional and national status
- 5.7 Explain the the main preventive strategies of HIV/AIDs and other STDs

6.0 Understand Harmful Traditional Practices

- 6.1 Explain the main harmful traditional practices
- 6.2 Describe the concept, magnitude and effect of violence on women's reproductive health
- 6.3 List the problem and types of female genital cutting
- 6.4 Explain the problems associated with early marriage

7.0 Understand Adolescent Reproductive Health

- 7.1 Describe the importance of a RH focus on adolescents
- 7.2 Explain the RH risks and consequences in adolescents
- 7.3 Discuss the challenges of adolescent RH
- 7.4 Describe Health Services designed to address Reproductive Health

8.0 Understand Child Health

8.1 Define a child

8.2 identify major problems of children and the magnitudes of these problems

8.3 Explain the importance of proper early development as well as role and importance of mothers' health on children

8.4 Explain the risk factors of child morbidity and mortality

8.5 Describe childhood diarrhoea and its effect on child health

8.6 List the problems associated with respiratory infections in children

8.7 List vaccine preventable diseases

8.8 Describe types of health services and their individual contribution to health of the child

8.9 Describe the various Immunization programmes in Nigeria

8.10 Describe the concept of growth monitoring in children

9.0 Understand School Health Programme and its components.

9.1 Define School Health Programme.

9.2 Discuss the components of School Health Programme

9.3 Discuss school inspection, inspection of food vendor, treatment of minor ailment, etc.

9.4 Discuss the importance of organizing seminar/workshop for teachers and parents to enable them screen and manage cases among school children and take appropriate action.

9.5 Explain how school children should provide Child-to-Child Care (e.g. tepid sponging, feeding, etc.)

9.6 Explain how School Health Services could be evaluated through teachers interview, direct observation, use of existing records, student questionnaire,

etc.

COURSE TITLE	CARE OF THE AGED AND HANDICAPPED
COUSRE CODE	PGDHED 106
DURATION	45 HRS
UNIT	3.0

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

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

- 10.0** Understand Concept of Aged
- 11.0** Know the resources and facilities available in the community and health facility to help the aged
- 12.0** Know the appropriate counseling and counseling techniques on care of the aged
- 13.0** Understand common handicapping conditions
- 14.0** Know how to manage common handicapping conditions
- 15.0** Understand the importance of social support of the handicapped

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand the concept of the aged.</p> <p>2.0 Know the resources and facilities available in the community and health facility to help the aged.</p> <p>3.0 Know the appropriate counseling and counseling techniques on care of the aged.</p>	<p>On completion of this course, the student should be able to:</p> <p>1.1 Define the aged</p> <p>1.2 Discuss the process of aging.</p> <p>1.3 Explain the medical classification in use for the aged.</p> <p>1.4 Discuss the aged and common problems affecting them such as, failing sight and hearing, poor dentition etc</p> <p>1.5 Discuss preventive measures and treatment according to Standing Orders.</p> <p>2.1 Describe the resources and facilities available in the community health facility to help the aged and how to contain them.</p> <p>3.1 Discuss appropriate counseling techniques on how these resources and facilities can be utilized to care for the aged, e.g. Development Committees, religious groups, friends, local associations, etc.</p>
<p>4.0 Understand common handicapping conditions.</p>	<p>4.1 Explain handicapped conditions</p> <p>4.2 Enumerate common handicapping conditions in the community to include:-</p> <ul style="list-style-type: none"> • Deafness • Epilepsy • Asthma • Diabetic • Blindness • Mental sub normality.

<p>5.0 Know how to manage common handicapping conditions.</p>	<p>5.1 Use the Standing Orders to manage common handicapping conditions in the clinic.</p> <p>5.2 Refer handicapped clients to appropriate facilities</p>
<p>6.0 Understand the importance of social support of the handicapped.</p>	<p>6.1 Teach and work with families of disabled persons on the care and rehabilitation of the disabled.</p>
	<p>6.2 Work in collaboration with Community Development Committees to provide sheltered workshop for the disabled in the community.</p> <p>6.3 Identify the resources in the community for the screening and care of the disabled.</p> <p>6.4 Keep a register of names, sex, age and addresses and activity of the disabled.</p>
	<p>6.5 Keep a directory of persons, institutions, including; NGOs caring for</p>

COURSE TITLE: SUPERVISED INDUSTRIAL EXPERIENCE

COURSE CODE: PGDHED 201

DURATION: 120 HRS

UNIT: 4.0

GOAL: This course is designed to introduce the student to field practical's in industrial settings.

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

1.0 Know what is required of them in industrial settings

2.0 Know how to carry out simple responsibilities in industrial settings

COURSE TITLE	HEALTH PLANNING AND MANAGEMENT
COURSRE CODE	PGDHED 202
DURATION	45 HRS
UNIT	3.0

GOAL: This course is designed to equip the students with the knowledge and strategies involved in the planning and management of health programmes

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

- 16.0** Understand the concepts of health planning and management
- 17.0** Understand Primary Health Care
- 18.0** Understand Health Care Delivery System and Health Policies in Nigeria
- 19.0** Understand Leadership and Supervision
- 20.0** Understand Implementation and Evaluation

GENERAL OBJECTIVES	PERFORMANCE OBJECTIVES
<p>1.0 Understand Basics of Health Planning and Management</p> <p>2.0 Understand Primary Health Care</p>	<p>At the end of this course, the student should be able to:</p> <p>1.1 Define management, planning</p> <p>1.2 Identify importance of planning and management</p> <p>1.3 Identify other functions of management</p> <p>1.4 Differentiate administration and management</p> <p>2.1 Define Primary Health Care</p> <p>2.2 Explain the Principles and Approaches of PHC</p> <p>2.3 Describe briefly the development of the Nigerian health system since independence (1960) till date</p> <p>2.3 Identify the role of PHC in the Nigerian Health System (NHS) as being a central focus</p> <p>2.4 Describe the 3-tier of NHS and discuss the relationship between them</p>
<p>3.0 Understand Health Care Delivery System And Health Policy In Nigeria</p>	<p>2.5 Draw the diagram of the Federal, State and local government health system.</p> <p>2.6 Differentiate between Primary, Secondary and Tertiary Health Care</p> <p>3.1 Identify health care delivery system in Nigeria</p> <p>3.2 Explain the components of Health sector Development Program</p> <p>3.3 Describe the general strategies of the Nigeria health policy</p> <p>3.4 Review Nigerian health policies</p>

4.0 Understand Leadership and Supervision

4.1 Define Leadership

4.2 Explain major notes of a leader

4.3 Describe the general strategies in Leadership

4.4 Define supervision

4.5 Highlight the importance of supervision

4.6 Describe the purposes of making supervision,

4.7 Describe the principles, processes and activities of supervision

4.8 List down the responsibilities and the roles to be played by a supervisor

4.9 Highlight Appreciate the importance of giving feedback after making supervision

5.0 Understand Implementation and Evaluation

5.1 Define implementation

5.2 Describe the components and strategies necessary for the Implementation of a plan

5.3 Explain factors that affect implementation and find means of alleviating them

5.4 Define evaluation

5.5 Highlight the purposes of doing evaluation,

5.6 List the steps in evaluation

5.7 Identify practical problems in evaluation and find means of solving them

5.8 State the similarities and differences of evaluation and monitoring

5.9 Describe indicators and know the importance of indicators in evaluation

COURSE TITLE	HEALTH ECONOMICS
COURSRE CODE	PGDHED 203
DURATION	45 HRS
UNIT	3.0

GOAL: This course is designed to equip the students with the knowledge of economics components involved in the delivery of health care services

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

- 21.0** Understand Basics of Health Economics
- 22.0** Understand Features of Health Care Services and Relationship with Economic Development
- 23.0** Understand Cost Concepts and Economic Evaluation
- 24.0** Understand Health Care Financing
- 25.0** Understand Role of Government in Health

3.2 Explain the possibility of using cost concepts to undertake economic evaluation.

3.3 Apply cost benefit analysis and cost effectiveness analysis in assessing the performance of health care activities.

4.0 Understand Health Care Financing

4.1 Identify the factors that influence the choice of a financing system

4.2 Explore the different sources of financing the health service sector

4.3 Explain the strong and weak points of different financing mechanisms

5.0 Understand Role of Government in Health

5.1 Explain the role of government as affecting the resource allocation pattern in health & the extent to which it can influence the overall performance of the sector

5.2 Analyze the possible measures that can be taken to alleviate the health problems of developing countries

5.3 Appreciate the problems of health policy in developing countries

COURSE TITLE	FOUNDATION OF RESEARCH
COURSE CODE	PGDHED 204
DURATION	45 HRS
UNIT	3.0

GOAL: This course is designed to equip the student with the knowledge and skills of research methodology.

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

1.0 Understand the concept, nature and importance of research.

2.0 Understand the concept of research methodology.

1.0 Know the methods of data collection

4.0 Understand methods of data analysis and presentation.

1.0 Understand the presentation of research report.

2.0 Review Relevant Research Publications

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

6.0 Review Relevant Research
Publications

6.1 Identify and evaluate the methodology of
various research publications

COURSE TITLE	INTRODUCTION TO ENVIROMENTAL HEALTH
COUSRE CODE	PGDHED 205
DURATION	45 HRS
UNIT	3.0

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

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

1.0 Know the various types of environment

2.0 Know the concept and components of environmental health in any community

1.0 Know environmental health hazards in any community. -

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

5.0 Know types of waste water.

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

7.0 Know various harmful vectors.

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

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

COURSE TITLE	OCCUPATIONAL HEALTH AND SAFETY
COURSRE CODE	PGDHED 206
DURATION	45 HRS
UNIT	3.0

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

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

1.0 Understand Occupational Health Services

2.0 Know common occupational health hazards in the community and be able to manage them appropriately.

5.0 Understand Occupational Diseases according to their classification.

1.0 Understand factory in relations to occupational health services.

2.0 Understand industrial accidents and safety.

3.0 Know how to collaborate with occupational authorities and government regulating bodies to promote safe working environment.

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

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