



TECHNICAL REPORT ON STUDENT INDUSTRIAL WORK
EXPERIENCE SCHEME (SIWES)

Siwes Report

UNDERTAKEN AT
**KWARA STATE UNIVERSITY TEACHING HOSPITAL
SURULERE, ILORIN, KWARA STATE**

By:

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CERTIFICATION

This is to certify that this SIWES was carried out by ADEBAYO, Mariam Omolara with Matric Number: ND/23/NAD/FT/0031 in the Department of Nutrition and Dietetics, Institute of Applied Sciences (IAS), Kwara State Polytechnic, Ilorin.

DEDICATION

This SIWES is dedicated to Almighty God, the Author and Finisher of my faith.

ACKNOWLEDGEMENTS

First and foremost, I appreciate Almighty God for giving me the privilege to partake in the Students Industrial Work Experience Scheme (SIWES).

I acknowledge my amiable and dynamic Mr and Mrs. Busari for their financial, moral and spiritual caring and support during the course of my SIWES programme.

I also appreciate my Industrial based supervisor for their patient, endurance, courage and kind support during the course of my stayed in the Kwara State University Teaching Hospital.

I wish to also acknowledge my school based supervisor, for their support, encouragement and kind during their visitation to Kwara State University Teaching Hospital.

I also acknowledge the effort of my honourable HOD and other lecturers for their words of encouragement during my stay in the citadel of learning.

Finally, I appreciate my colleagues in the same industrial based training, I pray Almighty God will grant us success in all our endeavor (Amen).

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CHAPTER ONE

1.1 Introduction to SIWES

The Student Industrial Work Experience Scheme (SIWES) exposes students to industry based skills necessary for a smooth transition from the classroom to the world of work. It affords students of tertiary institutions the opportunity of being familiarized and exposed to the needed experience in handling machinery and equipment which are usually not available in the educational institutions and seeing firsthand the practical experience of some theoretical knowledge gained in the course of study.

Participation in SIWES has become a necessary pre-condition for the award of Diploma and Degree certificates in specific disciplines in most institutions of higher learning in the country, in accordance with the education policy of government.

1.2 Background to the SIWES

The Student Industrial Work Experience Scheme (SIWES) is an initiative which was established in 1973 by the Industrial Training Fund (ITF) to help bridge the gap between acquired classroom education and skills necessary for work in the industry.

Before the inception of the scheme in 1973, there was glaring evidence that inadequate practical exposure of students in tertiary institutions posed serious challenges to both the quality and standard of engineering and technological education in our nation. This resulted in half-baked engineering graduates who needed to undergo a form of training (Industrial Training) to be suitable for employment in industries and firms.

In order to forestall this threat that could bring about industrial regression, the Federal Government through the Industrial Training Fund (ITF) which was established by decree 47 of 1971 introduced the Student Industrial Work Experience Scheme (SIWES) in 1973.

SIWES exposes students to machines and equipment, professional work methods and ways of safe guarding the work areas and workers in industries and other organizations. It helps the student to know the link between what is

learnt in the university and what is actually practiced on site. It further helps students to appreciate their field of study better, thereby also determining which area of specialization to go into to contribute to technological development of this nation.

The scheme involves the students, the universities and the industry (employers). It is funded by the Federal Government of Nigeria and jointly coordinated by the National Universities Commission (NUC) and the ITF.

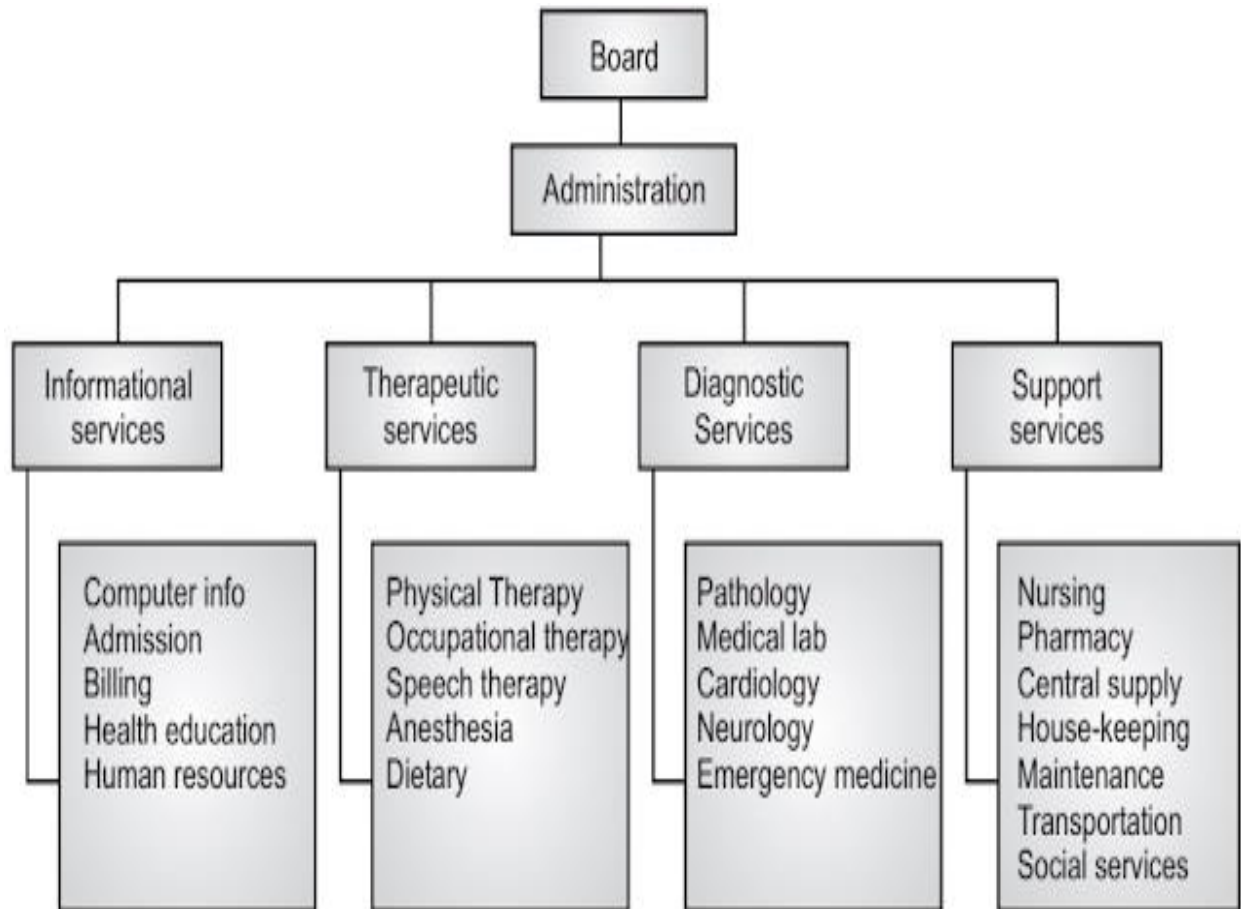
SIWES orientation is usually done to intimate students with the rudiments of industrial training before they are being employed. At the end of the industrial training (IT), successful students whose log books were verified and approved by ITF officials are paid SIWES severance allowance.

1.3 Objectives of SIWES

- i. Provides the student with an opportunity to apply their theoretical knowledge in real work situation thereby bridging the gap between theory and Practical.
- ii. Provides an avenue for students in tertiary institutions to acquire industrial skills and experience in their course of study.
- iii. Expose students to work methods and techniques in handling equipment and machinery that may not be available in universities.
- iv. Familiarizing the student for the working conditions they are likely to meet after graduation; and
- v. Make the transition from the university to the world of work easier and thus enhance student's contacts for later job placement.

CHAPTER TWO

2.1 Organization Structure



2.2 Preparation of Tiger Nut Drink (Kunu Aya)

The following are the ingredient in preparing tiger nut drink (kunu aya).
Namely;

- i. Tiger nut
- ii. Date
- iii. Coconut
- iv. Water

It should be well wash and the tiger nut should be soak for 24hours, then break the date and remove the seed and the coconut, blend all together and sieve.

2.3 Dysphagia

Dysphagia is a medical condition characterized by difficult swallowing, eating or drinking. It affect the ability to move food, liquid or saliva from the mouth to the stomach.

Causes of Dysphagia

The causes include; stroke or brain injury, neurological disorder, head or neck cancer, esophageal conditions etc.

2.4 Causes of Diarrhea

The following are the causes of diarrhea;

- i. Dietary factors
- ii. Food poisoning
- iii. Viral infections
- iv. Bacterial infections
- v. Parasitic infection
- vi. Underlying medical conditions

2.5 Sources of Vitamin K

The following are the sources of vitamin K which includes;

- i. Leafy greens
- ii. Fermented foods
- iii. Fatty fish
- iv. Egg yolks
- v. Grass-fed beef

2.6 How to calculate Body Mass Index (BMI)

Body mass index of a patient which is;

$$\frac{\text{Weight (in kg)}}{\text{Height (in meter)}^2} = BMI$$

2.7 Important of Fibre

The following are important of fibre in a diabetics patients.

- i. **Control your blood sugar.** Your body doesn't absorb and break down fiber. This means fiber doesn't cause a spike in blood sugar the way other carbohydrates can.

ii. Protect your heart. Fiber prevents your body from absorbing some fat and cholesterol. This lowers your triglyceride and cholesterol levels, and may reduce your risk of heart disease.

iii. Maintain your digestive health. Fiber acts like a scrub brush, cleaning your digestive tract. It helps clean out unwanted buildup to improve gut health, and reduces your risk of colon cancer.

iv. Keep you feeling full. Since fiber isn't digested, it moves slowly through the stomach, making you feel fuller for longer. This can help you lose or maintain your weight.

CHAPTER THREE

INVOLVEMENT IN THE ORGANIZATION

3.1 Obesity

Obesity is the medical condition characterized by excess body fat. Obesity is typically measured by body mass index which is calculated as weight (kg)/height(m)².

Classification of Obesity

Obesity can be classified as follows;

Class 1 Obesity: 30 – 34.9 BMI

Class 2 Obesity: 35 – 39.9 BMI

Class 3 Obesity: 40 BMI or higher. This class 3 obesity is also known as severe obesity.

3.2 How to Prevent Growth Failure in Children

Some method to prevent growth failure in children include; optimal breast feeding, early initiation breast feeding and exclusive breast feeding from 0 – 6 months.

3.3 What is Jaundice and its types

Jaundice is a medical condition characterized by yellowing of the skin and eyes, cause by a buildup of bilirubin in the blood.

Types of jaundice include; pre-heptic, hepatic and post-hepatic jaundice.

3.4 Cause and Symptoms of Jaundice

Cause of jaundice include; liver diseases, hemolytic anemia, infection, gall stone, etc

Symptoms jaundice include; dark urine, yellowing of skin and eyes, abdominal pain etc.

3.5 Pregnant Test for Women

The following are test carried out by pregnant women in the hospital.

- i. Blood group
- ii. Pack cell volume (PCV)
- iii. Retro vital screening (RVS)
- iv. Hepatitis B

- v. Hepatitis C
- vi. Urinalysis

3.6 Vital Signs

The following are vital signs in a patients;

- i. Blood pressure
- ii. Temperature
- iii. Pulse
- iv. Respiratory
- v. Weight

3.7 Nutritional Abbreviation

The following are the nutritional abbreviations

- i. BMS: Breast milk substrate
- ii. RUTF: Ready To Use Therapeutic Foods
- iii. BMI: Body Mass Index
- iv. RDA: Recommended Dietary Allowance
- v. BMI: Body Mass Index
- vi. GL: Glycaemia Load
- vii. DV: Daily Value
- viii. SDGs: Sustainable Development Goals
- ix. IYCF; Infant and Young Child Feeding
- x. Kcal: Kilocalories

3.8 Dietary Management for Hypertensive Patients

Dietary management is very important in controlling hypertension at it helps balance caloric intake to maintain healthy weight.

Recommended foods for hypotensive patient include; low fat diary, nuts and seeds, leafy green, avocados, berries, legumes, etc

3.9 Physical Assessment Test

I was taught about the physical assessment test for an Oedema patient. These test include; vital signs (temperature, pulse, blood pressure) pitting oedema, skin inspection, palpation, weight and the body mass index.



Manual Sphygmomanometer

3.10 Preparation of Kwash Pap

I was taught on how to prepare Kwash pap for a malnourished child and the ingredient used in making the Kwash pap.

The ingredient used are as follows;

- i. Maize flour
- ii. Soya bean flour
- iii. Sugar to taste
- iv. Milk and egg.

3.11 Effect of Maternal Malnutrition on the Mother

The following are the effect of maternal malnutrition on the mother which includes;

- i. Poor wound healing
- ii. Weakened immune system
- iii. Increased risk of infection
- iv. Premature labour
- v. Low birth weight
- vi. Anemia

- vii. Increased risk of miscarriage

3.12 Lifestyle Modification Management

Lifestyle modification management of diarrhea which are;

- i. Avoid spicy, fatty or high fibre foods
- ii. Avoid taking caffeine and alcohol
- iii. Consider taking probiotics

3.13 Effect of Maternal Malnutrition on the Foetus

The following are the effect of maternal malnutrition on the foetus which include;

- i. Intrauterine growth restriction (IUGR)
- ii. Low birth weight
- iii. Premature birth
- iv. Poor immune function
- v. Increased the risk of infection
- vi. Developmental delay
- vii. Increased risk of infection

3.14 Consequences of Malnutrition in Children

There are several consequences for malnutrition which include;

- i. It affect their immune system
- ii. Skin problem
- iii. Eye problem
- iv. Poor academic performances
- v. Impaired growth, development and cognitive functions

CHAPTER FOUR

4.1 Problems Encountered During The Training

The success of my training is undisputed, but it was not devoid of rough edges. I experienced some challenges, among these are:

- **The issue of expensive transportation:** I have to spend an average of 800 Naira every day for transport with remuneration.
- **Dedication to Work (other interns)**
In the office some interns were not ready to be dedicated to the job as I was, so this was a great burden upon me because every member of staff in the department was depending on me to carry out assignments when there were other hands. This make me work overtime sometimes.
- **Limited Hands-on Experience:** Sometimes, students are doing menial tasks or not getting enough opportunities to engage in meaningful work related to their field of study. This can hinder their learning experience and growth.
- **Poor Supervision:** Inadequate supervision or lack of guidance from mentors within the organization leave students feeling lost or unsure about their responsibilities and tasks.
- **Technological Challenges:** Kwara State University Teaching Hospital, like many organizations, have outdated equipment or technology. This make it difficult for students to learn modern techniques or software used in their field.
- **Communication Barriers:** Students face challenges in communicating effectively with staff or understanding instructions due to differences in communication styles, accents, or languages.
- **Workload and Time Management:** Balancing academic commitments with the demands of the internship can be overwhelming for students.
- **Safety Concerns:** Depending on the nature of the work, students encounter safety hazards or risks in the workplace. It's essential for the

organization to prioritize the safety of interns and provide necessary training and equipment.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

With regards to the 16 weeks industrial training undergone, I can strongly attest to the fact that the student industrial work experience scheme is a highly important program for all Nutrition and Dietetics students. This training has exposed me to skills that a Nutritionist and Dietetic needs to utilize and apply in their field, bridged the gap between theory and practical aspect and has also given me a sense of professional work ethics as Nutritionist.

The office provides citizens and the patients information about their nutritional needs. I am proud of my field now than I was before, knowing full well that without us the human being will be in the darkness of what is needed to consume in their stomach.

5.2 Recommendation

Industrial training is an important programme that is necessary for all undergraduates. It exposed students to practical aspect of the theories been thought in the classroom. It also gives students insight of what is happening in the labour market.

I will recommend the followings;

- i. That the school should be monitoring the welfare of the students while they are in the SIWES programme.
- ii. That the ITF should provide necessary placement for the students so that there will be more space/placement for the students to do their SIWES programme.
- iii. The government should invest more in the SIWES programme by building companies so that student can get more placement.