

# **NATIONAL OPEN UNIVERSITY OF NIGERIA**

## **FACULTY HEALTH SCIENCES**



**HANDBOOK FOR STUDENTS(2021-2026)**



National Open University of Nigeria  
Headquarters  
Plot 91, Cadastral Zone  
Nnamdi Azikiwe Express Way  
Jabi, Abuja

Compiled/Edited by:  
Prof. Mba Okoronkwo  
Pioneer Dean, Faculty of Health Sciences, NOUN  
&  
Professor Shehu Usman Adamu  
Current Dean, Faculty of Health Sciences, NOUN

Contributors

All Heads of Departments

Published by  
National Open University of Nigeria  
First Printed 2017

©NOUN E-mail: [enquiries@nou.edu.ng](mailto:enquiries@nou.edu.ng); [centralinfo@noun.edu.ng](mailto:centralinfo@noun.edu.ng)

URL: [www.nou.edu.ng](http://www.nou.edu.ng)

## **ACKNOWLEDGEMENT**

Our gratitude goes to the Vice Chancellor, Professor Olufemi Peters, for his support towards the production of this handbook. The handbook is a product of efforts and contributions of staff of the Faculty of Health Sciences, particularly, the pioneer Dean, Professor Mba O. Okoronkwo, who coordinated the compilation of this handbook, the current Dean of the Faculty, Prof Shehu Usman Adamu, the deputy Dean, Associate Professor Elkanem Ndie, the Head, Department of Environmental Health Dr. Oluremi Saliu, the Head Department of Nursing, Dr Elizabeth Joseph-Shehu, the Head Department of Public Health Dr. Gideon Okoroiwu, and other persons who had passed through this Faculty either as adjunct staff or contract staff.

The cooperation of the other members of staff in providing information is highly acknowledged. They are: Dr. Florence N. Uchendu, Dr. George Ani, Dr. Frank Ebhodaghe, , Dr. Ihuoma Ubosi, Mr. Adeolu Ejidokun, Mrs. Medlyn Okolo, Dr. Hassan Mohammed Sule;, and the Faculty Secretariat, Faculty Officer- Mr. Bala Lazarus Sabo, Mrs. Martina Arinze-Onaga, Mrs. Chioma Iroajugh and Mrs. Clementina Omalu, for secretarial assistance.

## **VISION AND MISSION STATEMENTS OF NOUN**

### **Vision Statement**

To be regarded as the foremost University providing highly accessible and enhanced quality education, anchored on social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers.

### **Mission Statement**

To provide functional, cost effective, flexible learning which adds life-long value to quality education for all who seek knowledge.

## **ANTHEM**

National Open University of Nigeria  
Determined to be the foremost University in Nigeria  
Providing highly accessible  
And enhanced quality education  
Anchored by social justice  
Equity, equality and national cohesion

Come to NOUN  
For functional, cost effective and flexible learning  
That adds life-long value  
For all who yearn  
For quality education  
And for all who seek knowledge

## **VISION AND MISSION OF THE FACULTY OF HEALTH SCIENCES**

### **(PHILOSOPHY OF THE FACULTY OF HEALTH SCIENCES)**

The Faculty seeks to provide broad-based academic, professional training and competence that reflect the emphasis on the current national preventive health care systems and services through the Open and Distance Learning (ODL) system. This training mode believes in the right to education for all, irrespective of age, sex, gender and location as this helps in the expansion of access and equity to education and life-long learning opportunities, without compromising quality. Learning is indeed a life-long, interactive process that builds on previous experience and ideally results in a change in knowledge, attitudes, beliefs, and/or behaviours.

## **FORWARD FROM THE VICE CHANCELLOR**

This handbook has been prepared to provide general information on the National Open University of Nigeria and in particular, the Faculty of Health Sciences.

The information contained in it are necessary for students' registration, choice of course, programme planning, duration of study and other relevant information that will help the students during their course of study in the University.

It also contains a brief history of the University and the Faculty of Health Sciences, its Philosophy, Mission, Vision and Objectives. I therefore, recommend this handbook to all students of the Faculty of Health Sciences and members of the public who want to study Health-related courses in the National Open University of Nigeria (NOUN).

**Professor Olufemi Peters**  
*Vice- Chancellor, National Open University of Nigeria*



**Professor Shehu Usman Adamu**  
*Dean, Faculty of Health Sciences*

## **WELCOME FROM THE DEAN**

With delight, I welcome you to the Faculty of Health Sciences, National Open University of Nigeria. As a Dean, I am committed to making your stay in the Faculty a memorable one and hope that your academic journey with the Faculty will be intellectually stimulating, challenging, smooth and hitch free, and also a time for your overall growth and development. This handbook contains a collection of policies, guidelines, procedures, and information of importance to students in the Health Sciences degree programmes. It should be read by each student upon its presentation and should be kept as a reference for future questions and regarding these matters. As University and professional guidelines change from time to time, the Faculty reserves the right to modify the information included herein without notice. Matriculated students shall be advised of any changes as they are approved.

The Faculty of Health Sciences has long embraced the idea that diversity, inclusion and equity are necessary for University education and has also subscribes to the philosophy of Open and Distance Learning (ODL), whose purpose includes developing the individual to the highest level of intellectual and professional capabilities using the distance learning mode; enriching instructions and creating new frontiers through research and scholarship. The Faculty is also aware that the landscape for higher education has changed globally with the emergence of technologies that inspire new understanding of how we learn and is also reorienting its courses and mode of delivery to accommodate such changes. The Faculty recognizes that total health care of our society must increasingly draw upon personnel, talents and techniques of a broad range of disciplines. Therefore, the Faculty runs a diversity of degree programmes which will help you excel in a range of settings including Nursing Science, Public Health Science, Environmental Health Science, which are currently offered and other programmes such as Dental Technology, Health Information Management, Medical Laboratory Science, Human Nutrition, etc., which will soon take off.

The primary objectives of the Faculty of Health Sciences are to design health-related manpower development programmes what will be replicable in various parts of the country; to stimulate critical thinking and technical competence in the field of health sciences; and contribute to meeting the emerging health care needs of Nigerians based on the principle of Open and Distance Learning.

A comprehensive acquaintance with the bodies of knowledge, which will assist you in living a productive, humanitarian and successful life in society; it is deemed important in the Faculty of Health Sciences. The Faculty is aware of its obligation to develop educational programmes in the various composite professions compatible with this philosophy and striving for the highest level identified as being justifiable in terms of the roles and responsibilities our graduates will assume. We draw on highly experienced, highly motivated teachers who serve as facilitators, instructors, preceptors, mentors who are part of working with students as matured candidates ensuring that they acquire desirable knowledge, attitudes and skills to prepare them for better practice and fulfilling career in Nursing and Public Health, Environmental Health, etc.

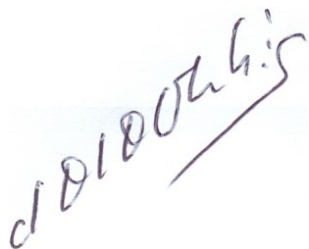
You should know what constitutes good and honest scholarship, and formats for assignments for each of your courses. Consult your Centre Coordinators, Student Counselors, Facilitators, Lecturers and Professors for help with problems related to fulfilling course assignments, including questions related to attribution of sources. Through reading, writing and discussion, you will undoubtedly acquire ideas from others, and exchange ideas and opinions with others, including your classmates and Professors. You will be expected, and often required, to build your own work on that of other people. In so doing, you are expected to credit those sources that have contributed to the development of your ideas.

You are also encouraged to:



- Organize your time appropriately to avoid undue pressure, and acquire good habits, including note taking.
- Learn proper forms of citation. Directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from your own previous work or another's work need to be acknowledged.
- Always proofread your finished work to be sure that quotation marks or footnotes or other references were not inadvertently omitted. Know the source of each citation.
- Do not submit the same work for more than one class without first obtaining the permission of both Professors even if you believe that the work you have already completed satisfies the requirements of another assignment.
- Save your notes and drafts of your papers as evidence of your original work.
- When plagiarism, cheating and/or other forms of academic dishonesty are suspected, appropriate disciplinary action may include: allowing the student to redo the assignment; lower the grade for the work in question; assign a grade of F for the work in question; assign a grade of F for the course; or recommend dismissal.

We encourage you to take advantage of all that the Faculty has to offer, not only in the classroom, but also in the field, laboratory and through extra-curricular activities available in the University. We look forward to the beginning of your Graduate journey and to facilitating the achievement of your academic and professional development and we are proud and excited to be part of your journey to a successful life and career.



**Professor Shehu Usman Adamu**, *BSc. MSc. PhD. MPH (Liverpool)*  
Dean Faculty of Health Sciences, NOUN

## INTRODUCTION

### 1.1 About the National Open University of Nigeria (NOUN)

From the early 1960s, there had been a rising commitment to strengthening the delivery system of education in Nigeria. Education was identified as a tool to be used to speed up socio-economic development in Nigeria. In the process of getting to the “root” of the education problems of Nigeria, it became clear to government that the colonial education strategy which targeted only a few privileged people in selected regions of the country did not quite fit the needs of a newly independent Nigeria.

Government, as far back as 1977, began searching for alternative models to the traditional conventional system which was rather restrictive and limited in scope. Government also realized that there is the need to create opportunities for those who have received some form of formal education to ‘update’ their knowledge and ultimately improve their productive capacity. Nigeria found itself in a situation where there are too many people without jobs and too many jobs without people. Lack of appropriate skills and knowledge amongst the ever growing workforce has compounded this national dilemma, hence the launch, of the National Open University of Nigeria (NOUN), to remedy the situation.

The idea of an Open University system for Nigeria, as a separate and distinct institution to be organized nation-wide was appropriately reflected in the 1977 **National Policy on Education**, which stated emphatically and unambiguously that “maximum efforts will be made to enable those who can benefit from higher education to be given access to it. Such access may be through universities or correspondence courses, or open universities, or part-time and “work-study programme”.

The **National Policy on Education** is very explicit in referring to what is now known as Open and Distance Education (ODE): A system which encompasses education for all, education for life, life-long learning, life-wide education, adult education, mass education, media based education, self- learning, personalized learning, part-time studies, and more. It is this policy that forms the bedrock of the NOUN. In formulating the National Policy on Education in 1977, the Federal Government of Nigeria expressed awareness of the fact that “education is the most important instrument of change in any society” and that “any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational revolution”.

In 2002, following the commitment and determination of government to democratize

education, a major tool for providing enhanced access to tertiary education, the National Open University of Nigeria (NOUN), was resuscitated and launched by President Olusegun Obasanjo on 1<sup>st</sup> October 2002 as Nigeria celebrated the 42<sup>nd</sup> Anniversary of her political Independence.

### **The Uniqueness of the National Open University of Nigeria (NOUN)**

The National Open University of Nigeria (NOUN) dedicates itself to preparing professionals in various disciplines through the distance learning mode. It offers you a choice of qualifications from Certificate to Diploma to Degrees and stand-alone self-development courses through flexible delivery, allowing learners the convenience to choose the time, place, and what to study.

The National Open University of Nigeria is unique in its admission policy. Its practice of open education enables the University to admit as many as are personally and individually prepared for programmes offered by the University. For degree programmes, students need not sit for the Joint Admission and Matriculation Board (JAMB) examinations. However, they must meet the JAMB and National Universities Commissions (NUC) minimum requirement of FIVE credits at the Ordinary level.

Since NOUN philosophy is the provision of quality flexible education for all, no one is turned back or denied admission. Therefore, students who are deficient in the required number of 'O' level passes are stepped down to the Access Programme designed to adequately prepare them for their undergraduate studies. NOUN's Access provides that those in the programme take up a prescribed set of courses for a period of one academic year.

### **1.2 Studying through Open and Distance Learning at NOUN**

As a student of NOUN, it is important for you to know a little bit about why in Nigeria, the adoption and deployment of open and distance education delivery system is very significant. Open and Distant Learning/Education (ODL), provides education for all via increased access and promotes lifelong learning, fills the gap created by the closure of sub-standard Outreach/Satellite Campuses across the nation and is cost effective in the education delivery system. Open and Distance Learning improves on the economies of scale i.e., more Nigerians receive quality education but at a reduced cost.

The NOUN will provide a flexible education delivery system in our country, which will help

meet up with the economic realities where a lot of people desire to work and learn simultaneously. Open and Distance Learning also maximizes the utilization of academic personnel and is therefore in the long run a cost saving measure in Nigeria.

Some of the other long benefits of ODL are poverty eradication, and lifelong education. ODL can help with the provision of National Orientation and non-formal education and provide education to reach the “un-reached” i.e. girls and women who cannot leave their homes regularly (as the case of those who live in Purdah, etc).

Technical and Vocational Education have in recent years played important roles in assisting individuals to improve their employment prospects in a rapidly changing socio-economic environment. In this regard, the role of NOUN in open and distance learning in the field of technical and vocational education is significant.

ODL responds effectively to the growing demand of working adults or any others who have difficulties in getting training in conventional education because of lack of flexibility in the timing and duration of academic programmes. ODL provides an opportunity for empowerment of those most disadvantaged (example, the unemployed, the physically challenged, women and ethnic minorities), as they can embark on courses of their choice within their vicinity.

ODL can be used as a platform for promoting National ethics and values. It can also allow for the dissemination of knowledge and information to target groups, with respect to government policies and activities thereby providing better understanding of government’s intentions at all times. This will improve general understanding, reduce misconceptions and promote social and political harmony.

### **1.2.1: Objective of the Nigerian Open and Distance Learning Programmes**

The programmes available to you under the National Open University of Nigeria (NOUN) are essentially designed to widen the access to education and to ensure equity and equality of opportunities for all and sundry. Open and Distance Learning education is to be used as an instrument for poverty alleviation especially in rural communities, by providing opportunities that support Education for All (EFA) and lifelong learning. Open and Distance Learning is to equip the Nigeria populace for the emerging global culture of technological literacy via its programmes and the use of information and communication technology. The acquisition of

flexible and qualitative education for all categories of learners will be accessible anywhere, anytime and via an appropriate and cost effective medium without the cost of conventional tertiary education delivery system as a whole.

### **1.2.2 Expected Outcomes**

As a student of NOUN it may interest you to know that Open and Distance Learning programmes in Nigeria are expected to raise literacy level of the population incrementally and systematically. Government will be able to meet its educational obligations to the different segments of the population by providing access to quality education at all levels to all who desire it.

Open and Distance Learning will help to improve the existing teaching force as well as train new teachers through other methods complimentary to current teacher education practices. Infrastructure that supports wealth creation at national, community and individual levels via education will be provided to the society via Open and Distance Learning programmes.

Open and Distance Learning in Nigeria will harness the opportunities of the information age for the enhancement of skill acquisition so that Nigeria will be on the right side of the digital divide. It will also help to increase penetration, wider reach, affordable and cost effective educational opportunities for all so that nobody is left behind; ODL will facilitate workplace training and professional development and enhance community ownership and participation in the management and provision of education at all levels nation-wide, especially through Community Resource/Study Centres.

### **1.2.3: The Features and Model of Distance Learning Systems in Nigeria**

As a registered student of NOUN, it will help your orientation if you further understand some of the guidelines for the preparation of NOUN's curriculum. A number of factors were considered as basic ingredients that inform the design of an ODL Programme for Nigeria.

They include:

**The mission:** In defining the mission of a **distance** learning system, such as that of NOUN, the role of the system within the specific context of education policy was considered.

*The mission of ODL in Nigeria is to enable government to fulfill its social obligations as well as to encourage the citizens to shoulder personal responsibilities in developing their full potentials and contribute to nation building.*

- a. **The Vision:** In stating the vision of a distance learning system, such as that of NOUN, the role of the system within the Nigerian context was considered.

*The vision of ODL in Nigeria is to provide highly accessible and enhanced quality education, anchored by social justice, equity, equality and national cohesion through a comprehensive reach that transcends all barriers.*

- b. **Programmes and Curricula** constitute very important components of the NOUN. Many distance education systems provide courses in preparation for examinations and degrees, which are equivalent, or similar to those offered by conventional institutions. These courses are subject to similar regulations as regards content and assessments, in comparison with the conventional universities.

- c. **Teaching and Learning Strategies and Techniques** depend partly on the type of programmes and the needs they are designed to meet. *The principle adopted for NOUN emphasizes the needs of learners rather than those of teachers.*

- d. **Learning Materials and Resources** make up necessary components in all distance-learning systems. Development and production of materials is often considered as a sub-system in distance teaching organizations and NOUN is no exception.

The Learning materials for NOUN and resources have been developed based on the best practices and tailored to meet national needs.

- e. **Communication** between teachers and learners is seen as a necessary component in distance education as in all other forms of education. Open learning systems on the other hand are often heavily based on self-study. *The importance attached to student-teacher interaction may vary considerably between different systems, and has been closely linked to educational strategies for Nigeria.*

- f. **Interaction** between learners is another crucial component. In some forms of distance education this is practically non-existent, but in most cases it is considered important. Learner-learner interaction may be provided in different ways and is

encouraged at NOUN. Often students meet physically in groups sometimes connected with other forms of local support. Some technologies allow the organization of 'virtual groups', where the students may interact at a distance, as for example by computer-mediated communication. *The development and operations of study resource centres are designed to take care of this initial aspect of the proposed ODL programmes for Nigeria and specifically at NOUN.*

- g. Learner Support** delivered locally is a common component of ODL and NOUN will provide this service at specially designated locations called Learning/Study Centres. This support is in a form that allows some kind of direct interaction between the learner and a teacher or a mentor/facilitator. This component may be organized completely as face-to-face events, or in combination with communication at a distance such as teleconferences. The centre may also offer access to other learning resources and equipment. *In Nigeria, at NOUN, each State Capital and Local Government Headquarters will ultimately have such a centre.*
- h. Learning Materials:** A comprehensive *delivery system*, which includes print material, audio/video tapes, CD-ROMS, television and radio broadcast, and internet/intranet solutions, will be deployed at NOUN to achieve the objectives of distance learning. Staff and other experts in a distance learning system need a range of different competencies. Capacity building of NOUN staff have been made part of the Implementation strategies of the programmes.
- i. Administrative System:** Effective management and administration needs not only competent staff but also well designed, efficient administrative systems and routines, planning and monitoring systems, budgetary and accounting systems. *The Administration and Management system at NOUN in Nigeria has been structured to cope with the peculiarity of delivering education through distance learning with emphasis on internal efficiency and quality assurance.* Housing and equipment requirements are very different from traditional education institutions. A single mode distance learning system has no residential students, and thus there is no need for classrooms, lecture theatres, and halls of residence at the central location. *The NOUN has an Administrative Headquarters in Abuja and a planning office in Lagos with facilities for course development, production and storage.* NOUN also has a Media Centre in its Kaduna Campus.
- (j) Quality Assurance and Quality Control Methods and Processes** are issues of great challenge for open and distance-learning providers in general, especially in the

design, development and delivery of course materials. An additional concern in the delivery of open and distance learning in Nigeria is the possible abuse of the assessment process through cheating and examination malpractices. *Critical assessment procedures that will be kept under constant evaluation and review are being employed to address this concern.*

#### **1.2.4: Model for the National Open University Nigeria**

##### **(a) Learner Targets:**

The NOUN is designed to increase the access of all Nigerians to formal and non-formal education in a manner convenient to their circumstances. It will also cater for the continuous educational development of professionals such as teachers, accountants, bankers, lawyers, nurses, doctors, engineers, politicians, self-employed business men and women. The range of target clientele is expected to be elastic and kept under constant review so as to be able to meet their ever-changing needs.

##### **(b) Methods of Delivery**

There are some overriding principles that have informed the choice of delivery methods utilised at NOUN. The best media are those that are easy to use and do not rely on the skills of a limited number of programmers or designers with sophisticated skills.

- The media utilized is cost-effective and flexible enough to take advantage of the huge amount of global knowledge, which to a large extent currently resides on the internet World Wide Web. (WWW).
- Printed material by is the most basic method of delivery that is adopted for NOUN.

Audiotapes, videotapes and CD-ROMS will be offered as complimentary media based on user preference. Special and properly scheduled radio and television educational programmes will play a major role in the delivery of distance learning.

The National Open University of Nigeria has taken full advantage of Information and Communication Technologies (ICTs) to provide learners with access to the Internet. The NOUN also utilises currently available and easily deployed wireless communication systems such as microwave radios and VSATs and these are to be used at each study center as and when they are available.



## **ABOUT FACULTY OF HEALTH SCIENCES**

### **2.0: Introduction**

The desire for the establishment of the Faculty of Health Sciences at the National Open University of Nigeria arose from the need to provide health workers at all levels for the badly underserved regions of the country. The faculty attempts to ensure that training emphasizes relevance rather than mere academic knowledge. It is intended to achieve two closely related main objectives. One is to produce a broad range of health manpower that will serve the depressed and underserved rural and peri-urban communities of Nigeria, and the other is to design test programme models for health manpower development that would be replicable in various parts of the country and, hopefully, in other countries of the world, where health conditions are similar to those of Nigeria.

To appreciate better the programmes of the Faculty, it is well to keep in mind that, in Nigeria, it normally takes about ten years for the standard medical school to produce a Consultant Physician. In addition, the product of these medical schools, like their counterparts elsewhere in the world, are generally disinclined to serve in the rural communities where over seventy per cent of the nation's most productive population reside and where their services are most needed. The Faculty of Health Sciences is, therefore, dedicated to preparing our graduates for challenging and rewarding careers in allied health.

The Faculty currently runs programmes Environmental Health (BSc Env't. Health), Nursing Science (BNSc) and Public Health (BSc Public Health), at the undergraduate level and Masters in Public Health (MSc. Public Health) and Doctor of Philosophy Degree in Public Health (PhD. Public Health). The existing structure, facilities and resources in these programmes constitute a tangible fraction of the requirements for the establishment of a full-fledged Faculty of Health Sciences. Therefore, the establishment of a Faculty of Health Sciences with attractive programmes and curricula is highly justified, especially, given the strident call to develop Nigeria's health sector.

### **2.1: Historical Background**

A proposal for the establishment of the Faculty of Health Sciences was made and presented to the University Senate. Thus at the 69<sup>th</sup> meeting of the Senate held on Tuesday, 24<sup>th</sup> April, 2012, the report and approval for the establishment of the Faculty of Health Sciences from the then School of Science and Technology was ratified.

The Faculty of Health Sciences (FHS) was carved out of the then existing School of Science and Technology (SST) now called Faculty of Sciences (FOS) as the first of its kind in Nigeria to have a full-fledge-core courses in health sciences through the Open and Distance Learning (ODL) mode. The Pioneer Dean of the Faculty was Prof Mba Okoronkwo, who was also a one-time DVC Academics of NOUN. The current Dean of the Faculty is Professor Shehu Usman Adamu.

The Faculty of Health Sciences is dedicated to training health professionals while the uniqueness of the training mode, which is open and distance learning is that it increases access and equity in learning. This mode therefore provides opportunity for ‘work and learn’ and this is very out target students who are mostly working professionals.

## **2.2: Programmes**

The Faculty of Health Sciences is currently running the following programmes with the award of a Bachelor’s degree in their respective areas as follows:

- i) Bachelor of Nursing Science (BNSc)
- ii) Bachelor of Science in Public Health Science (BSc Public Health)
- iii) Bachelor of Science in Environmental Health Science (BSc Env. Health)
- iv) Masters of Science in Public Health Science (MSc. Public Health)
- v) Doctor of Philosophy in Public Health Science (PhD. Public Health)
- vi) Other programmes which have received the approval of the University Senate, but which will take off as soon as they are resource varied and approved by the National Universities Commission and the relevant professional registration bodies are: BSc Dental Technology; BSc Health Information Management; Human Nutrition and perhaps Bachelor of Medical Laboratory Science (BMLS).

## **2.2.1: THE BACHELOR OF NURSING SCIENCE (B.N.Sc.) DEGREE PROGRAMME OF NOUN**

**Highlights:** The new BNSc degree programme addresses the following::

- (i) Upgrade of the curriculum to be in line with the NUC benchmark, Nursing and Midwifery Council of Nigeria's curricula requirements for professional examinations and the West African Health Board curriculum in Public Health Nursing
- (ii) Adequate orientation of the curriculum towards having polyvalent nurse clinicians with high capacity for technology use for self-directed learning who can also be presented for professional examinations.
- (iii) Innovative strategy for Public-Community health practice with emphasis on Primary Health Care (PHC) as the national anchor for health care access focussing on rural and urban community-based, problem-based and self-directed approach to learning about PHC within the context of Public-community health nursing.
- (iv) Incorporation of guided laboratory and practical schedules and logbooks to accompany nursing courses
- (v) Use of multimedia for learning access including personalized tablet that is Internet compliant
- (vi) Application of ICT in teaching/learning engagements and in clinical practice

### **2.2.1.1: INTRODUCTION**

Globally, the need for University education for nurses had led to the emergence of innovative programmes that can also guarantee access to many who are in clinical practice. This trend also speaks to changes in the education of nurses in Nigeria. There is increasing need to produce graduate nurse-clinicians with broad based scientific nursing knowledge for quality evidence based nursing practice in the 21st century.

Distance learning education approach as tested in other parts of the world provides a midway to meet the challenges of nurses already in practice who as professionals are expected to advance their education. This programme will provide increased access to university education for nurses in Nigeria and other African countries.

In 2004, the NOUN, following consultations with relevant stakeholders took the step to start the distance learning programme for Registered Nurses with the Nursing and Midwifery Council of Nigeria ensuring that the national standard as laid down by the regulatory agencies are also used as basis of assuring quality. The contents of the programme thus take guidelines from the National benchmark for a degree programme in nursing by the National Universities Commission as well as guidelines from relevant documents of the Nursing and Midwifery Council of Nigeria.

### **2.2.1.2: PHILOSOPHY.**

The Objects of the NOUN serves as a guide to the philosophy of the operations of the BNSc degree programme. The University believes in/that

- the right to education by all, irrespective of location as such relates to expanding access to education without compromising quality and standard of the BNSc degree graduates through high standards of scholarship, competence and personal character should have high capacity to translate expanded and deeper knowledge, improved skills and higher appreciation of human values in an emerging highly technological world to quality nursing care and service delivery that advance public health and quality health care delivery systems.
- preparation for professional nursing should consist of liberal and professional education utilising multiple resources (human and material) across the nation to support quality learning without compromising standard.
- Nursing is a helping process of interactions, working with people as individuals, families and communities to attain, maintain, restore and sustain optimal level of healthy living.
- the nurse is an important practitioner in the interactional transaction who function to help people at all levels (the individual, family and community) adopt positive or modify their lifestyles and pattern of daily living to meet their requirements for healthy living and effective use of health care services.
- the nurse must be highly knowledgeable to be able to engage in the cognitive analytic-synthesis process, and must be highly competent as to efficiently apply appropriate technical skills using up-to-date technology in helping clients and highly responsive to human feelings as he/she works in cooperation and collaboration with clients and other health and social science disciplines. The health team, in which the individual, the family and the community play significant roles, is the most effective approach to promotion, maintenance and restoration of health.
- professional nursing practice in the century and thereafter depends on programmes that can maximise knowledge from the arts, sciences, humanities and nursing for evidence based professional practice as depicted by involvement in research and continued acquisition of new knowledge and promotion of self development through self-directed learning by graduates
- the roles and responsibilities of the nurse are changing and a professional nursing programme should build capacity of learners in analysing the change process, in

deciding on change which is desirable or undesirable, possible, probable, or impossible, and in accepting responsibilities to take action for what would be needed to support change.

- Learners should be assisted in using relevant and proven learning methods that support problem solving based on rational knowledge moderated by emerging trend in technology.

### **2.2.1.3: JUSTIFICATION.**

While the number of Universities offering degree programmes in Nursing in Nigeria continues to increase, the number of Registered Nurses graduating from basic Schools of Nursing far exceeds the number that can be admitted into the conventional universities offering the BNSc degree programme yet university education is a professional requirement. Moreover, a large number of these Nurses, perhaps up to 80% who are qualified for University admission may not be able to pursue full-time education without losing their jobs. From another perspective, uptake of University education on a full time basis by Nurses in clinical practice will amount to reducing the number of nurses in clinical practice thereby complicating the existing shortage of nurses in health care institutions in the country.

The Bachelor of Nursing Science Degree of the National Open University is thus a response to the need to enhance access to university education for many Nurses in clinical practice who may not be able to leave their job for higher level education despite the professional demand for such.

### **2.2.1.4: AIM OF THE PROGRAMME.**

The aim of the University is to advance the education of nurses for modern day nursing practice, for higher level performance and capacity for projection into the future as the graduates function to meet health promotion and health care needs of individuals along the life span within family framework and with motivation for self-directed learning and professional growth.

### **2.2.1.5: PROGRAMME OBJECTIVES.**

1. To uphold the academic standards that are highly competitive meeting national and international requirement as such speaks to the nature of nursing practice

2. To provide a milieu facilitatory to learning and efficient nursing practice.
3. To graduate professional nurses capable of giving high quality nursing care to individuals and communities of diverse backgrounds, and in a variety of social and cultural settings.
4. To promote the institutionalization of the team concept in teaching and service delivery adopting efficient use of technology for optimal outcomes for students and consumers of health care services.
5. To organise continuing education programmes for its faculty members and for other nurses outside the university.
6. To mentor students into leadership responsibilities by facilitating their participation in group and professional association activities.
7. To develop problem solving potentials and research interest of students by exposing them to problem situations and by mentoring them through the research process and in conduct of research projects.
8. To cooperate with relevant bodies to advance nursing knowledge especially as such relates to improved learning and improved practice by the students and graduates
9. To support the participation of faculty members and students in University and professional affairs.
10. To evaluate the educational programmes of the department in the light of:
  - i. the educational objectives;
  - ii. the health needs of the nation;
  - iii. emerging trends in nursing education globally; and
  - iv. emerging trends in curriculum development and implementation as such relates to distance learning education.
11. To formulate and maintain active recruitment programmes.
12. To develop and maintain audio-visual, and other learning resources.
13. To formulate future plans and seek funds to maintain its educational and training programmes.

### **2.2.1.6: LEARNER FOCUSED OBJECTIVES.**

The student, on completion of the programme, should be able to demonstrate verbally, in writing and practice the following:

#### **A. Knowledge of:**

1. Physiological and psychosocial determinants of health and health status
2. Patho-physiological determinants of diseases
3. The scientific principles and nursing theories that are the basis of nursing care of individuals and groups of all ages and of diverse health status in a variety of physical and social settings;
4. The nursing process and standardized nursing language;
5. The communication process and group dynamics;
6. The process of scientific inquiry; and
7. The functions of members of the health team and their inter-relatedness and interdependency
8. Application of information technology in nursing care
9. Economic dimensions of health care programming and health care access.

#### **B. Skills in:**

1. Health assessment of individuals
2. Identifying health needs; planning and giving comprehensive nursing and health care to individuals of all ages in a variety of settings.
3. Applying basic scientific, social, medical and nursing theories, principles and concepts in the practice of nursing and in health care delivery.
4. Selecting appropriate health and nursing interventions, and performing technical skills with maximal safety.
5. Effective communication by organising thoughts and expressing such in manners that could be easily comprehended.
6. Planning and effecting health promotion, disease prevention and health restorative activities.
7. Working cooperatively as a member of the health team in provision of health care by:
  - i. Sharing information;
  - ii. Accepting responsibility and limitation willingly;
  - iii. Participating in group activities;
  - iv. Utilising standard protocols in giving health care.

8. Applying appropriate evaluation tools and instituting desirable changes.
9. Utilising information communication technology in information management, client education and self-development.

**C. Attitude that:**

1. Recognises the essential worth of the individual through her interpersonal responses.
2. Appreciates varieties in behaviour which may influence the care of the individual; and the family.
3. Shows commitment to the role of nurse and to the nursing profession.
4. Shows sense of responsibility for self-direction and personal growth.
5. Shows respect for the rights of his/her clients as individuals and groups.
6. Reflect positive disposition to use of technology in all aspects of life

### **2.2.1.7: INSTRUCTIONAL METHODS OF DELIVERY**

All courses shall be taught in English Language.

The mode of instruction is by the Distance Learning Mode which involves the use of a range of media to bridge the 'distance' between the instructors/facilitators and the students. The curriculum will be implemented adopting the blended learning approach, (70% distance learning and 30% face-to-face to cover orientation, tutorials and practical sessions in clinical sites). Instructions will be through a mixture of modalities including didactic online teaching (mostly asynchronous), self-study, small group learning, laboratory practice, apprenticeship, self-directed electronic learning, and synchronous online teacher-learner interaction using social network media among others. Multimedia instructional methods are adopted in the programme. The Print and electronic media will be used as appropriate. Each course has study materials and course guide developed and written specifically for it, and which students are expected to study along with CDs support and teacher-learner interaction through the Internet prior to examination. Learners will also have dedicated tablet for course materials and for asynchronous and synchronous interactive learning sessions.

### **2.2.1.8. EVALUATION**

#### **A. TUTOR AND COMPUTER MARKED ASSIGNMENTS**

As part of the evaluation mechanism, each course will be assessed with compulsory Tutor Marked Assignment (TMA's) and Computer Marked Assignments (CMA). Apart from the University courses where the best 2 of the latter would be used in addition to the score from the former for the continuous assessment for the course, the TMA and the CMA will be



added to other assignments of the course and computed to constitute 30% of the total assessment for each nursing course. The details of how each course will be assessed are given in the course guide that accompanies your course materials.

## **B. END OF SEMESTER EXAMINATIONS.**

Except otherwise stated, each course will culminate in an end of semester examination. The examination constitutes 70% of the total assessment or as otherwise spelt out in courses that have practical components. Details of these are spelt out under each of the nursing courses subject to the nature of the course.

### **2.2.1.9 LEARNERS SUPPORT**

The programme will be serviced by a range of support services. These include academic learner support (Staff Adviser and Course-coordinators), information, assistance and guidance by Counsellors and Preceptorship programme for clinical learning. Students' support services will take cognisance of NUC and Nursing and Midwifery Council of Nigeria guidelines.

#### **A. Academic Learner Support**

Academic Coordinators by classes - learners in groups of 50 by class will be assigned to Academic coordinator/Staff adviser that interact with learners as mentees, track their academic progress, help learners resolve academic and professional issues as they affect the progress of the candidate in the programme.

#### **B. Nursing Specialty Coordinators**

There will also be Specialty Coordinators for Medical Surgical Nursing, Maternal and Child Health Nursing, Community Health Nursing and Mental Health and Psychiatric Nursing, Specialized Elective Nursing programmes to provide professional support to learners, and academic coordinators, clinical instructors and preceptors in managing issues related to professional contents, laboratory and clinical postings and professional examinations as necessary.

### **C. Counsellors**

Learners will also have access to University Counsellors for resolving social and emotional challenges for learners.

### **D. Learning Resource Support**

Learners will be provided with personal tablet to access soft copies of learning materials and to have personal access to the Internet for dedicated periods. Through the Study Centres learners will also have access to University supported LMS to access Instructors' electronic materials. Interactive sessions with facilitators adopting mostly the asynchronous online interactive sessions using e-mail, other social network media and through the University Learning Management Systems will also be supported by occasional synchronous interactive sessions. As situation allows distributed classroom for learners in all study centres to have direct verbal interactions with instructors/facilitators/preceptors and other students using video conferencing, face-to-face will be facilitated especially as such relates to laboratory demonstrations and clinical learning.

Essentially interaction through online sessions among instructors, facilitators, learners, clinical preceptors and other resource persons that are involved in teaching of the courses and clinical learning will also be provided. Facilitatory interactions with emphasis on improved competence and skills acquisition through laboratory practical, simulations, use of standardized patients' clinical experiences in institutions and community settings will be ensured for the core clinical associated courses.

Learners will also have access to the hard copies of all learning materials.

#### **2.2.1.10 GENERAL ADMISSION REQUIREMENTS.**

Candidates intending to enter the BNSc Degree must have the following qualifications:

- i. Five (5) credit passes in not more than two sittings in WASCE, GCE, NECO in the following subjects: English Language, Mathematics, Physics, Chemistry, Biology
- ii. Registered Nurse or Midwifery Certificates of the Nursing and Midwifery Council of Nigeria
- iii. A valid practice licence issued by the Nursing and Midwifery Council of Nigeria.
- iv. Must have six months working experience and letter of attestation from current place of clinical practice for registration.

#### **2.2.1.11 COURSE DEVELOPMENT**

Course development is an integral part of instructional design within the Open and Distance Learning System. All the courses in the programme are to be designed and developed in line with the approved curriculum to meet the educational needs of the target group. The contents of the courses are written by experts in the various disciplines to achieve specific learning objectives. The development of these materials is based on the course description prescribed for each course. However, facilitators working with clinical instructors, preceptors and other specialists and head of the department will continue to update course materials annually as to ensure that learners have up-to-date knowledge and skills.

#### **2.2.1.12 DOMICILE FACULTY TO RUN THE PROGRAMME**

The programme is domiciled in the Faculty of Health Sciences of the National Open University of Nigeria. Guidance as provided by the Nursing and Midwifery Council of Nigeria, the professional regulatory body, other relevant professional bodies will be utilized in management of the programme.

#### **2.2.1.13 STAFFING AND PROGRAMME MANAGEMENT**

The programme will be administered by the staff of the Faculty of Health Sciences with other cognate schools, facilitators, preceptors appointed on a contractual bases to support the implementation of the programme across the federation and other sites. The programme will be managed centrally by the Head of the Department working in collaboration with the BNSc Chief Coordinator, The Zonal BNSc Coordinators and the State BNSC Coordinators/Clinical Instructors. The programme will also have Nursing Speciality (Academic) Coordinators for Medical-Surgical Nursing, Maternal and Child Health Nursing, Public Health/Community Health Nursing, Mental Health and Psychiatric Nursing and one for the Specialized Elective Nursing Programmes all chosen among the full time staff in the programme.

#### **2.2.1.14 DURATION OF THE PROGRAMME**

Duration of the programme shall be spread over 8 Semesters to cover the 4 years of full time programme for direct entry students in the full time BNSC Degree programme in line with existing National Universities Commission (NUC) policy. It has also taken into cognisance that the programme focused specifically on working class learners who have to perform the mandatory 8 hour-duty daily. The programme is designed for a minimum of 8 semesters of continuous intensive study and maximum of 16 semesters. Candidate will be required to register for minimum of 14 units and maximum of 24 units per semester.

#### **2.2.1.15 REQUIREMENTS FOR GRADUATION.**

A student in the BNSc degree programme must have registered for 8 semesters following

University regulations about registration for courses. A student must accumulate a minimum of 173 credit units including the 18 units of University electives.

#### **2.2.1.16 COURSE CODES**

The degree program shall be designated Bachelor of Nursing Science (BNSc). The programmes course code for all Nursing Science Courses in the University shall be 'NSC' (meaning Nursing Science Course) and this shall precede all courses. Each of the courses had also been allocated credit units depending on the contact hours with instructors/facilitators/preceptors, in the laboratory and in clinical practice. The first figure of the course code denotes the level at which it is being offered; while the last figure denotes the semester. With the last figures in the course code, **Odd numbers** connotes **first semester** while **even numbers** connotes **second semester except for University general courses where the courses, irrespective of the last digit, may be done at any semester.**

#### **2.2.1.17 EXAMINATION REGULATIONS**

In addition to the regular University Regulations the following shall apply to the BNSc. Programme.

1. At the beginning of each course, there will be a pre-test. This test is to provide baseline information for both the facilitator and the students on the level of previously acquired knowledge and will also be a reference point at the end of completing the course.
2. Continuous assessment will feature in all courses. The purpose of which will be to track the progress of the students in relation to the objectives of each course and provide feedbacks to enable students adjust their learning pace. Continuous assessment will include computer marked assessment (CMA), tutor marked assessment (TMA), other group or individual assignments required of every course and clinical assessment. The results of all the above tests though shall be recorded and will constitute 30% of the student's evaluation for the course.
3. For all clinical nursing courses, the course work shall constitute 40 percent of the final course grading (10% for supervised clinical assessment and 30% for other forms of continuous assessments) while the final examination constitutes 60 percent. This is due to the importance of the clinical content of the nursing courses. This implies that the course work is made up of CMA and TMA,(30%) continuous assessment by observational rating of practical and clinical assignments and patient care studies (10%).
4. There shall be a final examination in each course. The final examination for each course will normally consist of theory paper in addition to a practical\clinical examination with or without oral examination. Each course final examination shall be

conducted on completion of the course and in accordance with the University Examination Regulations.

5. Examinations in year four and five are to be moderated by external examiners not lower than the level of a Senior Lecturer in an approved University as approved by the faculty on recommendation of the Nursing Department.
6. A student shall only be allowed to sit for end of session examination in a course on the condition that s/he has attended at least 85 percent of all interactive sessions, have submitted all assignments and have fulfilled 100 percent clinical postings.
7. The pass mark for all courses shall be 50% in compliance with professional regulatory agency's prescription.
8. A student would be expected to pass all courses before proceeding to the next level of the programme.
9. ***Candidates who want to be presented for professional examinations in addition to the BNSc degree will fulfill all requirements including bearing the cost of indexing, additional examinations and practical obligations to be moderated on terms of the NMCN professional examinations.***

#### **2.2.1.18 MODE AND WEIGHTING OF EXAMINATIONS**

- (i) Assessment in each of the courses shall comprise both course work and end of semester/contact/session examination.
- (ii) As a professional programme and in line with the prescription of the Nursing and Midwifery Council of Nigeria's regulation, all courses shall be composite courses and the pass mark shall be 50%.
- (iii) All sessional courses consisting of parts 1, 2 and or 3 shall have in-course examination in the course of each semester/contact sessions and end of course examination at the end of Session.
- (iv) The total of 100% for all courses shall be made up as follows:

Continous Assessment	-	30%	} 100%
End of Course Examination	-	70%	
- (v) Courses having practical aspect shall be graded as follow:

Continuous Assessment	(Theory	10%)	} 30%	}
	(Practical	20%)		

End of course	(Theory 40%)	}	70%	100%
	(Practical 30%)			

(vi) Course requiring oral examination in addition to above will be made up as follows:

Continous Assessment –	(Theory -10%)	}	30%	}	100%
	(Practical 20%)				
End of course	(Theory 40%)	}	70%		
	(Practical 20%)				
	(Oral 10%)				

(vii) Examination Format -

<u>One Theory Paper 3 hours</u>			
Essay –	40	}	70%
Objective –	60		
Course work –	30%	}	100%

(viii) Courses with Laboratory and Clinical Practice

<u>One Theory Paper 3 hours</u>			
Essay –	40	}	50%
Objective –	60		
Course Work/Continuous Assessment –	20%	}	70%
Clinical Examination (Both in the laboratory – Demonstration/ Simulation/Standardized Patient & Clinical setting) -	30%		
			100%

NSC 406 - Teaching and Management Practical 100%

NSC 507	-	One Theory paper 3 hours	
		Essay –	80
		Objective –	20
		Seminar Presentation –	40%
			100%

NSC 505/506 - Research Project – 100%

(ix). All clinical nursing specialities – Medical-Surgical Nursing, Maternal & Child Health Nursing and Midwifery, Psychiatric & Mental Health Nursing as well as Public/Community Health Nursing shall follow same schedule of examination weighting at the end of each session as follow:-

<u>One Theory paper 3 hours</u>			
Essay –	40	}	60%
Objective –	60		
Course work –	40%	}	100%
Project/case studies –	100%		
Practical/Clinical –	90	}	100%
Orals –	10		
			50%
			10%
			40%

(x) Criteria for Promotion to next level

- (a). A candidate who fails one or two courses shall be allowed to resit such courses
- (b). A candidate who fails more than two courses shall repeat the year.
- (c). A candidate who fails one or the two resit courses shall repeat the year.

(xi) For computation of the degree, grading shall be as follows:

Part I	–	10%
Part II	–	15%
Part III	–	20%
Part IV	–	25%
Part V	-	30%
		<b><u>100%</u></b>

(xii) Graduation Requirements

For any candidate to graduate from the programme, he or she must have carried not less than 173 Units of course load, including the 18 units of University electives.

(xiii) A candidate shall be regarded as having attained in a course a level of achievement graded according to existing university examination regulations and all additional approved departmental, and professional regulations.

#### **2.2.1.19 AWARD OF DEGREE**

The Degree Examinations shall be taken in five parts. The degree shall be awarded to candidates who have complied with the general regulations of the University and the additional requirements of the BNSc. Degree Programme. The following grades of degree will be applied to the result as:

- A - 70% - 100% - CGPA 4.51 – 5.00 Pass with distinction
- B - 60% - 69% - CGPA 3.51 – 4.50 Pass with Credit
- C - 50% - 59% - CGPA 2.50 – 3.50 Pass

## 2.2.1.20 OUTLINE OF COURSES STRUCTURE

### NOTE:

1. One Semester is 15 weeks of course work.
2. Candidate will take not less than 14 units and not more than 24 units per semester
3. Compulsory Courses are Designated (C)
4. Elective Courses are designated (E)
5. Facilitation/Instruction (F)
6. Tutorial Session(T)
7. Practical - Laboratory/Clinical (P)

### 200 LEVEL FIRST SEMESTER.

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 201	Foundation of Professional Nursing Practice I	2	1	4	4	C
NSC 203	Human Physiology I	2	0	4	3	C
NSC 205	Human Anatomy I	1	0	4	2	C
NSC 207	Medical Biochemistry I	2	0	4	3	C
NSC 209	Physical and Health Assessment	1	0	4	2	C
NSC 211	Medical Microbiology and Parasitology	2	0	4	3	C
NSC 213	Human Anatomy II	1	0	4	2	C
POL 111	Element of political Science	2	0	0	2	C
GST 101	Use of English and Communication Skill I	2	0	0	2	C
	TOTAL				<b>23</b>	

**Note: Lab for Human Anatomy, Human Physiology, Medical Biochemistry, Cellular and General Pathology**

### 200 LEVEL SECOND SEMESTER

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
202	Foundation of Professional Nursing Practice II	1	0	4	2	C
NSC 204	Human Physiology II	1	0	4	2	C
NSC 206	Human Anatomy III	1	0	4	2	C
NSC 208	Medical Biochemistry II	1	0	4	2	C
NSC210	Introduction to Sociology	2	1	0	3	C
NSC 212	Cellular and General Pathology	2	0	4	3	C
NSC214	Human Anatomy IV	1	0	4	2	C
NSC216	Environmental Health	1	0	4	2	C
NSC 218	Developmental Psychology as Applied to Nursing	2	0	0	2	C
GST 104	Use of Library	2	0	0	2	C
	TOTAL				<b>22</b>	

**Lab for Human Anatomy, Human Physiology, Medical Biochemistry, Cellular and General Pathology and Environmental Health**

### 300 LEVEL FIRST SEMESTER



COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 301	Human Behaviour in Health and Illness	1	1	0	2	C
NSC303	Concept and Strategies in Public-Community Health Nursing	1	1	0	2	C
NSC 305	Medical Surgical Nursing I	2	1	4	4	C
NSC 307	Clinical Pharmacology and Chemotherapy I	1	0	4	2	C
NSC 309	Maternal and Child Health I	2	0	4	3	C
NSC311	Epidemiology	2	0	0	2	C
NSC313	Nutrition in Health and Disease	2	1	0	3	C
GST 107	A Study Guide for the Distance Learner	2	0	0	2	C
GST 201	Nigerian People and Culture	2	0	0	2	C
	<b>TOTAL</b>				<b>22</b>	

### Nursing Lab & Pharmacology

#### 300 LEVEL SECOND SEMESTER

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 306	Medical Surgical Nursing II	2	1	4	4	C
NSC 308	Clinical Pharmacology and Chemotherapy II	1	1	0	2	C
NSC310	Nursing Ethics and Jurisprudence	2	1	0	3	C
NSC 312	Maternal and Child Health Nursing I	2	0	4	3	C
NSC 316	Public-Community Health Nursing I	2	0	4	3	C
NSC318	Medical surgical nursing practicum	0	0	16	4	C
GST 103	Computers Fundamentals	2	0	0	2	C
GST 203	Introduction to Philosophy and Logic	2	0	0	2	C
	<b>Total</b>				<b>23</b>	

**NOTE:** 300 LEVEL 6 WEEKS CONCENTRATED CLINICAL POSTING (MEDICAL SURGICAL NURSING) (8hours x5days x 6weeks = 240hours) (PRE\_REQUISITE TO PART 4)

\* Indexing of interested Students for General Nursing Professional Examination with Nursing and Midwifery Council of Nigeria\*

**400 FIRST SEMESTER**

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 401	Advanced Medical Surgical Nursing I	2	1	4	4	C
NSC 403	Leadership and Management in Health and Nursing Care	1	1	0	2	C
NSC 405	Curriculum Development and Teaching Methodology	2	0	4	3	C
NSC 407	Introduction to Health Economics	1	1	0	2	C
NSC 409	Health Statistics	1	1	0	2	C
NSC 411	Research Methods in Nursing	2	1	0	3	C
NSC 413	Mental Health and Psychiatric Nursing I	2	0	4	3	C
NSC 417	Public-Community Health Nursing II	1	0	4	2	C
GST 102	Use of English and Communication Skill II	2	0	0	2	C
<b>Total</b>					<b>23</b>	

\* Indexing of interested Students for Midwifery Professional Examination with Nursing and Midwifery Council of Nigeria\*

**400 LEVEL SECOND SEMESTER**

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 402	Advanced Medical Surgical Nursing II	2	1	4	4	C
NSC 404	Advanced Maternal and Child Health (Abnormal Midwifery)	2	1	8	5	C
NSC 406	Maternal and Child Health Nursing Practicum	0	0	16	4	C
NSC 410	Seminar in Nursing	1	1	4	3	C
NSC 412	Mental Health and Psychiatric Nursing II	2	0	4	3	C
NSC 418	Public-Community Health Nursing III	2	0	4	3	C
<b>Total</b>					<b>22</b>	

**NOTE: 400 LEVEL 6 WEEKS CONCENTRATED CLINICALS POSTING (MCH POSTING); (8hours x5days x 6weeks = 240hours) (PRE\_REQUISITE TO PART 5)**

\*Professional Qualifying Examination for Nurses organized by the Nursing and Midwifery Council of Nigeria comes up in the **MONTH OF MAY** for yet to be registered students be prepared and presented in Part IV\* **(Implementation Issue – Clinical Posting Sites and Preceptors)**

**500 LEVEL FIRST SEMESTER**

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 501	Public-Community Health Nursing IV	1	1	4	3	C
NSC 507	Research Project	0	0	20	5	C
NSC 513	Public Health Practicum	0	0	16	4	C
GST 302	Business creation and Growth	2	0	0	2	C
GST 202	Fundamentals of Peace studies and Conflict Resolution	2	0	0	2	C
Restricted Elective*		2	0	4	3	E
<b>Total</b>					<b>19</b>	

\* Indexing of interested Students for Public Health Nursing Professional Examination with West Africa Health Examination Board (WAHEB)\*

\*Professional Qualifying Examination for Midwives organized by the Nursing and Midwifery Council of Nigeria comes up in the **MONTH OF MARCH** for yet to be registered students in Part V\*

NOTE: 6 WEEKS CONCENTRATED CLINICAL POSTING (NSC513 - PUBLIC-COMMUNITY HEALTH PRACTICUM)

### 5 LEVEL SECOND SEMESTER

COURSE CODE	COURSE TITLE	F	T	P	UNIT	STATUS
NSC 502	Advanced Mental Health/Psychiatric Nursing	2	1	4	4	C
NSC 504	Monitoring and Evaluation of Health Programmes and Services	2	1	0	3	C
NSC 506	Entrepreneurship in Nursing	1	0	4	2	C
NSC 508	Fundamentals of Nursing Informatics	2	1	0	3	C
NSC 518	Nursing Specialty Clinical Practicum	0	0	8	4	C
Restricted Elective*		2	0	4	3	E
	Total				19	

NOTE: 6 WEEKS CONCENTRATED CLINICAL POSTING (NSC513 - PUBLIC-COMMUNITY HEALTH PRACTICUM) AND 6 WEEKS CONCENTRATED CLINICAL POSTING; NSC518 – NURSING SPECIALITY CLINICAL PRACTICUM (MENTAL HEALTH AND PSYCHIATRIC NURSING AND OTHER NURSING SPECIALITIES PRACTICUM)

Implementation Note: Candidate must work with Preceptors and community in a clinical site for case presentations/Client Care studies \*Professional Qualifying Examination for Public Health Nurses organized by the West Africa Health Examination Board comes up in the **MONTH OF JUNE** for students yet to be registered as public health nurses be prepared and presented in Part V\*

\*Students to choose one from any of the following restricted elective courses:

#### 1<sup>st</sup> Semester

\*Students to choose one from any of the following Restricted elective courses:

##### 1<sup>st</sup> Semester

NSC 509	Gerontological Nursing	2	0	4	3	E
NSC 511	Ophthalmology Nursing	2	0	4	3	E
NSC 515	Oncology nursing	2	0	4	3	E

##### 2<sup>nd</sup> Semester

NSC 512	Occupational Health Nursing	2	0	4	3	E
NSC 514	Intensive Care Nursing	2	0	4	3	E
NSC 516	Ortho-Rhino-Laryngology (ENT)	2	0	4	3	E

**\*\* Candidates for Public Health Nursing Examination to be prepared and presented**

### Summary of courses unit by level

	Credit units for theory	Concentrated Clinical Postings
200	45	
300	41	4
400	41	4
500	30	8
<b>Sub Total</b>	<b>157 UNITS</b>	<b>16 UNITS</b>
<b>Total</b>	<b>173 UNITS</b>	

## DETAILED PROGRAMME PROPOSAL (DPP)

### BACHELOR OF NURSING SCIENCE DEGREE (BNSc).

#### COURSE DESCRIPTION

##### 200 LEVEL (FIRST SEMESTER)

#### **NSC 201 Foundations of Professional Nursing Practice I (2 -1-4) = 4 UNITS**

Foundation of professional nursing practice I is a course that introduces nursing students to the historical development of Nursing, Philosophical thoughts in Nursing, nature of nursing, fundamentals of nursing practice, meaning of health and illness, concepts and trends in Nursing, interpersonal relationships in Nursing, ethnics and philosophy of Nursing, comfort and safety measures, diagnostic measures, physical assessment and care of clients.

#### **NSC 203: Human Physiology I (2 – 0 – 4) = 3 UNITS**

This course covers the introductory aspects of physiology, the function of the cell and its components, organization of the cells to form tissues, organs and the complex systems that constitute the human body. It also covers the functional anatomy of the integumentary system and how it helps in the various movements that control body functions. The course also covers the physiology of the different classes of the body fluid compartments and the functions of the cardiovascular system in controlling their volumes and composition. Relevant practical sessions for a thorough understanding of the various systems, and their usefulness in nursing practice are also covered by the course.

#### **NSC 205: Human Anatomy I- General and musculoskeletal anatomy (2–0 – 4) = 3 UNITS**

It shall cover anatomical terminologies, general body organization including cell structure, structure of membranes, body tissue and organs, and body defense. Definitions and terminologies in embryology, and developmental biology, cell division, gametogenesis, events leading to fertilization, cleavage, implantation and formation of germ layers shall be covered. Placenta formation and functions shall also be covered. It shall also cover the gross anatomy of the muscles, bones tendons, ligaments and joints of the body. It shall also cover the histology of bones, muscles and joints. Types and classification of muscles and joints as well as developmental processes in bones shall be included

#### **NSC 207: Medical Biochemistry I (1 – 1 – 4) = 4 UNITS**

This introductory course deals mainly with the structures, functions and interactions of biological macromolecules, (carbohydrates, proteins, lipids and nucleic acids) which provide the structure of cells and perform many of the functions associated with life. It also includes a discussion of a very important group of compounds; enzymes which are the catalysts of Biological systems.

#### **NSC 209: Physical Examination and Health Assessment (1 – 0 –4) = 2 UNITS**

The course exposes students to a comprehensive and holistic approach to health assessment across the life cycle, the course contents include an overview of health assessment, types of assessment pain assessment, nursing history, general survey, physical examination techniques and practice, assessment of individuals from head to toe looking at the integumentary system - Hair, Skin and Nails, neurological assessment, musculoskeletal assessment, head and neck, eyes, ears, mouth, nose, and pharynx; the torso - breasts and regional Lymphatics, thorax and

lungs, heart and neck vessels, peripheral vascular system, the abdomen, male genitalia, female genitalia, anus, rectum and prostate. Students are provided with practical experiences of conducting complete physical examination in the same logical sequence as performed in practice using standardized patients.

**NSC 211: Medical Microbiology and Parasitology** (2 – 0 – 4) = 3  
**UNITS**

The course covers the study of characterization and classification of micro-organisms, characteristics of bacteria and other micro-organisms other than bacteria; medical helminthology; relationships of micro-organisms and parasites to disease; and control of micro-organisms and parasites. Susceptibility and resistance to infection, natural resistance, phagocytosis, antibodies, immunization, Anaphylaxis, hypersensitivity and allergy.

**NSC 213: Human Anatomy II- Urogenital and endocrine anatomy** (1–0 –4) = 2  
**UNITS**

It shall cover the gross anatomy, embryology and histology of the kidney, ureter, urinary bladder and the male and female urethra. The gross anatomy and clinical relevance of endocrine organs such as pituitary, thyroid, parathyroid, pancreas, gonads and adrenal glands shall be taught.

**POL 111: Introduction to Political Science** (2-0-0-2) 2 UNITS

This course introduces students to the nature of politics and how it is played. It emphasizes the issues of political discourse and practice. It also introduces students to the language and basic concepts of Politics. The student is later introduced to the methods of Political Science.

**GST 101: Use of English and Communication Skill 1** (2-0-0-2) 2  
**UNITS**

Listening enabling skills, listening and comprehending comprehension, note taking and information retrieval. Including data, figures, diagrams and charts. Listening for main idea, interpretation and critical evaluation. Effective reading. Skimming and scanning. Reading and comprehension at various speed levels. Vocabulary development in various academic contexts. Reading diverse texts in narratives and expository. Reading and comprehension passages with tables, scientific texts. Reading for interpretation and critical evaluation.

## 200 LEVEL (SECOND SEMESTER)

**NSC202: Foundations of Professional Nursing Practice II** (1-1-0) 2  
**UNITS**

**Foundations of Professional Nursing Practice II** course discuss concepts and models, Nursing theories and principles, nursing process as a framework for nursing practice, nursing and society, cultural and societal influences on the development and description of Nursing, the polyvalent role of the Nurse, History and structure of health care in Nigeria, Nursing care delivery, Communication and interpersonal relationship in Nursing.

**NSC 204: Human Physiology II** (1 – 0 – 4) 2 UNITS

This course is intended to provide an understanding of the physiology of the respiratory, digestive, endocrine, reproductive and urinary systems. It also contains instructions on the physiology of the nervous system, special sensations and thermoregulation. Relevant

practical sessions for a thorough understanding of the various systems, and their applications in nursing practice are also covered by the course.

**NSC 206: Human Anatomy III - Cardiopulmonary and gastrointestinal anatomy**

**(1 – 0– 4) 2 UNITS**

This course shall cover the gross, developmental and microanatomy of the heart, great vessels arterial, venous and lymphatic systems. It shall also cover the gross anatomy, embryology and histology the respiratory system. Anatomy of the diaphragm, mediastinum and the coverings of the thoracoabdominal cavities shall also be covered. This shall also cover the anatomical description of the alimentary canal including the oral cavity, oropharynx, oesophagus, stomach duodenum, jejunum ileum, and large intestines. Anatomy of glands associated with digestion such as liver, pancreas, and the biliary system shall be covered. Emphasis shall be made on the microanatomy and development

**NSC 208: Medical Biochemistry II**

**(1-0-4) 2 UNITS**

Having looked at the chemistry of major biomolecules in the previous course, this course takes us a step further to consider how these biomolecules are metabolized (synthesis and breakdown). This is very important because some of these biomolecules are fuel molecules whose breakdown provides energy for cellular activities, We shall first consider bioenergetics, vitamins as coenzymes and introduction to metabolism and then take a look at the major metabolic pathways of carbohydrate, amino acid, lipid and nucleic acid metabolism.

**NSS 210: Introduction to Sociology II**

**(2-1-0)**

**3**

**UNITS**

The course discusses the following issues becoming a functioning member of society; rural and urban communities; traditional society; widening scale of society; modernisation and urbanisation. Social problems and societal problems associated with modernisation and urbanisation, uses of sociology and careers for the young sociologist are also examined

**NSC 212: General and Cellular Pathology**

**(2-0-4)**

**3 UNITS**

The course covers general mechanisms the pathogenesis of disease and the dynamic nature of disease as it evolves from its incipient stage to its full expression. The effect of disease on organs and distant parts of the body are discussed. Pathology and the nature of disease, Chemistry of cell damage and the dying cell, Inflammation and infection, inflammatory response and chemical mediators, immunity and cellular immune response, principles of repair and re-organization of cell structure.

**NSC 214: Human Anatomy IV - Special Senses and Neuro Anatomy (1 – 0– 4)**

**2**

**UNITS**

It shall cover the integumentary system that maintain, integrate and control body functions. The anatomy of other sense organs such as eye, ear, tongue and olfactory organ shall be covered. The gross anatomy of the brain and spinal cord shall be covered. Peripheral and autonomic nervous system shall also be mentioned.

**NSC 216: Environmental Health**

**(1-0-4)**

**2UNITS**

The course is designed to examine the effects of environmental factors such as water, air, noise, biological, socio-cultural and socio economic, on the health of the community. Methods of assessing these factors and steps taken to improve on the quality of the

environment will be discussed.

**NSC218: Developmental Psychology as Applied to NURSING (2-0-0-2) 2 UNITS**

Emphasis in this course is on development from conception through childhood adolescence. Theories of learning, Psychology of Education and the nurse. Human growth and development. The nature and structure of intelligence, Individual difference. Determinants of health behaviour

**GST 103: Computers Fundamentals (2-0-0-2) 2 UNITS**

Basics of computer and computer system, Word Processing, Spreadsheet, Graphics, Storage Devices, Computer Network and Internet, Network Devices, Basic Internet Securities, Basic programming.

**GST 104 Use of Library (2- 0- 0-2) 2 UNITS**

*Types of Library and Services:* Types of Library: Library Services. *Research Techniques:* Information Sources; Literature Review; Databases Contents; Open Educational Resources. *Organization of Library Materials:* Library Catalogues; Classification of Library Materials. *ICT Use in the Library:* Digital Libraries; Computer Based Literature Search. *Good Reading Habit/Study Skills:* Basic Study Techniques / Methods; Study Habits; Handling Examinations. *Copy Right; Plagiarism and Referencing:* Copyright Laws; Plagiarism and Its Implications; Citation and Referencing; APA In-text citing and Referencing.

### **300 LEVEL (FIRST SEMESTER)**

**NSC 301: Human behaviour in health and illness (1-1-0) 2UNITS**

This course is to enable the student acquire knowledge of socio-psychological determinants of health behaviour. It enables her initiate compliance behaviour by utilizing the principles of guidance and counselling. Human development, culture factors and behaviour: beliefs, taboos and behaviour in health and illness. The socialization process: Development of personality and character formation; role identity and role function.

**NSC 303: Concepts and Strategies in Public-Community Health (1 – 1 –0) 2 UNITS**

The course exposes learners to various concepts and the historical antecedents in health care planning. Emphases are placed on the concepts of community oriented primary health care and community directed intervention as learners are assisted to also understand other concepts and strategies that are utilized in programme developments and management for health promotion and in promoting community action for health.

**NSC 305: Medical-Surgical Nursing I (2 – 1 - 4) 4 UNITS**

The course is designed to enable students to learn and integrate the role of the professional nurse in the care of children and adults with medical-surgical problems. It also encompasses nursing practice in relation to early diagnosis and prompt treatment, disability and rehabilitation, health promotion, illness prevention and dietetics. Experiences are provided in the nursing of selected individuals and families to facilitate theoretical learning and to further assist learners to develop skills in nursing practice.



**NSC 307: Clinical Pharmacology and chemotherapy I** (2-0-4) 2  
**UNITS**

The course is designed to help learners acquired basic knowledge of pharmacology to enable him/her function efficiently in all situations requiring drug use in health and illness in homes, communities and health care institutions. The student will acquire knowledge of the derivation, classifications, indications, dosages and calculations, routes of administration, mechanism of actions, adverse reactions, side-effects and contraindications, taking cues from general drug actions and functions of drugs on the systems of the body and in disease states. The course also considers concerns and problems of drug therapy within the context of the rights of the clients and responsibilities of the nurse. The responsibilities of the nurse in drug storage, administration and management are also covered in the course.

**NSC 309: Maternal and Child Health Nursing I** (2-0-4) 3  
**UNITS**

This course is designed to build knowledge, skills and inculcate positive attitude to the learners to be able to provide comprehensive and integrated care for sexual and reproductive health with emphasis on practical service delivery for maternal and child health and care of the family throughout the maternity cycle. The course also exposes learners to sexual and reproductive health issues and challenges along the life span. The course also focuses on the nursing care of newborn and children at various stages of growth and development. Exploring the roles, responsibilities and competencies of the nurse, the contents cover health promotion and maintenance, disease prevention, recognition of deviation from normal health and management of common deviations in all aspects of care of the mother and child in the maternity cycle.

**NSC 311:- Epidemiology** (2-0-2)  
**2UNITS**

The course introduces students to the principles, methods and conceptual models of epidemiology as they are applied in the study of both acute and chronic diseases. Students are introduced to the various terminologies and epidemiologic study methods. The common indices of community health, the analytic methods of demography, the theory behind screening programmes, and measurements are examined.

**NSC 313: Nutrition in Health and Diseases** (2-1-0)  
**3UNITS**

The course discusses the historical perspective of nutrition as a science. It presents the classification of food, the nutritional values of food and its effect on health. Other components of the course include food purchasing, presentation, preparation, relationship between digestion and absorption of food, nutritional quality of local foods and diets, selection and formulation of balanced and weaning diets, use of food composition tables, nutrient requirements and recommended daily calorie requirements. The course also discusses food in relation to the life cycle; use of diet in the management of acute and chronic illnesses and other life cycle changes. Learners would have practical demonstration in preparation of locally available food items to meet specified clients' need in order ensure that students are equipped with knowledge and skills needed for instituting dietary therapy and providing well-balanced diets to clients and patients.

**GST 201: Nigerian Peoples and Culture** (2 – 0 - 0) 2  
**UNITS** Nigerian history, culture and arts in pre-colonial times; Nigerian perception of the world; Culture areas of Nigeria and their characteristics; Evolution of Nigeria as a political

unit; indigene/settler phenomenon; Concept of trade; economic self-reliance, social justice, individual and national development, norms and values, negative attitudes and conducts, cultism and related vices); re-orientation of moral and national values; moral obligations to citizens, environmental problems.

**GST 107: A Study Guide for the Distance learner (2-0-0) 2 UNITS**  
***Introduction to The Open and Distance Learning (ODL) System:*** History of the Open and Distance Learning System, Characteristics of the Open and Distance Learning System, & Teaching and Learning in the Open and Distance Learning System. ***Study Skills for The Distance Learner:*** Listening, Speaking, Reading, Writing, & Study Strategies. ***Assessment and Evaluation Modes in Open and Distance Learning (ODL):*** Overview of Assessment In ODL, Instructional-Based Assessment Modes, Semester Examination, & Assessment of Non-Examinable Courses. ***Learners' Support Services:*** Definition and Purposes of Learners' Support Services, Types of Learners' Support Services, Sources of Learners' Support Services, & Benefits of Learners' Support Services

### 300 LEVEL (SECOND SEMESTER)

**NSC 306: Medical-Surgical Nursing II (2- 1 - 4) 4 UNITS**

The course focuses on further exploration of the role of the professional nurse in the care of children and adults with medical-surgical problems, including nursing practice in relation to early diagnosis and prompt treatment, disability and rehabilitation, health promotion, illness prevention and dietetics. Experiences are provided in the nursing of selected individuals and families to facilitate theoretical learning and to further assist learners to develop skills in nursing practice.

**NSC 308: Clinical Pharmacology and chemotherapy II (2-1-0) 3 UNITS**

**310: Nursing Ethics and Jurisprudence: Medical Ethics (2 - 1 - 0) 3 UNITS**

A study of ethical dimensions of medical and allied practice: The course focuses on the contribution of ethical theories to the understanding and, ultimately, the resolution of ethical problems in medicine. Some of the issues covered by the course include the following: the nature of moral problem, theories of ethics,, ethics of doctor/nurse and patient relationship, truth telling, white lie, euthanasia, whether or not health care delivery is a right, abortion, organ transplantation, foetal experimentation, death and dying, values in health and illness, indigenous and non-indigenous modes of healing, the nature of illness, life and death distinction, the right to live, the right to commit suicide.

**NSC 312: Maternal and Child Health Nursing with Normal Midwifery II (2-0-4) 3 UNITS**

The course is the concluding part of the course maternal and child health 1. It will focus drug administration in midwifery, growth and development of the neonate/infant, infant feeding methods and practices, common childhood infections and management of a child from birth to adolescent

**NSC 316: Public/Community Health Nursing (2 - 0 - 4) 3 UNITS**

This course introduces the students to the elements of public/community health nursing practice. Starting with the family as the unit of reference in CHN the course assists learners to explore the characteristics of the family in health and disease. In addition to understanding

the theoretical understanding of the construction of the family, learners are introduced to tools in family assessment, the concepts and theories of public and community health nursing relevant to health care of the family in culturally diverse populations. The course also explores socio-demographic variables and population dynamics as predictors of patterns of life in the community and patterns of diseases. A section of the course is devoted to theoretical discourse of conception of disease with emphasis on addressing the promotive and preventive health needs of populations and aggregate groups in the community setting. Through this course, the student will acquire appropriate skills and attitudinal disposition to analyze the socio-cultural, political, economic, ethical and environmental factors that influence individual, family, community and global health. Clinical and field experiences in community settings utilizing the principles of primary health care for health promotion and disease prevention, paying attention to vulnerable members of the community.

**NSC 318: Medical Surgical Nursing Practicum (0-0-16) 4 UNITS**

Students are taken through experiential learning through clinical postings in the various units where clients receive medical and surgical care

**GST 202: Fundamentals of Peace studies and Conflict Resolution (2-0-0) 2 UNITS**

This course draws its major case studies from the global arena and continent of Africa with particular reference to Nigeria with the aim of equipping you with the desired skills and knowledge of developing viable analytical mind and conceptual framework for addressing the conflict problems in Nigeria and elsewhere. Fundamentals of Peace Studies and Conflict Resolution is to introduce you to the interrelationship between conflict, peace, and conflict resolution, and prominent areas of inquiry and issues in the discourse of peace and conflict resolution. Understanding of these fundamentals will enable explanation of some basic concepts in the study of conflicts. In fact, the course will also expose you to relevant issues in conflict resolution at the local, national and international levels which can stimulate understanding of how values, resources, psychological needs and information management can cause conflict the world over.

**GST 203: Introduction to Philosophy and Logic (1-1-0-2) 2 UNITS**

A brief survey of the main branches of Philosophy Symbolic Logic Special symbols in symbolic Logic-conjunction, negation, affirmation, disjunction, equivalent and conditional statements law of tort. The method of deduction using rules of inference and bi-conditionals qualification theory. Types of discourse, Nature or arguments, Validity and soundness; Techniques for evaluating arguments; Distinction between inductive and deductive inferences; etc. (Illustrations will be taken from familiar texts, Including literature materials, Novels, Law reports and newspaper publications.

**400 LEVEL (FIRST SEMESTER)**

**NSC 401: Advanced Medical-Surgical Nursing I (2-1-4) 4 UNITS**

This course equips learners with an understanding of the aetiology, pathophysiology, diagnosis, and clinical manifestations of acute and chronic disorders. It also exposes learners to the development of nursing judgment and appropriate medical and nursing management of patients with acute health crisis and those with chronic illnesses requiring short and long term hospitalization, intensive care and or prolonged rehabilitation. By understanding the pathophysiological underpinnings of diseases and the nursing process, learners will be better equipped with knowledge and skills for providing scientifically sound care for patients.

Emphases are placed on nurses' responsibilities without denigrating the importance of team work in various clinical settings. The course has a practical component that is designed to further facilitate and augment knowledge and skill acquisition by the learners.

**NSC 403: Leadership and Management in Health and Nursing Care Service (1-1-0)  
2 UNITS**

The aim of this course is to introduce the students to the philosophy, theory, principles and techniques of management generally and as related to management of nursing care services. The course introduces learners to the evolution of management thoughts, the scope and nature of management, the various schools of management, and an array of essential tools for effective management of resources including personnel. From a professional dimension, the course explores the similarities and use of nursing process as a tool for scientific approach to solving management problems and also explores the concept of management by objective. Challenging issues in management of nursing services management will also be explored.

**NSC 405: Curriculum Development in Nursing and Teaching Methodology (2-0-4)  
3 UNITS**

This course is designed to introduce the students to the concept, principles and models in curriculum development. Learners will also learn about theories and principles of teaching and learning. Learners will be assisted to explore the use of the various theories and principles in development of nursing curriculum and developing patients/clients education programmes.

The course provides opportunity to apply teaching and management concepts and theories in practice. Learners are required to develop teaching plans for assigned topics and take patients in clinical area.

**NSC 407: Introduction to Health Economics (1-1-0) 2 UNITS**

The course is designed to expose learners to economic and health principles as they inform health care availability, accessibility and provision. Some of the concepts that would be explored include social welfare, demography, costing of health and nursing services availability and distributions, social stratification and access to health care services, problems of production, scarcity, choice and opportunity cost. The principles of cost-benefit cost effectiveness considering patients/clients, payers, government, providers and society will be covered. Methods of covering health risks, use of insurance in health care, management and regulation of hospital costs, issues in managed and long-term care. The concept of public goods and public health will be explored from the perspectives of costing. The dynamics of national health spending and comparisons of health and health expenditures across nations will be explored. The flow of fund in the health care system will be explored. Cost recovery and the role of nurses in the National Health Insurance Scheme and Political Economy of Health will be covered.

**NSC 409: Health statistics (1-1-0) 2 UNITS**

The course introduces the concepts of data, data demand and use, application of statistics in analysis of data derived from clients/patients' populations. Learners are assisted to understand the statistical process and various statistical methods in common use thereby developing their ability to draw conclusion from statistical analysis. Learners will also acquire knowledge and skills in data presentation and interpretation, data communication, and data-informed decision making. The course also highlights the nurse's role in data

collection and data quality. The course runs con-currently with Research methods applied to nursing.

**NSC 411 - Research Methods in Nursing** (2 – 1 – 0) 3  
**UNITS**

This course introduces students to the rudiments of research process. The course examines various definitions and types of research. It discusses the research process (from the stage of problem identification, through literature review, methodology, presentation and discussion of findings and referencing). The application and use of the research process in identifying and solving nursing problems in education and practice are presented. Learners at the end of the course are expected to have the knowledge required to generate research proposals.

**NSC 413: Mental Health & Psychiatric Nursing I** (2 – 0 – 4) 3  
**UNITS**

The course introduces students to mental health and psychiatric nursing employing the nursing process as the tool for the development of nursing care for the individual clients, families, and groups dealing with major psychiatric issues. Psychosocial development from childhood to adulthood will be explored as a baseline for understanding human behaviour in health and illness. The pragmatics and dynamics of human behaviours in the application of therapeutic interpersonal communication will be addressed.

**NSC 417: Public-Community Health Nursing II** (1 – 0 – 4) 2  
**UNITS**

Through this course, the student will acquire appropriate skills and attitudinal disposition to analyze the socio-cultural, political, economic, ethical and environmental factors that influence individual, family, community and global health. Clinical and field experiences in community settings utilizing the principles of primary health care for health promotion and disease prevention, paying attention to vulnerable members of the community.

**GST 102: Use of English and Communication Skills II** (2-0-0-2)  
**2UNITS** Writing Paragraphs: Topic Sentence and Coherence, Development of Paragraphs; Illustration, Description, Cause and Effect, Definitions. Formal Letters: Stylistic Forms, Essential Parts, Complaints and Requests, Letters about Jobs, Ordering Goods, Letters to Government and Other Organizations. Writing Reports; Reporting Events and Experiments. Writing Summaries; Techniques of Summarizing. Letters and Sounds in English, Vowels and Consonants, Interviews, Seminar Presentation, Public Speech Making, Articles, Concord and Sentences, Tenses, Gerunds and Participles, Active, Passive and the Infinitive, Modal Auxiliaries.

**400 LEVEL (SECOND SEMESTER)**

**NSC 402: Advanced Medical-Surgical Nursing II** (2 – 1 – 4) 4  
**UNITS**

This is a continuation of NSC 401 above. The course covers disease states within the framework of the body systems utilizing the systems approach. Like NSC 431, the course equips learners with an understanding of the aetiology, pathophysiology, diagnosis, clinical manifestations, and management of acute and chronic disorders. Learners credited with this module/course will be equipped with knowledge and skills pertinent to making both medical and nursing diagnosis; providing appropriate nursing care and the evaluating the effectiveness of such care. The practical component of the course is designed to further facilitate and augment knowledge and skill acquisition by the learners.

**NSC 404: Advanced Maternal and Child Health (Abnormal Midwifery) (2-1-8) 5 UNITS**

This course covers complications associated with pregnancy, labour, postpartum and the neonatal life. Students also acquire skills in management of obstetrics emergencies.

**NSC 406: Maternal and Child Health Nursing Practicum (0-0-16) 4 UNITS**

**NSC 410: Seminars in Nursing (1-1-4) 3 UNITS**

This course is designed to build the capacity of students for intellectual discourse of issues that have relevance to health and nursing as a profession. The course provides opportunity for students to be involved in active intellectual engagements with colleagues and teachers to build capacity for critical analysis of trends and emerging issues in all aspects of life as they have direct and indirect bearing on health and the practice of nursing. Particular attention is paid to the dynamics of social change as such influence nursing education, research and practice, health care and public health in general. Students are also assisted to acquire skills in public speaking and presentation using up-to-date information, education and communication material through appropriate deployment of information technology. Students will demonstrate the extent of application of knowledge and skills acquired in other courses such as research methodology, teaching and learning strategies among others in presenting research projects and seminar presentations.

**NSC 412: Mental Health Psychiatry Nursing II (1-1-4) 3 UNITS**

Preventive mental health (primary, secondary and tertiary), knowledge of the roles of the traditional healers in the society and the effects of urban-rural migration on mental health. Typology of crises, crises intervention and planning of community health programme

**NSC 418: Advanced Public-Community Health Nursing I (1-1-4) 3 UNITS**

This course focuses on the development of students' competence in planning, organisation, and administration of programmes to meet community health needs building on knowledge, attitude and skills acquired from other courses and most importantly NSC 301, 302, 305, 441. Students are assisted to have in-depth understanding and acquire skills to implement programmes for individual, family and community health promotion and disease prevention with emphasis on subgroups in the community.

**500 LEVEL (FIRST SEMESTER)**

**NSC 501: Advanced Public-Community Health Nursing II (1-1-4) 3 UNITS**

The course emphasizes the application of integrated knowledge in problem solving with regards to identification of community health nursing needs and working within community framework to promote health both locally and internationally planning and execution of programme and evaluation of impact of intervention modalities on the lives of individuals, family and community.

**NSC 507 Research Project (0-0-20) 5 UNITS**

Students are expected to submit and defend their guided research proposals. This proposal is expected to include the research problem, objectives, justification, literature review as well as

theoretical/ conceptual framework, methodology, instrument and ethical approval. Students are also expected to submit a completed research project for final scoring.

**NSC 513 Public-Community Health Nursing Practicum posting (0 – 0 – 16) 4 UNITS**

Students are expected to access rural community of choice where they are expected to utilize the knowledge and skills gained theoretically to implement interventions and present a report.

**GST 302: Business creation and Growth (2 – 0 - 0) 2 UNITS**

**Concept of Business and New Value Creation:** Business Planning Process; Start-up Decision – What Motivate people to begin new businesses; Opportunity Search and Identification; Legal Issues at Start-up; & Feasibility Analysis of New Ventures and New Venture Financing. **Theories of Growth: An Overview:** Concepts and Reasons of Growth; Challenges of Growth; Strategies for Growth (External Growth Strategies Franchising, Buy-In and Buy-Out); Mergers and Acquisition; **Sources of Funds:** Internal Sources and External Sources; Formal and Informal Sources; Efficiency in the use of Resources. **Marketing:** Concept of Marketing: Small and Big Business Marketing; Marketing Mix; Modern Marketing Tools. **Ethics and Social Responsibility:** The Importance of Ethics in Business; Ethical Behaviour and Practices in Nigeria; Community Development Projects/Welfare. **New Opportunities for Expansion:** E-Commerce; E-Business; E-Trade. **Managing Transition: From Start up to Growth:** Personal Disciplines; Learning; Decision Making; Control.

**500LEVEL (SECOND SEMESTER)**

**NSC 502: Advanced Mental Health/Psychiatric Nursing: (2 – 1 – 4) 4 UNITS**

The course builds on knowledge of psychosocial development from childhood to adulthood and the understanding of human behaviour in health and illness and the knowledge acquired in NSC 411 (Mental Health & Psychiatric Nursing). It is designed to equip the student to competently employ the nursing process in the development of nursing care for clients dealing with major psychiatric/mental health issues. The course will expose the students to the knowledge of specific mental health/psychiatric disorders across life span. The pragmatics and dynamics of human behaviours in the application of therapeutic interventions will be stressed utilizing a systemic framework approach.

**NSC 504: Monitoring and Evaluation of Health Programmes and Services (2-1-0) 3 UNITS**

Monitoring and Evaluation is an integral part of programming for quality service delivery and professional practice demands that nurses use evidence through appropriate data collection method, analysis, and use of such data to inform decision making relating to health care service delivery and programmes at all levels of care. This course build capacity of the learners to be able to apply the knowledge of data collection and transformation to inform decision making in the process of monitoring and tracking of services and programmes that are provided by nurses. The concept of monitoring and evaluation are explored, use of appropriate tool for assessment and the process of developing a monitoring and evaluation plan is also covered. Learners are expected to learn through case studies and practical experiences of monitoring of services and programmes provided by nurses.

**NSC 506: Entrepreneurship in Nursing (2 – 0 – 4) 2UNITS**

This course is designed to introduce students to the concepts, principles and practice of entrepreneurship. The contents covered include the entrepreneurial process, exploring business opportunities, developing a business plan, exploring market strategies, evolving organizational plan and developing financial plans. Issues in funding, launching out and working for business growth will also be covered. Learners will be assisted to acquire positive attitude and apply the knowledge of idea generation to developing business plans while considering opportunity for self-employment in nursing.

**NSC 508: Fundamentals of Nursing Informatics (2-1-2) 3 UNITS**

This course builds on students' knowledge acquired from NSC 101, 201, 305, 401, 440, 540, 541/542 to further the knowledge on use of computer, information science in decision making for efficient clinical practice. Students will explore the concept and use of informatics in nursing practice and its role in enhancing client care in day-to-day practice as a nurse. Students will acquire improved competencies in efficient use of information technology especially as it relates to use of electronic health records. Students will also examine issues related the protection of the privacy, confidentiality, and security of information in health care environments and the potential utility of a wide array of social networking tools in communicating health-related information.

**NSC 518: Nursing Specialties Practicum (0 - 0- 16) 4 UNITS**

Students are taken through experiential learning through clinical postings in the various units where clients receive mental health and psychiatric care, theatre, ophthalmology clinic and other nursing specialties unit.

**RESTRICTED ELECTIVES**

Any one from the list must be taken each semester at 500 level:

**FIRST SEMESTER**

NSC 509 Gerontological nursing (2 – 0 – 4) 3 Units

NSC 511 Ophthalmic Nursing (2 – 0 – 4) 3 Units

NSC 514 Oncology Nursing ( 2-0-4) 3 Units

**SECOND SEMESTER**

NSC 512 Occupational Health Nursing (2 – 0 – 4) 3 Units

NSC 514 Intensive Care Nursing (2– 0 – 4) 3 Units

NSC 516 Ortho-Rhino-Laryngology (2 – 0 – 4) 3 Units

**Laboratory Demonstration**

From the first year of the programme there are needs for laboratories for Nursing, and the Life Sciences (Anatomy, Physiology, Biochemistry, Pathology, Microbiology).

The National Open University of Nigeria has commenced building of Nursing Laboratories in the 6 study centres, one in each of the geopolitical zones. The first standard laboratory fully furnished is already provided at the Ibadan Study Centre to serve the South West zone. Memorandum of Understanding are also to be developed to use facilities of existing Universities and Schools of Nursing/Midwifery/Public Health that met the standard of NOUN as need be depending on the number students admitted in each zone. Clinical Instructors are employed to support demonstration for students in the laboratory.

NOUN over time proposes to have Standard Nursing Simulation Laboratories to also have Standardized Patients' Laboratories incorporated in each State Capital to serve the undergraduate students in the immediate and postgraduate students for the future.



### **Clinical Postings and Learning in 4 Main Specialties of Nursing**

Students need to have clinical postings in the 4 major specialties of nursing and possible sites as approved by the NMCN have been identified. Memorandum of Understanding is also being signed with selected institutions where students will do clinical postings. Preceptors are also drawn from across institutions approved by Nursing and Midwifery Council of Nigeria from the 6 geopolitical zone and will be trained appropriately. The number of preceptors will depend on the number of students for each posting.

### **Capacity Building for Distance Learning Education in Nursing**

All the staff involved in the BNSc are appropriately trained and have regular updates in implementation of distance learning programme and support for online programme.

### **Course Development and Upgrade**

The Course materials have been developed/revised and will be voiced by Course writers and Core Programme Staff in the 4 departments/main specialty areas of Nursing in NOUN.

### **Human Resource**

The Programme has Core Staff, Adjunct and support staff drawn from across the country and beyond to support theoretical and practical learning.

## **PROFESSIONAL EXAMINATIONS**

Students in the department of Nursing Science do two types of examinations. The University examinations and the professional examinations that enable the students register and get licensed to practice in three main specialties of nursing, general nursing, midwifery and public health nursing as statutorily required by the law. The professional examinations are conducted by Nursing and Midwifery Council of Nigeria. Students of the BNSc Degree programmes are facilitated to sit for the professional examinations in the course of doing the university programme. Students are assisted to do three qualifying professional examinations in Parts 4 and 5 to qualify and get licensed to be registered nurses (RN) to practice as a general nurse, to qualify and be registered as midwives (RM) and to qualify and be registered as public health nurse (RPHN). Getting registered and licensed to practice in these areas makes the graduate of the BNSc Degree programme really polyvalent such that s(he) can function in all areas of health and can plan care to meet the needs of the individual, the family and the community giving attention to changes in the life cycle.

Students have to be indexed and must be registered for the examination at different periods of running the BNSc Degree programme and must pass the Pre-council examinations usually conducted before the students get registered to do the NMCN qualifying examinations. Students get indexed for the general nursing education in the third year of the BNSc programme. Students who have passed the general nursing qualifying examination gets indexed for professional qualifying examination for midwives and get indexed for the

professional examination in Public Health Nursing. Students usually will cover the course contents for the professional examinations with hard work. The BNSc Degree curriculum is integrated such that the courses from year one to five take cognisance of the various curricula for the professional programmes. However, students, may have to do extra revision sessions in preparation for the professional examinations. Preparing students for both the University examination and the professional examinations always make more demands on the lecturers, clinical instructors and preceptors so students are enjoined to cooperate with the department to help them achieve the goal of being polyvalent practitioners. A candidate that cannot pass the professional qualifying examination to practice in any specialty area face the challenge of been withdrawn from such professional examination. You are encouraged to work hard to pass the professional examination once. Some students may drop out from doing the professional examinations for midwifery and public health nursing voluntarily or at the instance of the department if the students fail to meet up with the requirement for indexing or registration for the additional two professional examinations. Some of the conditions are that students must pass all theory papers and must have fulfilled the clinical postings and submission of the required case studies and projects. All examinations associated with professional qualifications are paid for by the students. ***The university do not take responsibility for external examinations conducted by professional regulatory bodies. These often require that students inform their parents/guardians of the details of the professional examination well ahead of time.*** Students are also encouraged to work closely with the class coordinator, the BNSc Degree Chief Coordinator, the laboratory supervisors and clinicians met during clinical and community postings.

### **Ethical and Moral Demands of Being Students of the BNSc Degree Programme.**

Beyond intellectual demands of the BNSc degree programme, and deference to the Motto of the University (Work and Learn), an aspiring student in the programme that would be presented for final university and professional qualifying examinations are expected to learn positive ethical and moral conduct, within interpersonal relationships with colleagues in class, teachers (in the University and clinical setting), other health professions, clients (individuals, families, small groups and communities). Students in the programme are assisted and expected to learn positive ethical and moral conduct that will cumulate in taking professional oath at the point of graduation.

### **Conclusion**

The students of the BNSc Degree programme are required to work hard in a multidimensional

physical, legal and interpersonal environments of the University, clinical and community settings. The programme is a professional course that have minimum expectations in terms of theory, laboratory practical and clinical experiences with attendance, completion of all logbooks and having records of skills acquisition adequately documented. It is important, that you master the guidelines and rules to successfully go through the programme. It is important that you ask questions, seek counsel and support from various units of the NOUN.

The workload of the BNSc degree programme is heavy because of the intellectual and practical skills requirement to achieve the multiple benefits that accrue to the graduates within the context of professional competence. There is a minimum professional requirement for students to earn the BNSc degree programme and this must be understood in the context of legal demands to practice as a nurse in Nigeria and outside the country. If you have further questions, please, interact with your Class Coordinator/Academic Adviser for answers and for counsel. It is important that you also have a copy of the University handbook.

All the best.

## **2.2.2 BACHELOR OF SCIENCE IN PUBLIC HEALTH (B.Sc. Public Health)**

### **2.2.2.1 INTRODUCTION**

Public Health is the branch of Medicine which is concerned with the health of the whole population and the prevention and treatment of diseases from which it suffers. This is carried out through community diagnosis, i.e. collection of baseline data and situation analysis.

### **2.2.2.2 PHILOSOPHY**

The philosophy of the public health programme is to provide a broad-based academic, professional training and competence that reflect the emphasis on the current national preventive health care systems and services through the use of open and distance learning approaches.

### **2.2.2.3 JUSTIFICATION**

The rapid and ever growing population of Nigeria no doubt needs a concise and pragmatic approach to its health needs. Regrettably, the skilled manpower needed to actualize the lofty goals of primary health care is inadequate in the nation's health care system.

Although, there are Schools and Colleges of Health Technology that award certificates and

diplomas in various discipline related to Public Health such as Environmental Health, Health Education, Community Health Workers etc., yet the graduates of these schools and colleges alone cannot meet the ever-increasing challenges in the field of Public health especially with the current changes in the socio-economic, political, industrial and technological environment.

It is in the light of the above, that this programme is being introduced to train, retrain and produce graduates with broad scientific and professional knowledge; that is based on sound understanding of public health care issues as practiced in the country and globally to ensure effective qualitative health services

#### **2.2.2.4 AIMS OF THE PROGRAMME**

The programme will provide learner with:

- Broad based scientific reasoning and professional knowledge and skills required for public health practice.
- Current studies on public health required to positively affect, participation and inter-sectorial approach to health care.
- Research competencies aimed at solving health problems.
- High level managerial and leadership role in primary health care

#### **2.2.2.5 OBJECTIVES**

By the end of this programme, learners should have been able to:

- Acquire competences in Public Health, carry out community diagnosis, immunization, community mobilization, health education and apply statistical and mathematical methods to the design and analysis of public health problems.
- Conduct biomedical research, nutrition and growth monitoring, environmental monitoring and disease surveillance.
- Take up effective leadership and management position in the community, work places, school settings and health centres/institutions.

#### **2.2.2.6 GENERAL ADMISSION REQUIREMENTS**

Candidates intending to enter the B.Sc Public Health Programme must satisfy the University admission requirements.

Candidates intending to enter the B.Sc Public Health Science Programme must satisfy the University admission requirements.

#### **ADMISSION REQUIREMENTS FOR BSc. PUBLIC HEALTH SCIENCE**

Candidates intending to enter the BSc. Public Health Science Programme must satisfy the

University admission requirements as follows:

- A. Five (5) credit passes at not more than two (2) sittings in O' level in the following subjects; English Language, Mathematics, Biology or Health science, Chemistry and Physics.
- B. That the disciplines classification should be specific in order to be computer friendly e.g. Upper and Lower Credit must be visible.
  - i. In addition to A above,  
All programmes which include; BSc, HND, NCE, ND OND and technical certificate holders would be admitted into 200 level.
  - ii. That the BSc. holders would possess minimum of third class, HND holders will possess minimum of lower credit, NCE possesses minimum of merit pass and ND & OND will possess minimum of lower credit in order to be eligible for admission.

Health-related disciplines for admission into BSc. Public Health Science programme include:  
1<sup>st</sup> Degree holders, Diploma holders and Technicians as shown below:

iii. **List of acceptable disciplines: First degree holders (200 level admission with minimum of third class)**

1. Biology
2. Biochemistry
3. Chemistry
4. Physics
5. Microbiology
6. Anatomy
7. Pharmacology
8. Pharmacy
9. Zoology
10. Veterinary medicine
11. MBBS
12. BMLS (Bachelor of Medical Lab Scientist)
13. Industrial Chemistry
14. Science Education
15. Nursing
16. Health Education
17. Physiology
18. Nutrition
19. Physiotherapy
20. Radiotherapy
21. Environmental Health Science

iv. **List of acceptable disciplines: Diploma holders (200 level admission)**

1. Community Health Officer Training Certificate (CHO),
2. Environmental Health Officer
3. National Certificate in Education (NCE) (Physical /Health Education, Science Education Nutrition & Home Economics with a minimum of merit pass)
4. Health Superintendent
5. Registered Nurse (RN),
6. Associate Institute of Medical Laboratory Sciences (AIMLS)
7. Science Laboratory Technologist (SLT) (HND lower credit)

8. Food and Nutrition (lower credit)
9. Food Science

v. **List of acceptable disciplines for technicians (200 level admission)**

1. Dental technician
2. Pharmacy technician
3. Radiography technician
4. Physiotherapy technician
5. Medical Laboratory Technician
6. Community Health Extension Workers (CHEW)
7. Environmental Health Technician

**Please note that HND, ND and OND holders must possess minimum of lower credit where the certificate is classified.**

**DIRECT ENTRY (ADMISSION INTO 200 LEVELS)**

1. At least five (5) credit level passes at not more than two (2) sittings at the Senior Secondary School Certificate (SSCE/NECO/GCE) examinations in the following subjects:
  - English Language
  - Biology or Health Science,
  - Chemistry,
  - Mathematics,
  - Physics.
2. An additional qualification from any health-related discipline such as Community Health Officer Training certificate (CHO), NCE (Physical/Health Education, Science Education, Nutrition, Home Economics, Food Science) Health Superintendent, Registered Nurse (RN), Physiology, Medical Laboratory Science, Community Health Extension Workers (CHEW).

**2.2.2.7 REPEATING FAILED COURSES**

Students have opportunities to repeat the courses failed as well as improve on courses where the grades are lower.

**2.2.2.8 LEARNING OUTCOME**

**1. Regime of Subject Knowledge**

Graduates of the degree programme are expected to have acquired:

- Working knowledge of the basic biological, social sciences and humanities,
- Knowledge and scale of community diagnosis and identification of the common health problems of the community.
- A broad knowledge of the use of the environment, community and occupation

as they affect human health.

- Understanding of the organization and management of the health services and lastly
- Understanding of fundamental technique and methodology of research in public health sciences

## **2. Competencies and Skills**

The graduate of the programme should have acquired skills to:

- function adequately with other members of the health team at local, national and international settings to increase the knowledge, skills and motivation necessary for individuals to assume greater responsibility for their health status;
- perform full community diagnosis using the indicators of health prior to community intervention;
- participate actively in community mobilization processes prior to implementation of community health programs;
- produce Information Education Communication (IEC) materials for health communication;
- plan and implement patient education and counseling on health consumer issues in the health facilities/clinics/hospital and community settings;
- participate in immunization exercises and perform nutrition assessment of infants, children of school age, adolescents and adults in the community;
- monitor the environment for pollutants and ensure safety at work sites;
- plan and implement school health education programmes for substance abuse reduction, sexuality and nutrition education;
- plan and describe the details of epidemiology of communicable diseases;
- design methods of investigation and control of disease outbreaks in the community;

## **3. Practical Skills**

The graduates of the programme shall be able to able to:

- organize a communicable disease campaign and surveillance;
- interview, counsel and work with clients in the clinics and homes;
- assess the health status of pregnant women and children and undertake systematic observations;
- perform anthropometric measurements of children 0-5 years and school children 6-18 years and have the indices recorded, analyzed and graphed;

- manage the resources (material and human and keep appropriate and accurate records;
- record and calculate simple and reliable indices of the outcome of maternal and child health services;
- perform Laboratory procedures appropriately as directed for water, soil and specimen analysis;
- identify environmental health hazards in the community and take appropriate action assess the nutrition states or individual, community and establish appropriate actions;
- recognize emergency conditions and initiate immediate actions through the appropriate referral system;
- recognize community mental health problems and take appropriate action;
- identify the main occupational hazards in the work place and in the community and initiate appropriate actions;
- identify problems relating to the aged and the handicapped and refer as appropriate;
- assess the health of a child with respect to growth, development, nutrition and immunization status and take appropriate action;



#### **4. Behavioural Attributes**

- The trainee and the product of the programme shall be public health professionals who have mastering of basic public health skills, spirit of service and understanding of team work based on good interpersonal relationships. They shall protect the dignity of their clients and be sensitive to various cultural practices in the society and communities. They shall be thoughtful users of resources and committed to good practices and show strong leadership qualities.
- assess maternal and child health needs and resources in the community and assist in planning, implementing, maintaining and evaluating services;
- initiate and implement research findings to strengthen all areas of public health;
- maintain good information and working relationship with community leaders, representatives of other agencies and other health personnel;
- participate in community development activities in cooperation with community leader and representatives of other agencies;
- use existing guidelines to manage common ailments and refer the more serious conditions as appropriate;
- participate in reproductive health activities and advise on child spacing; and
- Observe and practice under supervision, circumcision, incision and drainage.

#### **5. Attainment Levels**

It is essential that the procedure used for students' assessment should correspond to the knowledge, abilities and skills that are to be developed through their degree programme. These should be based on:

- Formal examinations
- Laboratory, Clinical or Field reports/records
- Problem-solving exercises
- Oral presentations
- Planning, conduct and reporting of project work and researches.

#### **2.2.2.9 INSTRUCTIONAL METHODS OF DELIVERY**

This method of instruction is by the distance learning mode which involves the use of a range of media to bridge the 'distance' between the facilitators and the students. Print is the major medium of instruction for this programme. Each course has a study

material developed and written specifically for it, and which students are expected to study prior to their being examined. A course guide is also provided to give the students an overview of the course.

#### **2.2.2.10 EVALUATION**

Evaluation shall involve the following steps:

##### **1. Tutor Marked Assignments**

As part of the evaluation mechanism, each course would be provided with 4 TMA's out of which the three best would be used for the continuous assessment for a course. This constitutes 30% of the total assessment.

##### **2. End of Semester Examinations**

Except otherwise stated, each course will culminate in an end of semester examination. The examination constitutes 70% of the total assessment.

##### **3. Learners Support**

The programme will be serviced by a range of support services one of which is the facilitation of courses at the study centers including Internet learning platform (i-Learn) for students-facilitator interaction.

#### **2.2.2.11 LANGUAGE OF INSTRUCTIONS**

All courses shall be taught in English Language.

#### **2.2.2.12 COURSE DEVELOPMENT**

Course development is an integral part of instructional design within the Open and Distance Learning System. All the courses in the programme have been designed and developed in line with an approved curriculum to meet the educational needs of the target group. The course content is written by experts in the various disciplines to achieve specific learning objectives. The development of these materials is based on the course description prescribed for each course.

#### **2.2.2.13 DOMICILE FACULTY TO RUN THE PROGRAMME**

The programme being a health science-based programme is domiciled in the Faculty of Health Sciences of the National Open University of Nigeria. The support of the accredited Universities with B.Sc. Public Health programmes and other health related professional bodies will be required for professional guidance.

#### **2.2.2.14 STAFFING**

The programme will be administered by the current staff of the Faculty of Health Sciences,

other cognate schools and the facilitators appointed for the various study centers across the federation.

#### **2.2.2.15 DURATION OF THE PROGRAMME**

Duration of the programme shall be in line with existing National University's Commission (NUC) policy for the first degree programme in Nigerian Universities. The programme is designed for four (4) years for all categories of students as stated in the entry requirements.

#### **2.2.2.16 REQUIREMENT FOR GRADUATION**

The following conditions are required to **graduate** from the B.Sc. in Public Health programme:

**1. Years/ Semester Required:**

The candidate must have spent a minimum of 4 years (or 8 semesters) from entry (from 200 Level).

**2. Credit Units:**

Candidates that entered the programme must have a minimum of 140 credit units to graduate.

**3. Compulsory (Core Courses):**

The candidates must pass all compulsory (core) courses as listed in the outlined programme proposal (OPP) to graduate.

#### **2.2.2.17 COURSE CODES**

For uniformity, the course codes for all Public Health courses in the University shall be 'PHS' (meaning Public Health Sciences) and this shall precede each of the Public Health based courses. Each of the courses had also been allocated credit units. The first figure of the course code denotes the level at which it is being offered.

### 2.2.2.18 GRADING SYSTEM

Grade: Undergraduate		Grade: Post-graduate		CGPA Classification	
70 and above	A	70 and above	A	First Class	4.50 – 5.0
60 – 69	B	60 – 69	B	2 <sup>nd</sup> Class Upper	3.5 – 4.49
50 – 59	C	50 – 59	C	2 <sup>nd</sup> Class Lower	2.40 – 3.49
45 – 49	D	49 and below	F	3 <sup>rd</sup> Class	1.5 – 2.39
40 – 44	E				
39 and below	F				

### 2.2.2.19 OUTLINE PROGRAMME PROPOSAL (OPP)

#### 200 LEVEL FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNIT	STATUS
GST 101	Use of English and Communication skills I	2	C
CHM 101	Introduction to Inorganic Chemistry	2	C
GST 103	Computer Fundamentals	2	C
GST104	Use of Library	2	C
GST 107	The Good Study Guide	2	C
MTH 101	Elementary Mathematics 1	3	C
PHY 103	Geometric and Wave Optics	2	C
PHS 201	Anatomy	3	C
GST 201	Nigerian Peoples and Cultures	2	C
PHS 203	Introduction to Public Health Science	3	C
PHS 217	General Microbiology	3	C
PED 221	Developmental Psychology	2	C
	<b>Total Credit Unit</b>	<b>26</b>	

#### 200 LEVEL SECOND SEMESTER

COURSE CODE	COURSE TITLE	UNIT	STATUS
GST 102	Use of English and Communication skills II	2	C
GST 202	Fundamentals of Peace Studies & Conflict Resolutions	2	C
BIO 102	General Biology II	2	C
PHS 202	Nutrition in Health and Disease	3	C
NSC 207	Medical Biochemistry	3	C
PHS 204	Introduction to Sociology	3	C
NSC 104	Human Physiology I	4	C
PHS 210	Introduction to Biostatistics	3	C
	<b>Total Credit Units</b>	<b>22</b>	

**300 LEVEL - FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNIT</b>	<b>STATUS</b>
GST 203	Introduction to Philosophy and Logic	2	C
PHS 301	Health Management Information Systems	3	C
PHS 303	Introduction to Clinical Laboratory Techniques	2	E
PHS 305	Seminars in Public Health	2	C
PHS 311	Child Health	3	C
EHS 315	International Health Services	3	C
EHS 319	Introduction to Demography	3	C
	<b>Total Credit Units</b>	<b>18</b>	

**300 LEVEL - SECOND SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNIT</b>	<b>STATUS</b>
GST 302	Business Creation and Growth	2	C
NSC 206	Environmental Health	2	C
NSC 301	Human Behaviour in Health and Illness	2	C
PHS 302	Organization of School Health	3	C
PHS 308	Health Management I & II	3	C
PHS 312	Oral Health Care	2	E
PHS 318	Principles of Epidemiology	3	C
PHS 322	Community Mobilization and Participation	3	C
PHS 326	Public Health Practical I (Field Work)	3	C
	<b>Total Credit Units</b>	<b>23</b>	

**400 LEVEL FIRST SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNIT</b>	<b>STATUS</b>
NSS 311	Primary Health Care I	3	C
PHS 401	Community Reproductive and Adolescent Health	3	C
PHS 403	Accident and Emergency	2	E
NSC 407	Health Economics	2	C
NSS 409	Medical Sociology	3	C
EHS 409	Sewage & Waste Water management	2	C
BIO 411	Parasitology	3	C

PHS 421	Research Methods in Public Health	3	C
	<b>Total Credit Units</b>	<b>21</b>	

#### 400 LEVEL SECOND SEMESTER

COURSE CODE	COURSE TITLE	UNIT	STATUS
NSC 203	Human Physiology II	4	C
PHS 402	Introduction to Public Health Laws	2	C
PHS 404	Occupational Health & Safety	3	C
PHS 426	Essential Drugs and Public Health Pharmacology	3	C
PHS 430	Community Health Practical II (Field Work)	3	C
	<b>Total Credit Units</b>	<b>15</b>	

#### 500 LEVEL FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNIT	STATUS
PHS 505	Community Mental Health	3	C
PHS 507	Outreach and Mobile Health Services	2	E
PHS 509	Geriatrics, Gerontology and Care of Persons with Disabilities	2	E
PHS 511	Applied Epidemiology (Communicable & Non-Communicable Diseases)	3	C
PHS 599	Research Project	5	C
	<b>Total Credit Units</b>	<b>15</b>	

#### 500 LEVEL SECOND SEMESTER

COURSE CODE	COURSE TITLE	UNIT	STATUS
PHS 520	Community Posting (Internship)	6	C
PHS 524	Health Education and Promotion	3	C
PHS 512	Seminars in Core Areas of Public Health*	6	C
	<b>Total Credit Units</b>	<b>15</b>	

#### \* The Core Areas of Public Health

- Epidemiology, Disease Control & Surveillance
- Introduction to Biostatistics
- Public Health Seminars and Practicum
- Environmental Health
- Occupational Health
- Health Systems Management & Administration

- Family and Reproductive Health
- Public health Nutrition
- Health Promotion & Education

## **2.2.2.20 DETAILED PROGRAMME PROPOSAL (DPP)**

### **200 LEVEL FIRST SEMESTER**

#### **GST 101 Use of English and Communication Skills I (2 Units C)**

This course aims to give students an understanding of the basic principles of communicating effectively in English, demonstrating how the principles of communicating in English can be applied to language use in diverse situations and increasing the student's proficiency in English, so as to make them capable of performing language functions in social and academic settings.

#### **CHM 101 Introductory Inorganic Chemistry (2 Unit C)**

This course aims to introduce the student to the Periodic Table, the principles surrounding the development of the periodic table, electronic configuration, types of bonding, and theories of electronic configuration. The scope also covers atomic radii, ionization energy, electron affinity, electro negativity, hydrogen and the alkali metals.

#### **GST 104: Use of Library (2 Units; C)**

As available in the Use of Library Programme

#### **MTH 101 Elementary Mathematics 1 (3 Units C)**

This course is designed to teach you how mathematics could be used in solving problems in the contemporary science world. Therefore, the course is structured to expose you to the skills required in order to attain a level of proficiency by integrating mathematical models in the Sciences.

#### **PHY 103 Geometric and Wave Optics (2 Units C)**

The overall aim of this course is to introduce the basic principles of geometric and wave optics and appreciate the usefulness of these principles to make our life simpler and convenient. During this course, students will learn that light has a dual nature i.e. it exhibits characteristics of wave in some situations and characteristics of particle in other situations. Students will also learn about reflection and refraction at plane and curved surfaces and the phenomena associated with them. They will learn about lenses and optical

entrustments like telescopes, microscopes etc. required for scientific and technological developments. They will also be introduced into some aspects of wave optics like interference and polarization of light. These include interference in thin films and air wedge, Newton's rings, and laws and application of polarization. wedge, Newton's rings, and laws and application of polarization.

### **GST 107 The Good Study Guide (2 Units C)**

The detailed explanation concerning this course is as on the university courseware site

### **PHS 201 Anatomy (3 Units C)**

This course discusses the study of the cells and tissues of the body, the joint and skeleton, blood electrolytes, acid base balance and body fluids. Study various systems of the body i.e. cardio-vascular system, respiratory system, genito-urinary system, digestive system, reproductive system, lymphatic and endocrine system, the study of special senses, nutrition etc.

### **GST 201 Nigerian Peoples and Cultures (2 Units C)**

The course teaches the student how to understand and have a sound knowledge of the traditional Nigerian peoples and culture. It does this by introducing the student to the traditional Southern and Northern peoples and culture, and helping the student to understand the evolution of Nigeria as a political unit.

### **PHS 203 Introduction to Public Health (3 Units C)**

The course highlights issues of health in broad perspectives; ranging from various periods of recorded history, that is, from the antiquity to present times. The development and growth of public health from its inception are addressed. The various actors in the course of its development and the various roles played by each of them are highlighted. Also, the course traces the development of modern public health in Nigeria, that is, the development of health services and the basic health services to the development of the national primary health care system.

### **PHS (BIO 217) General Microbiology (3 Units C)**

The course aims to give the student an understanding of microbiology which is an important branch of biology. It identifies the different components of the microbial world, explains the historical aspects, relevance and scope of microbiology, and describes microbial growth and reproduction and methods of controlling microbial growth.



### **PED 221 Developmental Psychology (2 Units C)**

This course introduces the student to the basic concepts and nature of developmental psychology, such as the basic principles of growth and development in human behaviour; the major theories of human development and the stages of human growth and development.

## **200 LEVEL SECOND SEMESTER**

### **GST 102 Use of English and Communication Skills II (2 Units C)**

The aim of this course is to expose the student to the functions and rules of English in order to communicate effectively using the language in diverse social and academic settings. It will teach the student diverse writing skills in English and give broad – based knowledge of the phonological forms of the language.

### **GST 202 Fundamentals of Peace Studies & Conflict Resolutions (2 Units C)**

The detailed explanation concerning this course is as on the university courseware site

### **BIO 102 General Biology II (2 Unit C)**

This course aims to provide a generalized survey of the plant and animal kingdom based mainly on the study, or similarities and differences in the external features, ecological adaptations of plants and animal forms.

### **PHS 202 Nutrition in Health and Diseases (3 Units C)**

This course provides the student with the historical perspectives of nutrition as a science, the nutritional value of food and its effects on health; food purchasing; food presentation. Food preparation and diet therapy are also studied to enable students provide well balanced diets to clients. Classification and selection of foods, formulation of weaning diets, and diabetic diets are also covered.

### **PHS 204 Introduction to Sociology (3 Units C)**

This course introduces the student to sociology as a social science, the development of sociology and its founding fathers. The course also covers the sociological perspective of society, social interaction and social relations as elementary forms of social life. Groups, normative systems and culture, social institutions and complex organizations are the other aspects covered.

### **NSC 207 Medical Biochemistry (3 Units C)**

The course deals with the chemistry of important biological compounds stressing their biogenesis and reaction mechanism. Introduction to Biochemistry introductory kinetics and energetic. Chemistry of proteins and enzymes, Chemistry and metabolism of carbohydrates – Lipids, Vitamins as co-enzymes, integration of metabolism, oxidation, nucleic acids, RNA and protein synthesis, Diet, Food value and vitamin deficiency

### **NSC 104 Human Physiology I (4 Units C)**

This course covers the functions of the components of the cells, tissues, organs and glands in the body. It discusses the functions of the integumentary system, the moving body and the systems that maintain integrate and control bodily functions. It also covers the functions of the cardiovascular system, processes of the digestive system, nutrition and metabolism.

### **PHS 210 Introduction to Biostatistics (3 Units C)**

This course is planned to equip students with the necessary tools and skills for collecting, analyzing, and interpreting data quantitatively. Topics to be covered include: the central role of statistics in health sciences disciplines, data description, elements of probability, description of random variables, applications of the binomial and normal distributions, estimation of confidence intervals, contingency tables, regression and variance analysis, study design and hypothesis testing. For practical purposes, students are provided with specific data to work on, and are also required to develop simple questionnaire protocols for analysis.

## **300 LEVEL FIRST SEMESTER**

### **GST 203 Introduction of Philosophy and Logic (2 Units C)**

This course aims to introduce you to the actual definition, nature and scope of logic. It also attempts to analyze the meaning of sound and unsound arguments, uses of language, fallacies, definitions, propositions and the laws of thought. This course will also teach how to differentiate arguments from non-arguments. The students' understanding of logic and critical thinking will equip him/her with the knowledge of what logic is all about, as well as its influence in other disciplines.

### **GST 301 Entrepreneurship Studies (2 Units C)**

The detailed explanation concerning this course is as on the university courseware site

### **PHS 301 Health Management Information System (3 Units C)**

This course teaches the definitions of concepts and terminologies, management information systems processes, identification of National Health indicators, various forms and instrumental guidelines, monitoring, supervision and evaluation of Primary Health Care (PHC) Community Based Information System (CBIS) at various levels, sources of health information in National Health Management Information System (NHMIS).

### **PHS 303 Introduction to Clinical Laboratory Techniques (2 Units C)**

The course introduces the students to the diagnostic skills in health practice, preparation of patients for diagnostic procedures, collection of samples for laboratory test, principles and techniques of laboratory test, conduct simple laboratory tests, universal precautionary measures and management of the clinic laboratory.

### **PHS 305 Seminars in Public Health (2 Unit C)**

The students discuss specific topics relating to their field experiences in a class setting. Designed to enable students identify various issues and trends in public health care. Seminar sessions, discussions and presentations centre around knowledge of the relevant biological, social and psychological concepts and theories as would be needed to understand contemporary issues in public health. The topics are prepared and presented as individuals or in groups. The seminar sessions are expected to guide students to:

- Plan, compose and present seminar papers on relevant topics.
- Plan and organize seminar workshops.
- Participate actively as discussants, secretaries, rapporteurs, and chairman at seminar.
- Evaluate the achievement of seminars.

### **PHS 311 Child Health (3 Units C)**

This course discusses the physiology and care of the newborn, process of growth and nutrition in children 0-5 years, assessment of the health and immunization status of children 0-5 years. Children who are 'At Risk' for specific conditions, concept of Integrated Management of Childhood Illness (IMCI), conditions which may expose the child to grave danger and the rights of the child.

### **EHS 315 International Health Services (3 Units C)**

This course outlines the cross-boundary port health services on land, air, and sea ports; International organizations and agencies and non-governmental organizations (NGOs); constitutions, conventions, treaties, international regulations and agreements; Roles of international organizations in port health; International collaboration and cooperation in port health.

### **EHS 319 Introduction to Demography (3 Units C)**

The aim of the course is to provide the student with an understanding of demography. It is intended to let the student appreciate the uses of demographic studies in the sustainable development of Nigeria. Students will learn how to explain the concept of demography, develop an understanding of population trends globally, describe data collection methods and participate in demographic data collection, calculate some demographic measures, interpret correctly demographic phenomena and implications for public health, apply the knowledge of demography to public health in general and epidemiology in particular and use demographic terms, methods and measures for the formulation of relevant policies.

### **300 LEVEL SECOND SEMESTER**

#### **NSC 206 Environmental Health (2 Units C)**

The course describes the effects of environmental factors such as water, air, noise biological, socio-cultural and socio-economic, on the health of the community, method of assessing these factors and steps taken to improve on the quality of the environment.

#### **NSC 301 Human behaviour in Health and Illness (2 Units C)**

This course describes characteristics of the family in health and diseases, the germ theory as a way of explaining the concept of diseases, demography and population dynamics, patterns of life in the community and how these are affected by diseases, and how patterns of life and community organization affect health care delivery.

#### **PHS 302 Organization of School Health Programme (3 Units C)**

The course aims to teach the concept of school health services, health needs of the school child, management of common health conditions among school children, procedures for carrying out medical examinations in school children, organizing health care services to meet the needs of school children, promoting good school environment, screening and management of school food vendors and canteens.

#### **PHS 308 Health Management I & II (3 Units C)**

This course seeks to introduce the student to the concepts of planning, rationale for planning, types of planning, planning steps, historical development of formalized health planning in Nigeria, health planning and project formulation, health policy, policy process, steps in health policy formulation, reasons for policy making, and National Health Policy, modern management concepts, principles of management, management process, human resource

management, group dynamics, conflict management, total quality management (TQM), power, time management.

### **PHS 312 Oral Health Care (2 Units E)**

This course teaches the anatomy and physiology of the oral cavity, common oral diseases, factors affecting oral health care, preventive and control measures of common oral diseases, treatment of common oral diseases and conditions, mobilizing the community to promote positive oral health habits.

### **PHS 318 Principles of Epidemiology (3 Units C)**

The course discusses the scope and concepts of epidemiology, various methods of disease transmission, types of epidemiological survey and tools used, investigation of epidemics, methods of evaluating disease control, planning and implementation campaign programmes to control epidemic diseases, disease surveillance. Attention is focused on the historical contexts and developments, definition of terms and concepts, scope, uses, concepts of disease causation, measures of disease frequency, levels of preventions, types and methods of epidemiological investigations.

### **PHS 322 Community Mobilization and Participation (3 Units C)**

The course teaches the definition of concepts and rationale for advocacy, community diagnosis, community mobilization and participation, steps and levels in advocacy, community diagnosis and community mobilization, information sorting during advocacy, community diagnosis and community mobilization, instruments used in situational analysis and community diagnosis, processes and methods for the design of advocacy message and community diagnosis, use of advocacy materials, formation and organization of development committees.

### **PHS 326 Public Health Practical I (Field Work) (3 Units C)**

This course teaches the students how to conduct community diagnosis, to orientate them towards Management of Health services, Primary Health Care approach in the delivery of healthcare, and to ensure the development in each student a team approach towards the promotion of community health, school health services, dental and oral health services, eye care, laboratory practice, public health nutrition and environmental health and for the individual students to develop an inquisitive style of learning.

The students are involved in the following processes: obtaining a detailed map of the community, taking a close inventory of the socio-cultural, physical/chemical and biological

environments, using a structured- type data collection instrument to identify specific landmarks and the institutions in the community. Student groups are assigned field sites where they spend some time under staff supervision. In the field, students are involved in community diagnosis (mentioned in the above paragraph), applying the principles of community development, social planning and social action consistent with emphasis on primary health care. The students are to analyze the data collected, have them analyzed and presented.

#### **400 LEVEL FIRST SEMESTER**

##### **NSC 311 Primary Health Care I (3 Units C)**

The course teaches health concepts and prerequisites, Primary Health Care concept and principles, health for all, organization of health system based on Primary Health Care, health care resources and monitoring and evaluation of health services.

##### **PHS 401 Community Reproductive and Adolescent Health (3 Units C)**

This course aims to review the anatomy and physiology of the male and female reproductive systems, discuss the concept of reproductive health rights including family planning, process of pregnancy including pre-natal and ante-natal care, and management of labour, care of mother and child during puerperium, demography and population dynamics, abortion and its complications, infertility, menopause and andropause, the “at risk” pregnant women for referral, adolescent sexuality and development process, adolescent reproductive health right, principles of adolescent and youth friendly services, importance of provision of youth friendly service, management of HIVS/AIDS and STIs.

##### **PHS 403 Accident and Emergency (2 Units E)**

Common emergency conditions, diseases and injuries, signs and symptoms for surgical and medical emergencies and rationale for prompt referral, types of specialists to which identified emergency condition may be referred, prevention of accidents at home and in the community.

##### **NSC 407 Health Economics (2 Units C)**

This course introduces the student to the concept of economics in health, the concept of demand and supply in health, health budgeting, healthcare financing, the National Health Insurance Scheme (NHIS), cost containment in health, the relationship between poverty and health, the economic evaluation of health programs and the strategies for implementing the NHIS.

### **NSC 409 Medical Sociology (3 Units C)**

This course will examine the field of medical sociology covering the work of medical sociologists, medical sociology and medicine and theories in medical sociology. Other areas include specializations, professionalization and medicine as well as theories and concepts of disease, health institutions, the nurse and the process of seeking medical care, traditional medicine and the role of culture and politics in health and mental illness.

### **EHS 409 Sewage & Waste Water Management (2 Units C)**

The course discusses the definition of sewage and sewerage, types and sources of waste water; characteristics and flow rates, impacts of waste water; treatment objectives and disposal regulation, principles of applied microbiology, waste water treatment introduction, primary (screens and communicators, grit removal, flow equalization, sedimentation and flotation) secondary (tricking filters, rotating biological discs: activated sludge, oxidation pond) physico-chemical treatment, advanced treatment, (ultra filtration, reverse osmosis, activated carbon filter, UV sterilization, etc.) Treatment of sludge, disinfection, and disposal on land / water, sewer corrosion, design of waste water treatment units.

### **BIO 411 Parasitology (3 Units C)**

This course aims to teach the principles of parasitological and zoo-economic effects, introduction to parasitism, history and evolution of parasitism, types of parasitism, host-parasite relationships, parasitic protozoa, trematodes, cestodes, acanthocephalans, leeches and arthropods world.

### **PHS 421 Research Methods in Public Health (3 Units C)**

The course takes the student into the basic characteristics of research. The focus is on knowledge and skills in planning and conducting Public Health research including behavioural, epidemiological and health systems studies. The meaning, nature and uses of research in health, research processes and designs, methods of data collection, data analysis and presentation, research proposal and report writing are also discussed.

## **400 LEVEL SECOND SEMESTER**

### **NSC 203 Human Physiology II (4 Units C)**

This course covers the physiology of the endocrine, reproductive and urinary systems. Others include the physiology of the nervous system and sensation, physiology of the

musculo-skeletal system and the sensory organs.

### **PHS 402 Introduction to Public Health Laws (2 Units C)**

This course teaches the student public health laws that will assist them to maintain high ethical standards of the profession, and to also deliver qualitative, efficient and effective health services to Nigerians, especially those in rural and semi-urban-areas. The course covers the description of the Nigerian health system and community health practice in Nigeria, the definition of ethics, professional ethics and a list of some community health ethics, etiquettes and codes of conduct. This course also looks at concepts of morality, law and other legal concepts relating to ethics as well as the differences and similarities between law and morality, Public Health Law offences and the processes of enforcing public health laws and the enforcement agencies.

### **PHS 404 Occupational Health and Safety (3 Units C)**

The course discusses the concepts of occupational health and safety, principles and components of occupational health, various hazards in the occupational environment, common occupational diseases and their prevention, appropriate hazard control measures in the work environment, carrying out a walk through inspection of an industry, and management of staff clinic. Various legislations concerning safety measures for the workers and work environments are reviewed. Visits are made to the various industrial settings and other places of interests to identify specific problems.

### **PHS 426 Essential Drugs and Public Health Pharmacology (3 Units C)**

This course aims to teach the students the concepts of the National Drugs Policy, National Drug Formulary, management of essential drugs and supply system, essential drugs list, and pharmacology of essential drugs in Primary Health Care, concept of Drug Revolving Fund (DRF), and other public health aspects of drugs and alcoholic beverage use and abuse.

### **PHS 430 Community Health Practical II (Field Work) (3 Units C)**

The Fieldworks at this level are extensions of the (PHS 326), Community Health care Practicum. The students are exposed to maternal and child health, family planning skills, occupational health visit, emergency health services, monitoring and evaluation. The students at this stage utilized a structured household questionnaire to collect information on health of families in the community. The structured questionnaires are patterned after those of the primary health care system. The information collected by each of the student groups are



recorded, analyzed and submitted as a report of the fieldwork activities which will be assessed and scored by the preceptor. The practice gives the students an opportunity to translate theoretical concepts and principles in public health into practical experiences needed for program formulation, planning and implementation. Students are also expected to complete a designed log books to endorse by their supervisor (preceptor) on a weekly basis.

## **500 LEVEL FIRST SEMESTER**

### **PHS 505 Community Mental Health (3 Units C)**

This course teaches the concepts and principles of mental health practice, identification of causes and predisposing factors in mental illness, characteristics of mentally ill person, classification of mental illness, process of early diagnosis of mental disorders and rehabilitation of the mentally-ill in the community, resources for the care of the mentally-ill persons in the community, various types of therapy for the treatment of mental illness, trade-medical and Alternative medical practices in mental health care, preventive measures against mental disorders in the community.

### **PHS 507 Outreach and Mobile Health Services (2 Units E)**

The course defines outreach services, discusses the rationale for outreach services, types of services rendered during outreach services, processes involved in conducting outreach services, planning, implementation and evaluation of outreach services, and the resources required for outreach services.

### **PHS 509 Geriatrics and Gerontology, Care of Persons with Disabilities (2 Units E)**

The aim of the course is to introduce the students to the concepts of geriatrics and gerontology. It discusses the physiology and common problems associated with ageing and their management, geriatric care available of the aged, resources available for the aged. Also, the definition and concepts of disabilities, common disabilities, causes, categories, and available preventive measures for disabilities and rehabilitation in the community are discussed.

### **PHS 511 Applied Epidemiology (Communicable and Non-Communicable Diseases) (3 Units C)**

The course teaches the concept of communicable diseases, aetiology, epidemiology and pre-disposing factors, clinical signs and symptoms of communicable diseases, treatment and preventive measures of communicable diseases. Principles and control of communicable

diseases, concept of immunity and immunization in relation to communicable diseases. Identification of internationally modifiable diseases, procedure for reporting international modifiable diseases, concept of non-communicable diseases, aetiology, epidemiology of non-communicable diseases, causes and pre-disposing factors of non-communicable and chronic diseases, clinical signs and symptoms of non-communicable diseases, management and preventive measures for non-communicable diseases, role of individual, family, community, government and international agencies in the control of non-communicable diseases.

### **PHS 599 Research Project (5 Units C)**

Students are guided in the development, execution and writing of their research project in the approved area of their interest. They are also expected to present a seminar on their research project.

## **500 LEVEL SECOND SEMESTER**

### **PHS 512 Seminars in any Core Areas of Public Health (6 Units C)**

- Epidemiology, Disease Control and Surveillance
- Environmental Health
- Occupational Health
- Public Health Nutrition
- Health Systems Management and Administration
- Family and Reproductive Health etc

### **PHS 520 Community Posting (Internship) (6 Units C)**

The Fieldworks at this level are extensions of the (PHS 430), Community Health care Practicum. The students at this stage utilize a structured household questionnaire to collect information on health of families in the community. The information collected by each of the student groups are recorded, analyzed and submitted as a report of the fieldwork activities. The practice gives the students an opportunity to translate theoretical concepts and principles in public health into practical experiences needed for program formulation, planning and implementation. The students are exposed to mental health services, Epidemiology, community involvement and participation, Health education and promotion, outreach services and care of aged and handicapped.

### **PHS 524 Health Education and Promotion (3 Units C)**

This course aims to teach the principles and rationale of health education, various information, communication and education media, general principles of communication, designing health promotional activities to address health needs of the community, processes in planning, implementing, monitoring and evaluation of health education programmes in the community, development and use of health instructional materials, organize and deliver health education activities, setting up of health promotion clubs in community, schools and work places.

**PHS 512 SPECIAL COURSES (CORE) Seminars (6 Units for all six seminars as follows):**

- Epidemiology, Disease Control and Surveillance (1 Credit)

The course gives the students an overview of epidemiology, disease control and surveillance. Specific areas highlighted include the uses of epidemiology, epidemiology protocols and survey methods, epidemiology of communicable and non-communicable diseases, vital statistical and national health information systems, human ecology and disease processes, public health laboratory practices and methods, and intervention strategies in disease control and Surveillance. Students are expected to participate actively in disease control, surveillance, as well as in the monitoring and evaluation processes of selected endemic diseases at the national, state and local government operational levels.

- Environmental Health/Occupational Health (1 Credit)
- The course reviews the components of the environment, the various Epidemiology, Disease Control and Surveillance (1 Credit)

The course gives the students an overview of epidemiology, disease control and surveillance. Specific areas highlighted include the uses of epidemiology, epidemiology protocols and survey methods, epidemiology of communicable and non-communicable diseases, vital statistical and national health information systems, human ecology and disease processes, public health laboratory practices and methods, and intervention strategies in disease control and Surveillance. Students are expected to participate actively in disease control, surveillance, as well as in the monitoring and evaluation processes of selected endemic diseases at the national, state and local government operational levels.

- Environmental Health/Occupational Health (1 Credit)

The course reviews the components of the environment, the various environment and occupational health, the problems, deteriorating forms/characteristics of the man-made environments with attendant consequences. The important topics in the course include: urban and rural environments with particular emphasis on the housing problems; water and sanitation; refuse/solid wastes disposal and management; occupational health hazards; air and water pollution particularly in the riverine areas; the various agencies involved in environmental protection in relation to policies, laws, regulation codes and ordinances. Students choose specific topics of interest for project presentation at class seminars.

- Human Nutrition (1 Credit)

The course revolves around the problem of human nutritional problems, particularly those affecting the most vulnerable groups such as the under-fives (infants), the nursing mothers and the aged. The topics include: classification of food; food security and safety; cultural and environmental factors in food and nutrition; nutrition and infection; malnutrition and under-nutrition; socioeconomic aspects of food; problems of over-nutrition and disease of the affluence; health policies/principles on food choices, diet in health and disease; international/national food & nutrition policies and programs; public health nutrition education plans & strategies. The students have the opportunity of conducting field nutrition surveys.

- Health Systems, Planning, Management & Administration (1Credit)

The course reviews the overall health system in terms of planning, management and administration. It takes a critical review of the national policy on health and the strategies underscoring its formulation. Health program planning, monitoring and evaluation strategies of the federal, state and local governments are critically examined. Aspects of health economics and quality assurance in the health care systems are reviewed. The importance of personnel training, material resource management and control as well as other means of management by objectives are also reviewed, comparative international health systems are highlighted to illustrate succinct points and for students project presentations at class seminars.

- Community/Family and Reproductive Health (1 Credit)

The course begins with a general review of reproductive anatomy, physiology, contraception and contraceptive methods. Topics covered include: the organization and delivery of family health/planning programs and services; national population policy; international agencies policies and programs health and psycho-social/anthropological problems of the adolescents;

community mental health policies, programs and strategies; gender issues and safe motherhood initiatives; students have the opportunity of visiting family health clinics where contraception devices are offered to the clients. The clients will also have the opportunity of expressing their views, and experiencing different devices in use. Students will also have the opportunity to health educate the clients on the need to use these commodities as advised.

## **2.2.3 BACHELOR OF SCIENCE IN ENVIRONMENTAL HEALTH (B.Sc. Env. Health)**

### **2.2.3.1 INTRODUCTION**

Environmental health is a branch of public health that is concerned with the theory and practice of assessing and controlling factors in the environment that can potentially affect health. Environmental health includes both the direct pathological effects of chemicals, radiation and some biological agents, and the effects (often indirect) on health and wellbeing.

### **2.2.3.2 PHILOSOPHY**

Environmental Health Programme aims at producing professionals who will understand and practice Environmental Health as a profession and its contribution to the health of the individual, family and community.

### **2.2.3.3 JUSTIFICATION**

A reciprocal relationship exists between man and his total environment, which is a part of ecosystem. The goal of Environmental Health services is to modify human Environment towards the maintenance and promotion of Health and prevention of communicable and non-communicable diseases.

The growing concern about environmental pollution/contamination and degradation at the local, regional and global levels has increased the demand for a reliable information database on the impact of such pollution, and their consequences for natural environment.

Proper environmental control is therefore important. To achieve this, there is need for the training and re-training of committed professionals to take up the challenges of environmental degradation resulting from anthropogenic activities and natural factors. It is in the light of the above, that this programme is being introduced to train, retrain and produce graduates with broad scientific and professional knowledge that is based on sound understanding of Environmental health practice as well as to ensure effective qualitative health service delivery.

#### **2.2.3.4 AIMS OF THE PROGRAMME**

The programme will provide learner with:

- Broad based scientific reasoning and professional knowledge and skills required for Environmental Health Practice
- Current studies on Environmental Health required positively participation and intersectoral approach to health care.
- Research competencies aimed at solving health problems.
- High level managerial and leadership role in Primary Health Care.

#### **2.2.3.5 OBJECTIVES**

By the end of this programme, learners should have been able to achieve the following categories of objectives:

##### **A. Cognitive Objectives**

1. To describe and apply the scientific principles involved in the identification, analysis and in providing solution to Environmental health problems.
2. To describe the investigative or monitoring processes necessary to identify the environmental health problems in a community.
3. To describe in detail the list of the commonest communicable diseases in the country, their mode of transmission and indicate methods of controlling the biological and physical environment so as to prevent them.

##### **B. Psychomotor Objectives**

1. To perform accurately, standard laboratory tests employed in the monitoring of the physical environment, water supply, sewage disposal and food sanitation and hygiene.
2. To design a satisfactory graphic representation of the water treatment plant of:-
  - (a) A rural community;
  - (b) An urban community.
3. To assume leadership role during times of emergency within the community.

##### **C. Affective Objectives**

1. To demonstrate an attitude that places premium on team work, accepting and performing leadership and followership role with equal effectiveness.
2. To demonstrate an attitude of pride in the contribution of his profession to the health of the nation and hence continually seek self-education and improved effectiveness.
3. To demonstrate an attitude of scientific enquiry in relation to every aspect of his professional activities, never taking anything for granted nor prematurely jumping to



conclusions.

#### **2.2.3.6 INSTRUCTIONAL METHODS OF DELIVERY**

This method of instruction is by the Distance Learning Mode which involves the use of a range of media to bridge the 'distance' between the facilitators and the students. Print is the major medium of instruction for this programme. Each course has a study material developed and written specifically for it, and which students are expected to study prior to their being examined. A course guide is also provided to give the students an overview of the course.

#### **2.2.3.7 EVALUATION**

##### **1. TUTOR MARKED ASSIGNMENTS**

As part of the evaluation mechanism, each course would be provided with 4 Tutor Marked Assignment (TMA's) out of which the 3 best would be used for the continuous assessments for a course. This constitutes 30% of the total assessment.

##### **2. END OF SEMESTER EXAMINATIONS**

Except otherwise stated, each course will culminate in an end of semester examination. The examination constitutes 70% of the total assessment.

##### **3. LEARNERS SUPPORT**

The programme will be serviced by a range of support services one of which is the facilitation of courses at the study centres and online facilitation.

##### **4. GENERAL ADMISSION REQUIREMENTS**

Candidates intending to enter the B.Sc. in Environmental Health Programme must satisfy the University admission requirements. In addition to this, two modes of entry are presently available to candidates intending to study Environmental Health in the University. A candidate may either enter the programme at 200 or 300 Level through direct entry.

##### **5. DIRECT ENTRY (ADMISSION INTO 200 LEVEL)**

Candidates may be admitted into 200 Level of the programme provided they have the following qualifications:

- i. Five (5) credit passes in not more than two sittings in WASCE, GCE, NECO or NABTEB in the following subjects: English Language, Mathematics, Physics, Chemistry, Biology/ Health Science.

- ii. Diploma in Environmental Health Technician obtained from a recognized College of Health Technology.
- iii. A valid practice permit issued by Environmental Health Officers Registration Council of Nigeria. (EHORECON)

#### **6. DIRECT ENTRY (ADMISSION INTO 300 LEVEL)**

Candidates with **valid license** issued by EHORECON may be admitted into 300 Level of the programme provided they have any of the following qualifications in addition to 'O' Level requirements:

- i. A Higher National Diploma (**HND**) in Environmental Health Technology.
- ii. The Public Health Inspector's Diploma of the Royal Society of Health (RSH) or West Africa Health Examination Board (WAHEB) Diploma for Public Health Superintendents.

#### **7. CONCESSIONARY ADMISSION**

Mature **licensed** Environmental Health Officer 45 years and above who are on Grade Level 14 and above that do not possess any of the above stated **O/L** admission requirements may be considered for admission into the 300 level of the programme, after approval by the Senate Committee on Matured Students.

#### **2.2.3.8 LANGUAGE OF INSTRUCTIONS**

All courses shall be taught in English Language.

#### **2.2.3.9 COURSE DEVELOPMENT**

Course development is an integral part of instructional design within the Open and Distance Learning System. All the courses in the programme have been designed and developed in line with an approved curriculum to meet the educational needs of the target group. The course content is written by experts in the various disciplines to achieve specific learning objectives. The development of these materials is based on the course description prescribed for each course.

#### **2.2.3.10 DOMICILE FACULTY TO RUN THE PROGRAMME**

The programme being a health science-based programme will domicile in the Faculty of Health Sciences of the National Open University of Nigeria. The support of the accredited Colleges and Schools of Health Technology and Environmental Health Officers Registration

Council of Nigeria will be required for professional guidance.

#### **2.2.3.11. STAFFING**

The programme will be administered by the current staff of the Faculty, with other cognate schools and the facilitators appointed for the various study centers across the federation.

#### **2.2.3.12 DURATION OF THE PROGRAMME**

Duration of the programme shall be in line with existing National University's Commission (NUC) policy for the first degree programme in Nigerian Universities. The programme is designed for 4 years for holders of Environmental Health Technicians and 3 years for holders of RSH, Dip, WAHEB, and HND in Environmental Health Technology.

#### **2.2.3.13 REQUIREMENTS FOR GRADUATION**

A student must accumulate a minimum of 90 – 120 credit unit depending on the level of entry into the programme.

#### **2.2.3.14 COURSE CODES**

The degree program shall be designated Bachelor of Science Environmental Health (B.Sc. Env.H). For uniformity, the course codes for all Environmental Health Courses in the University shall be 'EHS' (meaning Environmental Health Sciences) and this shall precede each of the Environmental Health based course. Each of the courses had also been allocated credit units. The first figure of the course code denotes the level at which it is being offered; while the last figure denotes the semester it is to be offered. **Odd numbers** connotes **first semester** while **even numbers** connotes **second semester**. The courses are graded according to levels of academic maturity of students.

**2.2.3.15 OUTLINE PROGRAMME PROPOSAL (OPP)**  
**B.Sc. ENVIRONMENTAL HEALTH (B.Sc. Env. Health)**

**200 LEVEL - FIRST SEMESTER**

S/NO.	COURSE CODE	COURSE TITLE	CREDIT UNIT	STATUS
1	GST 101	Use of English and Communication Skills I	2	C
2	GST 103	Computer Fundamental	2	C
3	GST 107	A Study Guide for the Distance Learner	2	C
4	GST 201	Nigerian Peoples and Culture	2	C
5	GST 203	Introduction to Philosophy and Logic	2	C
6	PHS 201	Anatomy	3	C
7	EHS 201	General Microbiology	2	C
8	EHS 213	General Microbiology Laboratory	1	C
9	EHS 207	General Biochemistry	3	C
10	EHS 209	General Biochemistry Practical	1	C
11	EHS 205	Climate Change & Contemporary Issues	2	C
12	EHS 203	Hygiene Education and Promotion	2	C
		<b>Total Credit Units</b>	<b>24</b>	

**200 LEVEL - SECOND SEMESTER**

S/NO	COURSE CODE	COURSE TITLE	CREDIT UNIT	STATUS
1	GST 102	Use of English and Communication Skills II	2	C
2	GST 104	Use of Library	2	C
3	GST 202	Fundamental of Peace and Conflict Resolution	2	C
4	NSC 104	Human Physiology I	4	C
5	NSC 204	Epidemiology	2	C
6	EHS 202	Introduction to Ecology and Environmental Sciences	2	C
7	PHS 210	Introduction to Biostatistics	3	C
8	EHS 204	Introduction to Environmental Health	2	C
9	EHS 210	Biodiversity and Climate Change	2	C
	PHS 202	Nutrition in Health and Disease	3	C
		<b>Total Credit Units</b>	<b>24</b>	

**300 LEVEL - FIRST SEMESTER**

S/NO.	COURSE CODE	COURSE TITLE	CREDIT UNIT	STATUS
1	NSC 307	Clinical Pharmacology and Chemotherapy	3	C
2	EHS 315	International Port Health Services	2	C
3	EHS 301	Basic Instrumentation and Use	2	C
4	EHS 303	General Parasitology	2	C
5	EHS 305	General Entomology	2	C
6	EHS 311	Introduction Environmental Management	2	C
7	EHS 313	Environmental Health Information System	2	C
8	EHS 321	Health Safety & Environment	2	C
9	EHS 319	Introduction to Demography	2	C
10	EHS 317	Solid Waste Management	2	C
		<b>Total Credit Units</b>	<b>21</b>	

**300 LEVEL - SECOND SEMESTER**

S/NO.	COURSE CODE	COURSE TITLE	CREDIT UNIT	STATUS
1	EHS302	General Pathology	3	C
2	EHS 322	Reproductive Health	2	
3	EHS 304	Food Hygiene and safety	2	C
4	EHS 306	Sanitary Inspection of Premises	2	C
5	EHS 308	Environmental Biotechnology	3	C
6	EHS 310	Control of Communicable and non-communicable Diseases	2	C
7	EHS 312	Housing and Building Construction	2	C
8	EHS 314	Environmental Health Services in Emergency Situation	2	C
9	EHS 320	Environmental Health Economics	2	E
10	EHS 316	Immunology and Immunization	2	C
11	EHS 318	Water Resources Management	2	C
		<b>Total Credit Units</b>	<b>24</b>	

**400 LEVEL - FIRST SEMESTER**

S/NO.	COURSE CODE	COURSE TITLE	CREDIT UNIT	STATUS
1	EHS 411	Environmental Toxicology	3	C

2	EHS 403	Environmental Health Laboratory	3	C
3	EHS 409	Sewage and Waste Water Management	2	C
4	EHS 405	Environmental Health Administration	2	C
5	EHS 407	Research Methodology & Proposal Writing	3	C
6	EHS 419	Sanitary Engineering	2	C
7	EHS 401	Meat inspection and Abattoir/Slaughter Slab Management	2	C
8	EHS 413	Urban Planning and sustainable Development	2	C
9	EHS 415	Public Utilities and Environmental Health Issues	2	C
10	EHS 417	Environmental Health Planning	2	C
		<b>Total Credit Units</b>	<b>23</b>	

**400 LEVEL - SECOND SEMESTER**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNIT</b>	<b>STATUS</b>
EHS 402	Industrial attachment (SIWES)	6	C
	<b>Total Credit Units</b>	<b>6</b>	

**Log book shall carry not less than 25% overall industrial attachment score**

The Second Semester of the 4th Year should be used for Industrial Attachment for the students in order to expose them to Environmental Health facilities in rural and urban settings. They are required to visit Environmental Health firms, industries and laboratories to enable them acquire the skills in Environmental Health Sciences. Each student must keep and present log book for assessment at the end of his/her industrial attachment. Log book shall carry not less than 25% of overall industrial attachment score.

**500 LEVEL - FIRST SEMESTER**

<b>S/NO.</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CREDIT UNIT</b>	<b>STATUS</b>
1	EHS 501	Seminar	2	C
2	EHS 505	Environmental Epidemiology	2	C
3	PHS 511	Applied Epidemiology (communicable and non-communicable diseases)	3	C
4	EHS 509	Environmental Health Ethics, Regulations Policies and Laws	2	C

5	EHS 507	Environmental Health Lab Practice	2	C
6	EHS 503	Water/Air Quality Management	2	C
7	EHS 513	Industrial safety	2	C
8	EHS 517	Biometeorology	2	
9	EHS 515	Pollution Control	2	C
<b>Total Credit Units</b>			<b>19</b>	

**NOTE:**

Students who want to be registered and professionally certified by the Council to practice as Environmental Health Officers are advised to register with the Environmental Health Officers Registration Council of Nigeria (EHORECON).

**500 LEVEL - SECOND SEMESTER**

S/NO	COURSE CODE	COURSE TITLE	CREDIT UNIT	STATUS
1	ESM 342	Environmental Impact Assessment and Auditing	3	C
2	EHS 502	Research Project	5	C
3	EHS 504	Occupational Health and Safety	2	C
4	EHS 510	Monitoring and Evaluation	1	C
5	EHS 514	Pest Management Methods and Control	2	C
6	PHS 524	Health Education and Promotion	3	C
7	EHS 512	Emergency Medical Care	2	C
8	EHS 520	Biomedical and Special Waste	2	C
9	EHS 518	Community Sanitation	2	C
10	EHS 508	Health Psychology and Sociology	2	C
<b>Total Credit Units</b>			<b>24</b>	

**7.0 SUMMARY OF DISTRIBUTION OF COURSE CREDIT AT ALL LEVELS**

**Summary of courses unit by level**

Level	Credit units
<b>200</b>	<b>48</b>
<b>300</b>	<b>45</b>
<b>400</b>	<b>29</b>
<b>500</b>	<b>47</b>
<b>Total</b>	<b>166 UNITS</b>

**10.0 COURSE CONTENT SPECIFICATION / SYLLABUS OF ALL COURSES IN THE PROGRAMME**





Branches of Philosophy; Philosophy and other Disciplines Contents; The Usefulness of Philosophy; Sources of Knowledge and Criteria for Knowing. History and Development of Philosophy: The Ancient Age of Philosophy; Medieval and Renaissance Age of Philosophy; Modern Period of Philosophy; Philosophical Movements in The Contemporary Period; The Idea of African Philosophy. Logic: Definition and Scope of Logic; Logic's Vocabulary I; Logic's Vocabulary II; Valid, Invalid, Deductive and Inductive Arguments; Language and Its Functions. Fallacies and Definitions: Fallacies (Part One); Fallacies (Part Two); Definitions (Part One); Definitions (Part Two); Categorical Propositions Contents. Argument Forms and Law of Thought: Argument Forms; Laws of Thought.

**PHS 201      Anatomy      (3 Units C)**

This course examines the body as a whole; basic anatomical terminology, general organization of the body which include cell structure, structure of membranes, fundamental body tissues, organs and glands. It also covers the digestive, musculo-skeletal and the gastrointestinal systems.

**EHS201: General Microbiology      (2 Units C)**

Historical aspects, scope of microbiology, general characteristics of microorganisms, growth and reproduction of microorganisms; sterilization and disinfection; brief survey of microbes as friends and foes. Systematic classification of bacteria fungi, viruses, etc. Microbial variation and heredity; biological and biochemical reactions of microorganisms; cycles of elements in nature; Nitrogen fixation.

**EHS209: General Microbiology Laboratory Practical      (1 Unit C)**

Students should acquaint themselves with the microbial techniques involving the use of instrumentation, isolation and identification of microbes in different environmental media.

**EHS207: General Biochemistry      (3 Units C)**

Review of general bio chemistry; Chemical elements and the periodic table; electronic configuration; electronic orbital; valence of atoms; types of chemical bonds; metals and non-metals; acids and bases; Lewis conception; Carbon, sp<sup>3</sup> hybridization; the tetrahedron and covalent bonding; functional groups; water and its special properties. Introduction of the cell and hierarchy for organization of living things: macromolecules, organelles, cells, Metabolism, Enzymes, Hormones, Biochemical degradations, Detoxification, Biochemical

**EHS209: General Biochemistry Practical****(1 Units C)**

Students should acquaint themselves with the biochemistry I techniques involving the use of instrumentation in analysis in different environmental media.

**EHS 205: Climate Change and Contemporary Issues****(2 Units C)**

Definition climate change and the climate system, the nature of climate change-greenhouse, climate change: Causes, indicators, impacts and ways to reduce global warming. Define solar ultraviolet radiation, causes, effects on human and animal health, the effect on aquatic organisms, the effect on air quality, effects on materials and structures, photo degradation, microbial diversity, microbial decomposition. Ozone and ozone layer, health risk associated with the ozone layer: the absorption of solar energy, hazards to humans, the effects on the eye, effects on immune system, effects on the skin. Ozone depletion, risk assessment of Ozone depletion: quantitative assessment, cataract, sunburn, skin cancer, other opportunistic infections, mitigation with replacement of chlorofluorocarbons.

**NSC 104 Human Physiology 1****(4 Units C)**

This course covers the functions of the components of the cells, tissues, organs and glands in the body. It discusses the functions of the integumentary system, the moving body and the system that maintain, integrate and control body functions. It also covers the functions of the circulatory system, process of digestive system, nutrition and metabolism

**EHS 203: Hygiene Education and Promotion****(2 Unit C)**

Concepts and theories in Health Promotion, principles, methods and strategies, community mobilization, information, Education and Communication in Environmental Health, Comparative assessment. Technologies for Information-Education-communication in Environmental Health (I.E.C.). Sanitation through participatory approach; promoting sanitation through children (Child to Child Approach) , Life-Skill based hygiene education, Improving and assessing sanitation in communities and schools; PHAST Initiatives, Using advocacy, social Mobilization and programme commutation to promote sanitation in selected communities. Social marketing for sanitation programmes, private-sector involvement or partnership in promoting sanitation; planning; Principles of sanitation in Emergency situations; case studies in community sanitation.

**200 LEVEL****SECOND SEMESTER**

**GST 102      Use of English and Communication Skills      (2 Units C)**

Writing Paragraphs; Topic Sentence and Coherence, Development of Paragraphs; Illustration, Description, Cause and Effect, Definitions. Formal Letters; Stylistic Forms, Essential Parts, Complaints and Requests, Letters about Jobs, Ordering Goods, Letters to Government and Other Organizations. Writing Reports; Reporting Events and Experiments. Writing Summaries; Techniques of Summarizing. Letters and Sounds in English, Vowels and Consonants, Interviews, Seminar Presentation, Public Speech Making, Articles, Concord and Sentences, Tenses, Gerunds and Participles, Active, Passive and the Infinitive, Modal Auxiliaries.

**GST104: Use of Library      (2 Units C)**

Types of Library and Services: Types of Library: Library Services. Research Techniques: Information Sources; Literature Review; Databases Contents; Open Educational Resources. Organization of Library Materials: Library Catalogues; Classification of Library Materials. ICT Use in the Library: Digital Libraries; Computer Based Literature Search. Good Reading Habit/Study Skills: Basic Study Techniques / Methods; Study Habits; Handling Examinations. Copy Right; Plagiarism and Referencing: Copyright Laws; Plagiarism and Its Implications; Citation and Referencing; APA In-text citing and Referencing.

**GST202: Fundamentals of Peace Studies and Conflict Resolution      (2 Units C)**

Basic Concepts in peace studies and conflict resolution, peace as a vehicle of unity and development, Conflict issues, Types of conflicts, e.g. Ethnic/religious/political/economic conflicts, Root causes of conflicts and violence in Africa, Indigene/settler phenomenon, Peace – building, Management of conflict and security. Elements of peace studies and conflict resolution, Developing a culture of peace, Peace mediation and peace-keeping, Alternative Dispute Resolution (ADR), Dialogue/arbitration in conflict resolution, Role of international organizations in conflict resolution, e.g. ECOWAS, African Union, United Nations, etc.

**NSC 104: Human Physiology      (4 Unit C)**

This course covers the functions of the components of the cells, tissues, organs and glands in the body. It discusses the functions of the integumentary system, the moving body and the system that maintain, integrate and control body functions. It also covers the functions of the circulatory system, process of digestive system, nutrition and metabolism.

**EHS 202: Introduction to Ecology and Environmental****(2 Unit C)**

Introduction to principles of ecology, nature of our environment, atmosphere, chemical, physical and biology factors in the environment, biochemical cycles (carbon cycle, Nitrogen cycle Hydrological cycle), Basic environmental concepts and theories, microbial and parasite ecology, population ecology, food chain and web, energy flow through the biosphere, biotic communities and ecology, food chain and web, energy flow through the biosphere, biotic communities and ecological succession, relationships and interdependence of organisms, human ecology etc.

**PHS 210: Introduction to Biostatistics****(3 Units C)**

This course is planned to equip students with the necessary tools and skills for collecting, analyzing, and interpreting data quantitatively. Topics to be covered include: the central role of statistics in health sciences disciplines, data description, elements of probability, description of random variables, applications of the binomial and normal distributions, estimation of confidence intervals, contingency tables, regression and variance analysis, study design and hypothesis testing. For practical purposes, students are provided with specific data to work on, and are required to develop simple questionnaire protocols for analysis.

**EHS 204: Introduction to Environmental Health****(2 Units C)**

Concept of environmental Health, components of Environmental Health, Roles of Environmental Health in disease prevention and control, qualities of an environmental health professional; environmental health practice in the implementation, regulation and enforcement of environmental health functions at different settings (home, schools, market places, recreational and hospitality facility, workplaces, industries; development projects etc). Tools of environmental health practice, methods of assessment environmental health practice, skills of environmental health practitioners, role of environmental health officers and regulators. Ethics in environmental health practice. Inter and intra sectoral collaboration in environmental health practice.

**EHS 210: Biodiversity and Climate Change****(2 Unit C)**

Introduction to the concept and methods of biodiversity, involving distribution and abundance of organisms in time and space; factors of the environment influencing such distribution and abundance; the role of climate and animal extinction should be emphasized in relation to biological sustainability and animal survival.

**PHS 202: Nutrition in Health and Diseases****(3 Unit C)**

This course provides the students with the historical perspectives of nutrition as a science, the nutritional value of food and its effects on health; food purchasing; food presentation. Food preparation and diet therapy are also studied to enable students provide well balanced diets to clients. Classification and selection of foods, formulation of weaning diets, and diabetic diets are also covered.

**300 LEVEL                      FIRST SEMESTER****NSC 307: Clinical Pharmacology and Chemotherapy****(3 units C)**

The course is designed to help learners acquire basic knowledge of pharmacology to enable him/her function efficiently in all situations requiring drug use in health and illness in homes, communities and health care institutions. The student will acquire knowledge of the derivation, classifications, indications, dosages and calculations, routes of administration, mechanism of actions, adverse reactions, side-effects and contraindications, taking cues from general drug actions and functions of drugs on the systems of the body and in disease states. It considers problem of drug therapy and the contribution of traditional chemotherapeutic measures to help maintenance, drugs derivations and standardization classification of drugs, dosage, administration and body's reaction to drug therapy. The course also considers concerns and problems of drug therapy within the context of the rights of the clients and responsibilities of the nurse. The responsibilities of the nurse in drug storage, administration and management are also covered in the course.

**EHS 315:            International Port Health Services****(2 Units C)**

Cross-boundary port health services (function of environmental health OFFICERS on land, air, and sea port), International organizations and agencies and non-governmental organizations (NGOs). Constitutions, conventions, treaties, international regulations and agreements. Roles of international organizations in port health. International collaboration and cooperation in port health.

**EHS301: Basic Instrumentation and Use****(2 units C)**

Introduction to Environmental Health Laboratory, principles and use of basic special instrument in environmental health- spectrophotometer, pH meter, microscope, air oven, incubator, centrifuge, plume imaging, optical air monitoring, air sampling sample collection, 2B technologies Ozone Monitor, Nitrogen dioxide monitor Z01400, TPI Carbon Monoxide analyzer, atmospheric/barometric pressure, barometer, meteorological ball on and preservation and registration, new tech techniques, procedure and precautions for analytical methods in environmental health, Exposure of students to practical and the following theoretical details

**EHS 303: General Parasitology****(2 Unit C)**

Introduction to major human parasites of public health relevance, Phylogeny of parasites physiology, host parasite relationship; evasive mechanism; life-cycle pattern and host specificity, parasite ecology; infection and infestations Pathology, pathogenesis and Symptomology of parasitic disease e.g. malaria, amobiasis, schistomiasis, onchocerchiasis, etc. screening and Diagnosis of endemic parasitic diseases; Strategies in parasitic diseases control; Emerging and re-emerging parasitic diseases; Chemotherapy and Chemoprophylax, Drug resistance etc. prevention and Control of parasitic infections.

**EHS 305: General Entomology****(2 Unit C)**

Introduction to Entomology; Classification and characteristics of insects with particular reference to vectors of diseases. Insect ecology, Insect Anatomy and physiology, Environment and entomology. Methods of insect control, Biological, chemical and physical, pest control (integrated pest managemtn) Insecticides; classification, formulation and application of insecticides. Health implication; handling and safety methods, insect sterilization techniques. International conventions and national policies on pesticides use.

**EHS 311: Introduction to Environmental Management****(2 Unit C)**

Definition and concept. Characteristics of different environmental media (air, water, soil), Environmental approach to air, water and land pollution. Environmental, effects of technological advances, radiation noise, pollution of the biosphere. Occupational hygiene, Mycotoxins and nitro-compounds in the environment. Environmental degradation; methods of environmental assessment e.g. remote sensing and GIS, EIA, HIA. Tools for Air, water

and soil analyses. Management of degraded environment, re-forestation, erosion control, integrated vector management, integrated waste management, pollution control, international measures to control global warming and climate change remediation meteorology.

**EHS 313: Environmental Health Information Systems (EHIS) (2 Unit C)**

Concepts, procedure and structure. Study of contemporary Environmental and health information systems especially as used in morbidity surveys, disease surveillance systems, disease registers, etc. Also includes introduction to computer simulation techniques and life-table techniques. Medical and health data base management; intranet, internet and extranet applications; e-library; geo-informatics information globalization and teleconferencing.

**EHS 321: Health Safety and Environmental (2 Unit C)**

Definitions, concepts/scope, Types of emergencies and services required. Structure, roles and collaboration of agencies. Resources mobilization, allocation and management. Roles of Environmental Health Officers in emergency situations. Forecasting preparedness and response.

**EHS 319: Introduction to Demography (2 Unit C)**

Introduction to the principles and methods of demography. Sources of population data; population dynamics and health implications, population structure and population movement. Census: types, methods, principles and practice. Applications of census data. Population and data and the planning of social services. Demographic transitions and health/disease patterns and services. Indices of population, health and development, life table techniques and interpretation of related indices.

**EHS 317: Solid Waste Management (2 Units C)**

Basic concepts, nature and classification of solid waste. Theory of solid waste collection, handling and disposal. Field and laboratory sampling and monitoring of solid wastes. Analysis of municipal, industrial, hazardous solid wastes. Waste management technologies. Waste management hierarchy-minimization, recycling, waste to wealth concept etc. solid waste and human health etc.

**300 LEVEL****SECOND SEMESTER****EHS 302: General Pathology****(3 Units C)**

The course covers general mechanisms the pathogenesis of disease and the dynamic nature of disease as it evolve from its incipient stage to its full expression. The effect of disease on organs and distant parts of the body are discussed. Pathology and the nature of disease, Chemistry of cell damage and the dying cell, Inflammation and infection, inflammatory response and chemical mediators, immunity and cellular immune response, principles of repair and re-organization of cell structure.

**EHS322: Reproductive Health****(1 Unit C)**

Public Health aspects of human sexuality and family planning. Health resources and family size relationship, birth control, and family planning methods, prenatal, per in at a land post natal healthcare services application of amniocentesis, alpha-fetoprotein (AFP), chorionic villous sampling (CVS), percutaneous umbilical blood sampling (PUBS), magnetic resonance imaging (MRI), non-stress testing (NST), ultrasound graphic, haematological tests, and other fetoscopic procedures. Relationship between pregnancy and diet, sleep, exercise, cigarette smoking, alcohol, drugs use, exposure to toxic substances, radiation including X- rays and VDTs), diseases (HIV/AIDS, rubella, sexually transmitted diseases, auto immunity, diabetes, hypertension, tumours, kidney disease, hepatitis, anaemia, genetic abnormalities, blood group incompatibility, etc

**EHS 304: Food Hygiene and Safety****(2 Unit C)**

Concept of Food chain and food security, food hygiene, Food production, Handling, Transportation, Storage, Preparation. Food Premises, Sanitary Requirements of Food premises, Food Handlers, Hygiene and Health Requirements of food handlers. Food spoilage and food preservation, Food poisoning and food Infections, their prevention and control; Food safety. Sampling of food, Food Quality Control, Food safety laws and Regulations. Licensing of food-preparing and water packaging premises. Licensing Liquor-selling premises. Organization of Workshop programme for food handlers on food safety and hygiene. Describe the general overview of the procedure and process of meat hygiene and inspection.

**EHS 306: Sanitary Inspection of Premises****(2 Unit C)**

Concept and principles of inspections. Procedure and methodology of premises inspections.



Types of premises. Tools for inspection, Report writing. Guidelines, regulations and enforcement.

**EHS 308: Environmental Biotechnology (2 Unit C)**

Introduction to biotechnology, types of biotech, methods in biotech, microbial ecology, environmental microbiology, bioremediation and Biodegradation; Application of genetic engineering in environmental health. Insect sterilization techniques, Biological control measures vis-à-vis the more traditional use of insecticides and larvicides. Implication for environmental pollution and toxicity.

**EHS 310: Control of Communicable and Non Communicable Diseases (2 Unit C)**

Definition, description and classification; Epidemiological patterns. Stages of diseases prevention. Primordial, Primary, Secondary and Tertiary. Control methods: Biological, Chemical, Environmental and Chemotherapy. Strategies for drug delivery: selective targeted and Mass chemotherapy; Emerging and re-emerging diseases. Definition, description, classification of non-communicable diseases and disorders that are of major public health significance in the country. Epidemiological patterns, risk factors, signs and symptoms; methods of prevention and control including those for behaviour medication, enforcement, and engineering measures. Examples of diseases/disorders considered include: hypertension, coronary heart disease, diabetes mellitus, major genetic disorders including sickle cell anaemia, cancers (breast, lung, liver, ovary, cervix, leukaemia, lymphomas etc), asthma, ulcer, among others. Some non-disease chronic conditions with serious health implications such as obesity, nutritional deficiencies, drug abuse, and alcoholism.

**EHS 312: Housing/Building Construction (2 Unit C)**

Introduction to Housing. Housing standards. Urban and rural housing. Housing and Health. Building technology-drawing and reading of plan. Housing codes, edicts, or ordinances, laws and legislation of the various Government levels. International Legislation on Housing. Criteria for building approval. Role of Environmental Health Professionals in building approval and registration.

**EHS 314: Environmental Health Services in Emergency Situations (2 Unit C)**

Definitions, concepts/scope. Types of emergencies and services required. Structure, roles

and collaboration of agencies. Resources mobilization, allocation and management. Roles of Environmental health officers in emergency situations. Forecasting preparedness and response.

**EHS320: Environmental Health Economics (1 Unit C)**

Definitions, theories and concepts. Healthcare financing and their implications to health care delivery. National Health Insurance Scheme, Cost recovery strategies, private sector participation. Socio-economic cost of ill health, Indicators for assessment of cost of ill health. Factors affecting access to health services Economic implications of disease –man-hour, DALY's etc. CEA, CBA etc

**EHS 316: Immunology and Immunization (3 Units C)**

Introduction to immunology – innate and acquired immunity; Antigens and antibodies; antigens and antibody reactions and immune response to infection; Humoral and cell-mediated immunity, immunity and infectious diseases; Hypersensitivity states; Prophylactic and therapeutic applications of immunity; Auto-immunity and its relation to human diseases; Transplantation immunology; Immunosuppression and immune-deficiency states. Types of vaccines, their uses and methods of administration, requisition for vaccines; collection, storage and distribution of vaccines; Maintenance of cold chain system; organization of immunization clinics and campaigns, Disposal of vaccines.

**EHS 318: Water Resources Management (2 Units C)**

What is emergency, socio-political, legal cultural and security issues; survival supply; water treatment process techniques; water treatment works and urban water supply systems, Measurement of yield and water levels, rapid water quality assessment routines; catchment mapping; water quality analysis, Biological survey; water treatment; treatment Process and health and safety; background to ground water and aquifers; Rocks and soil identification, ground water investigation.

**400 LEVEL FIRST SEMESTER**

**EHS 411: Environmental Toxicology (3 Units C)**

Introduction to chemical pathology and environmental toxicology. Toxic dynamics and toxicokinetics. Pesticides, heavy metals, oleom, radioactive materials, food additives, animal toxins, phytotoxins, plastics and psychogenic or drugs. Toxic pollutants in air, land and water.

Exposure pathways, standards and health implications. System, Organ, Tissue and Cell pathophysiology. Concept of LD and LC. Dose response analysis. Probit analysis.

**EHS 403: Environmental Health Laboratory (2 Units C)**

Introduction to laboratory science; Importance and functions of Environmental Health laboratory; General lab. Construction; Safety precautions in the lab; Preparation and storage of reagents; Instrumentation: audiometer, dosimeter, cryostat, PCR etc. Quality assessment and quality control, concept of laboratory log book and record keeping.

**EHS 409: Sewage and Waste Water Treatment (2 Units C)**

Definition of sewage and sewerage, Types and sources of waste water; characteristics and flow rates, impacts of waste water; treatment objectives and disposal regulation, principles of applied microbiology, waste water treatment introduction, primary (screens and communitors, grit removal, flow equalization, sedimentation and flotation) secondary (Tricking filters, rotating biological discs: activated sludge, oxidation pond) physico-chemical treatment, advanced treatment, (Ultra filtration, reverse osmosis, activated carbon filter, UV sterilization, etc.) Treatment of sludge, disinfection, and disposal on land / water, sewer corrosion, design of waste water treatment units.

**EHS 405: Environmental Health Administration (2 Units C)**

Concepts. Theories and application in Environmental health. Institutional arrangement, staffing and funding. Guidelines in environmental health administration. Supervision and monitoring, quality assurance, equity, cost controls, organizing, inter and intra sectoral collaboration. Budgeting, work plan and programmed development, implementation, monitoring and evaluation.

**EHS 407: Research Methodology and Proposal Writing (3 Units C)**

Research Methodology, Qualitative and Quantitative data Samples and mixed methods and sampling methods, types of data and sample size determination. Type and design of questionnaire, focus Group Discussion, Key informant interviews, Environmental Sampling, data collection, Data analysis including use of computer based analytical packages e.g. SPSS, EPI-INFO etc. Proposal and report writing: Topic selection, justification, objectives, literature search, methodology, results and discussion and referencing.

**EHS 419: Sanitary Engineering (2 Units C)**

Definitions, concepts and theories of sanitary engineering. Environmental problems of urbanization and natural cycle of water. Elementary hydrology, Hydrological cycle, physical, chemical and biology principles of water and waste treatment. Municipal services – water

supply, sanitation facilities e.g. latrines and sewerage systems, urban and community storm water management, drainage layout. State and Federal regulatory standards. Hazardous waste management.

**EHS 401: Meat Inspection, Abattoir/Slaughter Slab Management (2 Units C)**

Anatomy and Physiology of Food Animals; Diseases of Food Animals; Zoonosis; Describe the role and function of other agencies involved with meat inspection, slaughter management and food animal husbandry and welfare. Describe the principles of good practice in an abattoir. Describe and apply abattoir planning, construction and management in terms of standard regulations and guidelines. Explain and recognize the requirements and needs for food animal husbandry. Apply the principles of risk assessment to meat inspection and slaughter management. Practical training in meat inspection at an abattoir. Identify factors in abattoir practice and legislation that determine the hygiene and quality of meat. Perform, recognize and describe hygiene and procedure involving food animal slaughter in line with regulations.

**EHS 413: Urban Planning and Sustainable Development (2 Units C)**

Urban renewal of built up environment and provision of essential services: road, drainage etc. describe layout planning and land use, development, control and land scaping. Describe national and international partners which support sustainable development – policies legislation, Agenda 21, Rio declaration, MDGS, WSSD, NEPAD etc. concept of urban and regional planning, history of planning and contemporary planning issues – sustainable development; regeneration and pollution core modules e.g. contemporary human geography, earth & ecological systems; planning and built environment; society, space, policy and economy. Urban poverty and planning; town scopes; societies, culture and urban explosion; rural poverty; GIS, EIA, Environmental and spatial qualities; prediction of effect; scenario development; multi-criteria analysis; potential solutions, environmental health feature, flood protection, rural and coastal infrastructure, industrial activities and pollution; spatial planning of industrial sites, etc.

**EHS 415: Public Utilities and Environmental Health Issues (2 Units C)**

Introduction to public utilities and its components, concept of environmental health issues, water supply and distribution, fire services, drainage, sewerage and treatment of sewage, power supply, current environmental health issues-environmental emergencies, climate change, bio-diversity. Etc.

**EHS 417: Environmental Health Planning (1 Unit C)**

Principles and methods of planning health care services programmes and facilities. Planning outcomes; Strategic planning; Systems theory, Chaos theory and dynamic balance; Systems analysis; Types of technologies on health status; Forces affecting development and diffusion of technology; need for technology intervention; technology assessment; Technology change defined and modelled; modelling simulation and gaming methods.

**400 LEVEL SECOND SEMESTER**

**EHS 402 Industrial Attachment/SIWES (6 Units, C)**

The Second Semester of the **4th Year** should be used for Industrial Attachment for the students in order to expose them to Environmental Health facilities in rural and urban settings. They are required to visit Environmental Health firms, laboratories, industries such as Beverage Processing Industries, Waste management outfits, Breweries, Nigeria Bottling Companies, State Water Boards, Food processing Companies, Abattoirs, Primary Health Centres, Hospitals and other Allied health organizations during the SIWES period to enable them acquire the skills in Environmental Health Sciences. Each student must keep and present log book for assessment at the end of his/her industrial attachment. Log book shall carry not less than 25% of overall industrial attachment score.

**500 LEVEL FIRST SEMESTER**

**EHS 501 : Seminar (2 Unit C)**

**EHS 505: Environmental Epidemiology (2 Units C)**

Definitions, concepts. General introduction to Epidemiology, Environmental epidemiology and domain of environmental epidemiology; Exposure Assessment; Descriptive Analysis, methods of investigation including the use of Time – Trend and Spatial pattern analysis; Poisson Regression; Surveillance, Risk Assessment and management; pollution of air, water and soil, ionizing and non-ionizing radiation; investigation of disease clusters, emphasis is given to critical interpretation of scientific evidence relating to potential environmental hazards to health; Advances in Environmental Epidemiology; use of statistical packages (SPSS, EPI – INFO, Epidata) and vital statistic etc.

**PHS 511: Applied Epidemiology (Communicable and Non-Communicable Diseases) (3 Units C)**

The course teaches the concept of communicable diseases, aetiology, epidemiology and pre-disposing factors, clinical signs and symptoms of communicable diseases. Principles and control of communicable disease, concept of immunity and immunization in relation to

communicable diseases. Identification of internationally modifiable diseases, procedure for reporting international modifiable disease, concept of non-communicable disease, causes and pre-deposing factors of non-communicable and chronic diseases, clinical signs and symptoms of non-communicable diseases, role of individual, family, community, government and international agencies in the control of non-communicable diseases.

**EHS 509 : Environnemental Heath Ethics, Régulations, Polices and Laws (2 Unit C)**

Definition, évolution, concepts and théories ; Professional ethics of Environnemental Heath; Ethics of other professions ; inter/intra Professional Relationship ; the role of regulatory authorities in the enforcement of professional ethics. Evolution, Ethical considerations in the design and application of environmental health technology and innovations. Review of the legal aspects of environmental health services with particular emphasis on their implication for the development public health technology. Process of formulation of policies, regulations ethics and making of laws. Critique of existing regulation, policies and laws. Enforcement and role of environmental health officers. Professional ethics, role of environmental health council, case studies etc.

**EHS 507: Environmental Health Lab Practice (2 Units C)**

Methods in Environmental Chemistry, soil, water, air, food. Techniques in Parasitology and Microbiology. Assessment of Radiation effects and exposure. Pest management strategies. Pesticide formulation and use. Principles and methods for assessing Allergic hyper sensitivity associated with exposure to chemicals in the Environment. Simulation of cleaning oil spill in water and soil. Methods in gas flaring control. Field and laboratory techniques in Environmental Impact Assessment (EIA), Environmental Audit (EAD), EER, Environmental Statement (ES) etc. Methods of remote sensing, Use of Geographical Information System (GIS) in Environmental Health.; Methods in HIA.

**EHS 503: Water/Air Quality management (2 Units C)**

Definitions, concepts, principles, and objectives. Standard for Drinking Water Quality. International treaties and Conventions. Procedure for water quality monitoring and surveillance. Protection of water sources including effluent and partially treated water discharge. Concept of air quality, composition of air; Air pollution; Common air pollutants; Measurement of air quality, Air quality modelling etc. Air quality assessment technologies.

**EHS 513: Industrial Hygiene and Safety (2 Units)**

Introduction to industrial hygiene and safety, objectives, structural organization, concept of

Health Safety and Environment-Principle of Health Safety and Environment, Fire Safety, Chemical Safety, Ergonomics, Workers Compensation, Hazard Analysis Critical Control Point (HACCP) in Food Hygiene and Safety, Health Safety and Environment Management System. Application and Use of checklist for evaluation of safety assessment.

**EHS 515: Pollution Control** (2 Units C)

Sources of pollutions on land, water and air; impact of pollutants on ecosystem. Control techniques, mitigations.

**EHS 517: Biometeorology** (2 Units C)

Definition and concept. Classification, description and health implication of different types. Prevention and control measures etc.

describe hygiene and procedures involving food animal slaughter in line with regulations.

**500 LEVEL SECOND SEMESTER**

**EHS 511: EIA/Health Impact Assessment** (3 Units C)

Definition, concept, evolution and scope. Types and components of EIA/HIA/; regulatory requirement of EIA/HIA/SIA, projects requiring EIA/HIA/SIA; procedure, techniques or process if EIA; environmental index and indicator; technical details of impact prediction; case studies; Environmental Audit; ISO 14000, 14001 etc in the management of environmental systems.

**EHS 502 Research Project** (5 Units C)

Students are guided in the development, execution and writing of their research project in the approved area of their interest. They are also expected to present a seminar on their research project.

**EHS 504: Occupational Health and Safety** (2 Units C)

Definition, scope and evolution. Principles and practice of occupational health and industrial hygiene; work environment and productivity; proxemics and ergonomics; basic occupational health team; worksite wellness promotion programs. Common occupational health problems

in (industries, agricultural establishments; health care establishments; construction settings). Occupational health policies, regulations and regulatory Agencies. Environmental and occupational hazards, evaluation and measurement of exposure levels. Occupational stress, identification of the role of human and environmental factors in occupational and safety management.

**EHS 510: Monitoring and Evaluation in Environmental Health (1 Unit C)**

Concept of monitoring and evaluation (M&E). quality and characteristics of M & E, role of M & E in Environmental Health Services. Monitoring versus evaluation, evaluation matrix, evaluation design, external and internal evaluation, guidelines for evaluation (5 phases), evaluation questions, indicators, matrix plus induction selection, use of IF THEN logic model statement, CAT SOLO Mnemonics (Computer Activities and Target Group). Instrument for gathering qualitative and quantitative information, protesting and piloting as prerequisites to effective M & E.

**EHS 514: Pesticides Management, Methods and Control (2 Unit C)**

Concept of pest, pest management and control, types and characteristics of pest, assessment of pest status, types of pesticides-organo-chlorins, organo-phosphates, carbamate and pyrethroids, pesticides formulation and use, methods in pest management and control.

**PHS 524: Health Education and Promotion (3 Units C)**

This course aims to teach the principles and rationale of health education, various information, communication and education media, general principles of communication, designing health promotional activities to address health needs of the community, processes in planning, implementing, monitoring and evaluation of health education programmes in the community, development and use of health instructional materials, organize and deliver health education activities, setting up of health promotion clubs in community, schools and work places.

**EHS512: Emergency Medical Care (2Units C)**

Basic Skills for First Aid and safety measures for sudden illnesses and injuries in the home, playground, workplace and public places. Management of emergency conditions due to falls,



cuts and abrasions, drowning, burns, electric shocks, etc. Skills in cardiopulmonary resuscitation; mouth-to-mouth resuscitation; etc

**EHS520: Biomedical and Special waste** (1 Unit C)

Concept, classification, sources and health impacts, planning, handling and transportation of biomedical and special waste. Waste minimization, recycling and reuse. The role of legislation in biomedical and special waste, treatment technologies, disposal methods, health and safety rules for personnel and associated workers. Infection control and emergencies response. Training and retraining modality for handles of biomedical and special waste.

**EHS518: Community Sanitation** (1 Unit C)

Concept of Community Sanitation and Disease prevalence, measure of improving sanitation, control of sanitation related diseases, sanitary inspection of premises/institutions, sanitation in market and temporary settlements, disposal of the dead (DOD), methods of cremation, exhumation and embalmment, removal of corps, home burial and modern technique sin achieving sanitation-ecological sanitation, Community Lead Total Sanitation (CLTS)etc.

**EHS 508: Health Psychology and Sociology** (2 Units C)

Introduction to sociology, psychology and anthropology, Biological basis for human behaviour-sensation, perception, motivation and emotion, describe human development, learning and practices, explain the role of culture, communication and human relationship and public participation, Describe the importance of indigenous knowledge, belief and health practices, describe social, psychological and biological aspect of environmental planning and built-up environment, Discussion factors relating smoking, alcoholism, drug addiction emotional disorder. Describe factors in inequalities on health. Identify sources of psychological disorders, stresses, and illness behaviours in relation to social medicine and medical psychology. Describe the role of human behaviours in illness and disease causation. Discussion social determinants of health, social epidemiology and health service utilization behaviours.

Application of social theories towards understanding behavioural aspects of health and medical care. Consideration of human behavioural dimensions in illness and disease, prophylactic behaviour, the role of culture, role of social institutions, stress and health, compliance behaviours, social epidemiology, etc. also covers topics in social health including smoking, alcoholism, drug addiction, obesity and nutritional behaviour/disorders, health

services utilization behaviour, emotional health and personality disorders, religion and health.

## 2.3 ADMINISTRATION

### 2.3.1 STAFF LIST OF THE FACULTY

S/N	NAME OF ACADEMIC STAFF	QUALIFICATIONS	DESIGNATION
1.	Prof. ADAMU, Shehu Usman	Master (Public Health 2013), Ph.D. (2004), M.Sc. (1998), Diploma (Journalism 1996), B.Sc. Zoology(1994)	Professor
2.	Prof. KWANASHIE, Helen Ochuko	PhD Pharmacology (1991), MSc Biochemistry (1981), B.Sc. Biochemistry (1979), Higher Diploma Guid. & Couns. Educ. 2020, Postgraduate Diploma in Educ.(Student)	Professor
3.	Prof. OKOLI, C. Grace	Ph.D. Environmental Health (2002), M.Sc. Environmental Health(1997), B.Sc. Zoology(1991)	Professor
4.	Prof. AGBU, Jane-Frances Obiageli	Ph.D Psychology (Clinical) (2009), M.Sc. Psychology (Clinical) (1999), B.Sc. Psychology (1996), Certificate in Designing and Facilitating e-Learning (Level 5) 2013	Professor

5.	Prof. OMISAKIN, Dapo Folorunso	Ph.D Nursing (2012), M.NSc Nursing Science (2001), B.N.Sc Nursing Science (1992), RN (1992) Fellow West African College of Medicine 2013, Postgraduate Diploma in Educ.(2018)	Professor
6.	Dr. NDIE, Chubike Elkenah	Ph.D 2010, M.Sc. 2005, PGD 2000, BNSc 1983,RN, RPHN, FWACN	Associate Professor
7.	Dr. OKOROIWO, I. Gideon	Ph.D.(Medical Lab Sci :Med. Microbiology Option)2008, M.Sc. (Medical/Public Health Parasitology and Entomology)2002, PGD (Medical Laboratory Science : Medical Microbiology Option)1997,H.N.D (Microbiology/Biology)1985, AIMCT, AIST	Senior Lecturer
8.	Dr. UCHENDU, N. Florence	M.Sc. (Public Health: Epidemiology) 2018, Ph.D. (Public Health: Nutrition) 2015, M.Sc. (Human Nutrition) 1999, B.Sc. Tech. (Food Sci. & Techn) 1989. Certificates (Univ. of Washington, FAO)	Senior Lecturer
9.	Dr. JOSEPH- SHEHU, Elizabeth	Ph.D (Nursing),2018, MSc. (Nursing) 2013 ,HND (Public Health Nursing) 2008, BNSc. (Nursing) 2007 RN, RM, RPHN,	Lecturer I
10.	Dr. SALIU, A. Oluremi	Ph.D. Biochemistry (2019), M.Sc. Biochemistry (1991), B.Sc. Biochemistry (1988)	Lecturer I
11.	Mr. IGBINLADE, Segun	Ph.D (student), , B.N.Sc (Nursing) RN, RNE, Cert. Family Planning and Responsible Parenthood	Lecturer I
12.	Mr. EJIDOKUN, Adeolu	Ph.D. Nursing (Mental Health/Psychiatry Nursing (Student)2018, M.Sc. Nursing (Mental Health/Psychiatric Nursing)2010, B.Sc. Nursing Education 1999,RN, RNE,	Lecturer I
13.	Dr. ADEGOR, E. Cecilia	Ph.D Physiology (2017), M.Sc. Physiology 2006, M.Sc. Veterinary Public Health (Student), Doctor Veterinary Medicine (1995)	Lecturer II
14.	Dr. UBOSI, Ihuoma Nwanganga	Ph.D Philosophy (student), M.Sc. Human Nutrition 2006, B.Sc. Nutrition & Dietetics 1995	Lecturer II
15.	Dr. ANI, George	MBBS (2003), MBA (2014), M.Sc. Public Health	Lecturer II
16.	Dr. EBHODAGHE, E. Frank	MB.BS(2009), M.Sc. Public Health (2004)	Lecturer II
17.	Dr. SULE, M. Hassan	MBBS (2011), M.Sc. (Student)	Assistant Lecturer
18.	Mr. EYA, Chukwunonso	B.MLS (2009), Masters Medical Microbiology	Assistant Lecturer

		(2019)	
--	--	--------	--

**2.3.2 LIST OF FACILITATORS FOR NURSING SCIENCE FROM VARIOUS STUDY CENTRES FOR THE FACULTY OF HEALTH SCIENCES**

**UMUDIKE, ABIA STATE STUDY CENTRE**

S/N	NAME OF FACILITATOR	QUALIFICATION	PHONE NUMBER	PHONE NO
1	EKPEMIRO,	M.SC, B.SC. NURSING SC	08168714307 08057720601	08168714307 08057720601
2	MR. ANOSIKE.V	MBA-HOSPITAL ADMIN PGD-HOSPITAL ADMIN DIP-ANASTHESIOLOGY RN,RPN	08025465249	08025465249
3	OMODAMIRO O.D	Ph.D, M.SC, B.SC- PHARMACOLOGY	07064868550	07064868550
4	DR. AMAH A.KALU	PH.D, MSC PHYSIOLOGY B.SC SCIENCE LAB TECH	08064284005	08064284005
5	KANU, SARAH A. J	M.SC, B.SC NURSING SCIENCE	0703555051	07035554051
6	NWOKORO, U.I	M.SC, B.SC- NURSING SCIENCE	08061258009	08061258009
7	EBE TOCHUKWU E.	PhD, M.SC ENVIRON HEALTH BIO B.SC. BIOLOGY	08034954739	08034954739
8	OKWOR EDNA	MPH, B.SC NURSING SCIENCE	08064920990	08064920990
9	OKOROAFOR AGNES A	M.SC, B.SC BIOCHEMISTRY	07034900100	07034900100
10	PROF IJEH IFEOMA I.	Ph.D. M.Sc. B.Sc BIOCHEMISTRY	08042647198	08042647198
11	NWOSU CHARITY C	M.Sc PUBLIC HEALTH, B.Sc NURSING EDUC. B.Sc HEALTH EDUC. RN. RM.	08062662878	08062662878
12	ELEKE ROSEMARY	MPH, B.Sc PUBLIC HEALTH	08064940420	08064940420
13	ELEKE BENJAAMIN	M.Sc PHARMACOLOGY, MBBCH	08038817662	08038817662
14	OSISIOGU ETHEL C	MPH, B.Sc HEALTH EDUCATION	08035660580 09037474227	08035660580

	16.	MRS. BROWN VICTORIA	UNIVERSITY COLLEGE HOSPITAL, IBADAN	SURGICAL NURSING) 2014 B.Sc(Nursing )2001 M.Sc(Nursing COMMUNITY HEALTH) 2009 PhD (Nursing )2014	Facilitator/Project Supervisor
	17.	MR. AYANTUNDE ISAAC	COLLEGE OF ADVANCED NURSING MINISTRY OF HEALTH, IBADAN	B.Sc(Nursing) 2002 M.Sc(Nursing MENTAL HEALTH )2010	Facilitator/Project Supervisor
	18.	DR E.F. OJO	LEAD CITY UNIVERSITY, IBADAN	B.Sc(Nursing) 1999 M.Sc(Nursing COMMUNITY HEALTH )2013	Facilitator/Project Supervisor
	19.	MRS. ABIODUN OGUNIRAN	COLLEGE OF NURSING MINISTRY OF HEALTH, IBADAN	B.Sc(Nursing )1999 M.Sc(MCH Nursing) 2010	Facilitator/Project Supervisor
	20.	DR. ADEOLA A.A	NATIONAL OPEN UNIVERSITY OF NIGERIA	B.Sc(Nursing) 1983 M.Sc(Guidance and Counselling)1991 Ph.D 2013	Co-supervisor
	21.	MRS. A.A AKINTOLA	SULTAN QABOOS UNIVERSITY, MUSCAT	B.Sc(Nursing) 1994 M.Sc(Guidance and Counselling) 1997	Co-supervisor
	22.	MRS. FEMI –AGBOOLA DAMILOLA	UNIVERSITY COLLEGE HOSPITAL, IBADAN	BNSc 2007 (MPH In view )	Preceptor
	23.	ADEBOLA AYINDE OYADOKE		BSc (Nursing )Ibadan, MPH (Master of Philosophy in Public Health)	Facilitator/Project Supervisor
	24.	ADESOLA ADUKE SOLANKE		BNSc Ife, MSc Nursing , M.EdCounselling Psychology Ibadan,	Facilitator/Project Supervisor
	25.	SOKUNBI ADEREMI SAIBAT		Postgraduate Diploma in Education	Facilitator/Project Supervisor
	26.	ONIFADE DEBORAH OREOLUWA		M.Sc Nursing	Facilitator/Project Supervisor
	27.	OLAOYE KAYODE OYEBIMPE		M.Sc Nursing MENTAL Health& Psychiatric Nursing	Facilitator/Project Supervisor
	28.	ODUTAYO PATIENCE OMONIGHO NEE EJENAKEVBE		BNSc, Master Degree in Community Health Nursing	Facilitator/Project Supervisor
	29.	OLUREMI LABAKE FALOLA		BNSc, Master of Public Health MPH	Preceptor /Co-Supervisor
	30.	OLUMADE OLUREMI LABAKE		BNSc, Master of Public Health MPH	Preceptor /Co-Supervisor
	31.	MRS. ODEBO E. OLABISI		BNSc, RN & RM	Preceptor
	32.	MRS. SOKUNBI ADEREMI S.		M.Ed G&C, BNSc,DNS	Preceptor /Co-Supervisor
<b>EKITI STATE ADO-EKITI</b>	33.	AYORINDE MARGARET ADEBOLA		BNSc	Preceptor
	34.	OLAWOLU ADELEKE FOLAYEMI JOY		BNSc	Preceptor
	35.	TOPE-AJAYI TITILAYO OLUBUNMI		BNSc	Preceptor
<b>OSUN STATE OSOGBO</b>	36.	AMOS PATIENCE OFUOMA		BNSc,Masters in Nursing	Facilitator/Project Supervisor
	37.	ADISA OLUKOREDE PATRICIA		BSc. Nursing, M.Sc. Mental Health & Psychiatric Nursing (UI)	Facilitator/Project Supervisor
	38.	MAKINDE OLUFEMI YINYINOLA		BNSc, M.Sc. Nursing (NURSING ADMINISTRATION)	Facilitator/Project Supervisor
	39.	MRS. ADEREMI-ISHOLA OLUFUNKE LIZZY	SDA, SON, Ile-Ife	MSN (Walden), BNSc (Babcock)	Preceptor
	40.	KALI ELIZABETH O.	SDA , SON, , Ile-Ife	MSN(Walden ), BNSc (Babcock	Preceptor

	66.	MR. IMAM ABUBAKAR AYINYA	RN,B.Sc(Nursing ), M.Sc,(Comm.H)	Dept of Nursing, Unilorin	Preceptor/Co-Supervisor
	67.	Dr. AFOLAYAN JOEL ADELEKE	RN,B.Sc(Nursing ), M.Sc,(HE), PhD	Dept of Nursing, Unilorin	Preceptor/Supervisor
	68.	MRS. IBRAHEEM MULIKAT A.	RN, B.Sc(Nursing ), MSc (Nursing)	School Post Nursing UITH	Preceptor/Supervisor
	69.	MRS. JIMOH AWAYO	RN, B.Sc(Nursing ), MSc (Comm. H)	General Hospital OMu-aran	Preceptor
<b>KEBBI</b>	70.	MRS. ROTIMI, E.F	RN, RM, BNSc	Federal Medical Centre, Birnin-Kebbi	Preceptor
<b>ADAMAWA-YOLA</b>	71.	MUHAMMAD SALISU ABDULLAHI		Director , Ministry of Health Yola	Preceptor
	72.	UMAR ALWASA	RN, B.Sc(Nursing ), MSc (Health Edu.)	Federal Medical Centre Yola	Preceptor
	73.	HENA SARATU LUKA	RN, B.Sc(Nursing ), MSc (Hospital Admin & planning)		Preceptor
	74.	SOLOMON RIMANCHIRIKA	RN, B.Sc (Nursing)	Federal Medical Centre Yola	Preceptor
	75.	MUA'ZU ABUBAKAR	RN, BNSc,MSc (Nursing)( In view OAU)	Federal Medical Centre Yola	Preceptor
	76.	AMINA IBRAHIM N.	RN, BNSc	Applicant	Preceptor
	77.	TIMOTHY GOLFA	RN, BNSc, MSc Nursing in view	College of Nursing, Yola	Preceptor
<b>KATSINA</b>	78.	ANITA J.D SAYI	RN, RM, BNSc, MSc (Nursing)	SON Katsina	Preceptor/Supervisor
	79.	ADAMU DALHATU	BNSc, MSc (Nursing)		Preceptor/Supervisor
	80.	ABUBAKAR MAGAJI	BNSc	”	
	81.	HADIZA BASHIR MUSTAPHA	BNSc	”	Preceptor
<b>YOBE</b>	82.	ABDULLAHI ALI DANCHUA	RN, BNSc	”	Preceptor
	83.	MUSA SAIDU	RN,RM, BNSc	”	Preceptor
	84.	JOYCE BAKAU	RN, BSc,MPH	SON, Bida	Preceptor
	85.	KATE VIHITYO	BSc, MSc Nursing (Med-Surg)	”	Preceptor/Supervisor
	86.	ROSELYNE DANGIWA	RN,RM, MSc(Nursing)	Retired	Preceptor/Supervisor
	87.	FLORENCE BITTYONG	RN, RM, RMT, BSc, MRH	MOH, Minna	Preceptor
	88.	DODO LYDIA WHOLI	RN,RM,BNSc	”	Preceptor
	89.	KABIR MOHAMMED OZIGI	RN, BNSc	”	Preceptor
<b>BAUCHI</b>	90.	JOSEPH G. SULE	RN, RPN, RNT, BSc	”	Preceptor
	91.	TAWHEED MAHMUD	RN,RM,RMT,BNSc	”	Preceptor
	92.	FATIMA NDANUSA	BNSc, MSc (Nursing) In view	”	Preceptor
	93.	USMAN DZUKOKO	RN, BNSc, MSc (Nursing ) In view	”	Preceptor
	94.	ADAMU USMAN		SOM, Bauchi	Preceptor
	95.	IBRAHIM MISAU	BNSc, RN	SON, Birnin kudu	Preceptor
	96.	AISHATU AJIBOLA GANIYU	BNSc, MSc (Nursing)	”	Preceptor
	97.	BABA SIDI	RN, BNSc, MSc Nursing	Specialist Hospital Dutse	Preceptor
	98.	OYEDELE EMMANUEL	PhD in view, BSc (Nursing), RN <sup>110</sup>	Department of Nursing Science, Faculty of Medical Sciences , University of Jos	Preceptor/Supervisor
	99.	DANIEL AJIO	PhD (In- view),BSc. (Nursing), RN	Department of Nursing Science, Faculty of Medical Sciences , University of Jos	Preceptor/Supervisor

### 2.3.3 LIST OF APPROVED FACILITATORS FROM VARIOUS STUDY CENTRES FOR PUBLIC HEALTH PROGRAMMES

#### UYO STUDY CENTER

S/N	NAME	QUALIFICATION	ADDRESS	PHONE NO	EMAIL	STUDY CENTRE
1.	ESSIENOBONG ANIEKAN JACOB	MASTER'S IN PUB. HEALTH 2006 B.Sc PUB. HLTH 1995 RN 1988, DIP IN COMM. HEALTH PRACTICE (CHO) 2002	MINISTRY OF HEALTH UYO, AKWA IBOM STATE	08023347669	<a href="mailto:aniekanje@yahoo.com">aniekanje@yahoo.com</a>	UYO
2.	UDO, HELEN IME	B.Sc. (Ed.) HEALTH EDUCATION - 2005 M.Sc.(Ed.) COMMUNITY HEALTH -2009 Ph.D(Ed.)PUBLIC HEALTH IN VIEW	UNIVERSITY OF UYO, AKWA IBOM STATE,	08037571176 08025912707	<a href="mailto:helenimudo@yahoo.com">helenimudo@yahoo.com</a>	UYO
3.	UMO, ANIEKAN USE	MASTERS IN PUB. HEALTH (MPH)2007 B.Sc NURSING 1994 REGISTERED PUBLIC HEALTH NURSE (RPHN) 1998 REGISTERED NURSE (RN) 1987 REG. PSYCHIATRIC NURSE (RPN) 1984	SCHOOL OF HEALTH TECH, ETINAN, AKWA IBOM STATE	08022583780 08136275314	-	UYO
4.	IBORO ASUQUO NSIKAK	MASTER IN PUB. HLTH 2009 B.Sc HEALTH. EDU. 1995 REG. MIDWIFE 1982 REG. NURSE 1980	LOCAL GOVT PENSION BOARD UYO, AKWA IBOM STATE	08023175565, 08188131236	<a href="mailto:lboronsiks@yahoo.com">lboronsiks@yahoo.com</a>	UYO

#### APAPA STUDY CENTER

S/NO	NAME	QUALIFICATIONS	COURSES TO FACILITATED	STUDY CENTRE
1.	OKEKE FLORENCE N.	B.Sc, M.Ed ( Health Education)	PHS 211 PHS 214	Apapa

#### IKEJA STUDY CENTER

1.	MRS. NWOSU JULIET A.	B.Sc (Health Education), M.Sc (Social Works)	PHS 316, PHS 317	IKEJA
2.	DR. JANE AGBU	Ph.D (Psychology)	PHS 214,PHS 212	IKEJA
3.	MRS. NWOSU J. A	M.Sc (Medical Social Works)		IKEJA
4.	ADESOYE A. A.	B.Sc (Health Science), M.Sc	PHS 311	IKEJA



		(Public Health)		
5.	DR. (MRS.) ADESINA	MB,BS, M.Sc. (Public Health)	PHS 212, PHS 215	IKEJA
6.	MR. MOHAMMED USMAN T.	B.Sc (Nursing), MSc (Health Management)	PHS 320, PHS 318	IKEJA

#### **AKURE STUDY CENTER**

1.	OLADAP M. M.	B.Sc (Nursing), M.Sc. (Public Health)	PHS 322	AKURE
----	--------------	---------------------------------------	---------	-------

#### **BENIN STUDY CENTER**

1.	AZUBUIKE SAMUEL	M.Sc (Public Health)	PHS 212	BENIN
2.	DR. OMOZOUWA ASANI E.	MBBS, MPH	PHS 313	BENIN
3.	AMIEGHEME FELICIA	M.Sc (Public Health)	PHS 301	BENIN
4.	OMOREGHE EDOGHOGHO	M.Sc (Medical Sociology)	NSS 217, PHS 217	BENIN
5.	MRS. IMELDA N. ORJI	BSc (Nursing), MPH	PHS 311, PHS 320	BENIN

#### **ENUGU STUDY CENTER**

1.	MRS. FALADE OMORONIKE	B.Sc, M.Ed (Health Education)	PHS 320, PHS 318	IBADAN
2.	MRS. DADA LYDIA T.	B.Sc (Health Edu)., M.Ed (Counselling Psychology)	PHS 316, PHS 317	IBADAN
3.	DR. SALAM RIDWAN A.	MB,BS, M.Sc (Anatomy)	PHS 201, PHS 222	IBADAN
4	DR. (BARR) NNAMANI MARY NGOZI	BSc. MSc. PhD (Physical & Health Education)	PHS 322, PHS 313	ENUGU

#### **MAKURDI STUDY CENTER**

1.	DR. AKPE T. T.	B.Sc, MSc (Nursing); PhD	PHS 241, PHS217	MAKURDI
2.	ADOBE ROSE KASUWA	BSc, MSc (Nursing)	PHS 201, PHS 222	MAKURDI

#### **MAIDUGURI STUDY CENTER**

1.	PROF. NJODI I	BSc, (Physical & Health Education); MSc (Health Education); PhD (Health Education)	PHS 212	MAIDUGURI
----	---------------	--	---------	-----------

#### **GUSAU STUDY CENTER**

1.	DR. SULEIMAN BASHIR	BSc, MSc., PhD MATHS	PHS 214, MTH 131	GUSAU
----	---------------------	----------------------	------------------	-------

#### **ABEOKUTA STUDY CENTER**

1.	DR. ADESANYA D. A	MBBS, MPH	PHS 215, 217, 211, 241	ABEOKUTA
2.	DR. OWOYELE J.W.	BSc, G/C; MSc, PhD	PHS 243	ABEOKUTA

		APPLIED SC		
--	--	------------	--	--

### **EMEVOR STUDY CENTER**

<b>S/N</b>	<b>Name</b>	<b>Qualification</b>	<b>Institution</b>	<b>Progamme</b>	<b>Study Centre</b>
1.	Mrs. Lois ErowoObed-Ojukwu	MPH in Public Health Technology BSc. Human Physiology	Federal University of Technology, (Owerri), University of Port Harcourt	Public Health	EmevorS tudy Centre

### **AWKA STUDY CENTRE**

<b>S/ N</b>	<b>NAMEOF FACILITATOR</b>	<b>QUALIFICATIO N</b>	<b>FACULT Y</b>	<b>DEPARTMEN T</b>	<b>PROGRAMM E</b>
1	Dr. Obasi Stella	PhD Health Education M.Sc Public Health	Public Health Sciences	Health Sciences	
2	Nwalusi Uzoamaka	PhD Public Health, M.H.P.M Health Planning	Public Health Sciences	Health Sciences	
3	Lady Osuji Chinyelu Clara	B.Sc Nursing , PGD Public Health, M.Sc Public Health	Public Health Sciences	Health Sciences	

### **IYARA STUDY CENTRE**

<b>S/N</b>	<b>Name</b>	<b>Qualification</b>	<b>Institution</b>	<b>Progamme</b>	<b>Study Centre</b>
1.	Mr.OmokoreFunso Matthew	Master of Science Degree, BSc. (Ed.) Health Education	LadokeAkintola University of Technology, University of Ado-Ekiti	Public Health	Iyara Community Study Centre

**OWERRI STUDY CENTRE**

S/N	Name	Qualification	Institution	Progamme	Study Centre
1.	Mrs.EwulonuBetrice Onyinyechi	Master in Public Health, B.Sc. Health Education	Imo State University, Owerri, University of Nigeria	Public Health	OwerriStudy Centre
2.	Rev. Sr. Ezenwuba Clementina Obby	MPH in Public Health BSc. Nursing	Imo State University, Owerri, University of Nigeria	Public Health	OwerriStudy Centre

**MINNA STUDY CENTRE**

S/N	Name	Qualification	Institution	Progamme	Study Centre
1.	Dr. Jeremiah D. Bala	PhD Environmental Technology	UniSains Malaysia, ATBU Bauchi, Fed Uni of Tech Yola	Public Health	Minna Study Centre
2.	Dr. Nasiru U. Adabar	PhD Medical Microbiology, M.Sc Medical Micorbiology	Fed Uni of Tech Minna, Uni Jos	Public Halth	Minna Study Centre
3.	Dr. Otojareri K. Anthony	PhD in View M.Sc PH	Unilag, Uniben, Noun, Texila America Uni Guyana.	Public Health	Minna Study Centre
4.	Mrs.Karo T. Hadiza	M.Sc PH	Unilorin ,UniJos	Public Health	Minna Study Centre

**LIST OF FACILITATORS FOR THE DEPARTMENT OF ENVIRONMENTAL HEALTH SCIENCE**

S/N	NAMES	RANK	QUALIFICATION	PHONE NO.	INSTITUTION BASED
1	Dr. Oluremi Aduke Saliu	Lecturer I	PhD. Biochemistry	08161119574	NOUN
2	Dr. Idowu Oluwafemi Ayodeji	Lecturer I	PhD. Biochemistry	07062701307	University of Ilorin
3	Dr. Usman Najji Gimba	Snr. Lecturer	PhD. Parasitology	08036381509, 07057204446	IBB University Lapai
4	Dr. Adamu Madara	Senior Lecturer	PhD. Parasitology	08039575336	University of Abuja

5	Professor A. J. Nayaya	Professor	PhD. Ecology	08036093905	ATBU. Bauchi
6	Dr. A.S. Dankishiya	Associate Professor	PhD. Parasitology	08032977730	University of Abuja
7	Dr. Opasola Olaniyi Afolabi	Lecturer 1	PhD. Environmental Health Biology	08101059806	Department of Environmental Health Science, Kwara State University, Kwasu, Kwara State
8	Prof. Anthony Danaan Dakul	Professor	PhD. Zoology (Parasitology and Public Health)	08036431517, 08050786476	Department of Zoology, University of Jos, Plateau State
9	Dr. Emmanuel C. Obiano	Senior Lecturer	PhD. Pub. Admin. (health Policy and Analysis)	080367539651	Department of Environmental Health Science, Nnamdi Azikiwe University, Awka, Anambra State
10	Prof. Adewale Gbolabo Ajao	Professor	PhD	07036238309	Ekiti State University, Ekiti State
11	Prof. Benard Malau Matur	Professor	PhD. Zoology (Parasitology and Public Health)	08036843775	Department of Zoology, University of Jos
12	Prof. Olufemi David Owolabi	Professor	PhD. Zoology and Environmental Biology	08034313927	Department of Zoology, University of Ilorin, Kwara State
13	Prof. Amuga Gideon Aduk	Professor	PhD. Parasitology and Public Health	08035974814	Nasarawa State University, Keffi.
14	Prof. Abubakar Mustapha Jamda	Professor	MPH Public Health Community Medicine	08036667092	Department of Environmental Health Science, University of Abuja, Abuja
15	Dr. Baba Yakubu Mohammed	Professor	PhD	08035689419	EHORECON, Abuja

## **2.2.4. Post Graduate Programmes**

### **MSc. IN PUBLIC HEALTH**

#### **2.2.4.1 INTRODUCTION**

The Master of Science (MSc.) degree programme in Public Health is a widely recognized professional credential for leadership in public health. The programme lays emphasis on active, student –directed learning, problem solving and the acquisition of skills essential to the practice of public health. The curriculum is organized around a guiding framework, which first provides students with a conceptual overview of the diverse profession of public health and team-oriented approach to professional practice as well as a practicum (hands-on-training). This curriculum gives the student a general knowledge of the core competencies, rather than a specific field of specialization in public health. It emphasizes on basic public health sciences, essential managerial and analytical skills including public health policy and planning, epidemiological investigations, primary health, health systems analysis and research, maternal and child health, environmental health, public health nutrition, social medicine, biostatistics, healthcare financing, global health, disease control, and effective communication and leadership. Elective courses are available and a supervised dissertation. The dissertation integrates public health knowledge, skills and methods in a professionally and individually relevant practice context.

**2.2.4.2.NAME OF THE PROGRAMME:** Master of Science (MSc) in Public Health

#### **2.2.4.3. PHILOSOPHY OF THE PROGRAMME:**

The philosophy is to develop highly skilled manpower for teaching, research and professional services for the public, private and international organizations in the field of Health Sciences, through the flexibility of open and distance learning in providing cost effective advanced public health studies.

#### **2.2.4.4. PROGRAMME AIMS AND OBJECTIVES:**

##### **2.2.4.4.1 Aims**

The Masters (MSc) Degree programme in Public Health Sciences is aimed at:

- a) Providing interested individuals with the necessary competencies and skills to function effectively as teachers, researchers and professionals in the health and medically related industry. This is with the view of providing students with the scientific knowledge and skills required to enhance their performance as members of the healthcare team in their various specialties and disciplines.
- b) Acquisition of teaching, research and professional skills for imparting knowledge and service delivery in Nigeria and internationally.
- c) Producing graduates who are capable of applying scientific knowledge and principles to solve human and environmental health problems.
- d) To produce scientists who are socially responsible and mindful of accepted norms and ethics.

#### **2.2.4.4.2 Objectives**

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

- a) Solve health-related problems within the financial, socio-cultural, environmental and political framework of Nigeria and its surrounding regions;
- b) Design, conduct, analyze and interpret results of relevant studies, projects and programmes;
- c) Plan, manage, monitor and evaluate interventions in public health;
- d) Communicate public health messages to diverse audience effectively; and
- e) Advocate sound public health policies and practices.

#### **2.2.4.5 ADMISSION REQUIREMENTS:**

1. All candidates must fulfill the matriculation requirements as stipulated by the programme of the university and as specified by the undergraduate BMAS.
3. Candidates must possess bachelor's degree from a recognized university and

must obtain a minimum of second class lower division in their fields or related disciplines.

- 4 Candidates with a basic professional degree in Medicine, Dentistry, Pharmacy, Nursing, Medical Laboratory Science, Environmental Health, Health Education, Biochemistry, Microbiology, Genetics, Biotechnology, Zoology, Environmental Biology, Physiotherapy, Anatomy, Physiology and Optometry.
- 5 Candidates with HND or other equivalent qualifications e.g. AIMLS, could be considered for admission provided they have obtained a postgraduate diploma at credit level in related disciplines.
- 6 On completion of the MSc. programme, candidates who obtained weighted score of 60% and above are eligible to proceed to the PhD programme in Public Health. Candidates who obtained a weighted score between 55% and 59% would be eligible for the M. Phil/Ph.D programme. However, candidates who obtained weighted score between 50% and 55% shall be eligible to proceed to M. Phil programme in Public Health.

#### **2.2.4.6 METHOD OF INSTRUCTION:**

The method of instruction is by the open and distance learning (ODL) mode, which involves the use of a range of multi-media facilities to bridge the “distance” between the instructor and the students. The major medium of instruction for the programme is Print. Each course has a study material which students are expected to study prior to their being examined. A course guide is also provided to give the students an overview of the course.

#### **LANGUAGE OF INSTRUCTION**

English is the language of instruction in this programme.

#### **METHODS OF ASSESSMENT:**

##### **i) Tutor Marked Assignments:**

As part of the evaluation mechanism, each course would be provided with four (3) TMAs which would be used for the continuous assessment for a course. The three would also be used for the practical courses. To qualify to sit for examination therefore, each student must turn in at least three TMAs for each course which will constitute 30% of course assessment for the MSc programme.

**ii) End of Semester Examination**

Except otherwise stated, each course will culminate in an end of semester examination. The examination will constitute 70% of the total score. The pass mark for the final examination is 50%.

**2.2.4.7 REQUIREMENTS FOR GRADUATION**

To be awarded a Master’s (MSc.) degree in Public Health, candidate must pass a minimum of Forty eight (48) credit units out of 50 units including all compulsory courses, along with other specifications and finally submitting an acceptable dissertation after a successful defence before the approved panel of Examiners.

**2.2.4.8 DURATION OF THE PROGRAMME**

- i) The duration of programme shall be a minimum period of four (4) semesters and a maximum of six (6) semesters.
- ii) For extension beyond the specified maximum period, a special permission of the Board of Postgraduate School shall be required on the recommendation of the department.

**2.2.4.9 PROGRAMME STRUCTURE**

**Outline Programme Proposal (OPP)**

**Year 1: First Semester**

Course Code	Course Title	Credit Units	Status
PHS 801	Introduction to Public Health & Primary Health Care	2	C
PHS 803	Principles of Epidemiology	2	C
PHS 805	Research Methods in Public Health	3	C
GST 807	The Good Study Guide	2	C



PHS 807	Environmental Health	2	C
PHS 809	Social Medicine	2	C
PHS 811	Principle of Health Planning and Management (Health Policy/ Planning)	2	C
PHS 813	Biostatistics and Application	3	C
PHS 815	Health Care Financing	2	C
PHS 817	Occupational Health and Safety	2	c

<b>Total Credits Compulsory</b>	<b>22</b>	<b>C</b>
<b>Total Credits (Elective)</b>	<b>2</b>	<b>E</b>
<b>Total Credit Units</b>	<b>24</b>	

***List of Elective Course from which Students can choose***

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Units</b>	<b>Status</b>
PHS 819	Health Promotion and Education	2	E
PHS 821	School Health Programme	2	E

**Year 1: Second Semester**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Units</b>	<b>Status</b>
PHS 802	Introduction to Public Health Nutrition	2	C
PHS 804	Maternal and Child Health	2	C
PHS 810	Pharmacology and Therapeutics in Public Health	2	C
PHS 812	Global Health	2	C
PHS 818	Public Health Microbiology, Parasitology and Entomology	2	C

<b>Total Credits Compulsory</b>	<b>10</b>	<b>C</b>
<b>Total Credits (Elective)</b>	<b>2</b>	<b>E</b>
<b>Total Credit Units</b>	<b>12</b>	

***List of Elective Course from which Students can choose***

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Units</b>	<b>Status</b>
	<i>Introduction to Stress Management and Coping</i>		
PHS 820	<i>Measures</i>	2	E
	<i>Psychological Foundation of Health Behaviour and</i>		
PHS 839	<i>Change</i>	2	E

### **Year 11: First Semester**

<b>Course Code</b>	<b>Course Title</b>	<b>Credit Units</b>	<b>Status</b>
PHS 822	Seminar	4	C
PHS 823	Practicum	4	C
PHS 824	Dissertation	6	C
<b>Total Credits Units</b>		<b>14</b>	<b>C</b>

#### **2.1.1 Degree Rule**

To be awarded a Master of Science (MSc) degree in Public Health, a candidate must pass a minimum of 48 credit units out of 50.

#### **2.2 Detailed Programme Proposal (DPP)**

##### **PHS 801: Introduction to Public Health and Primary Healthcare (2 Credit Units)**

Definition of public health in a historical perspective. This course briefly reviews the issues of health from various periods of recorded history. The main emphasis would be historical development and growth of modern public health with the various approaches and concepts. Recent developments in public health and its future directions; Problem-solving methodology applied to public health such as defining the problem, measuring the magnitude of the problem, developing a conceptual framework for understanding the key determinants, identifying and developing strategies (policies and

interventions), setting priorities and recommending intervention or policies, implementing interventions or policies and evaluation plan, developing a communication strategy.

Further, students would be acquainted with the development of Primary Health Care and the National Health Policy of Nigeria. How public health evolved in Nigeria, including the new health order that emphasizes fullest attainment of health for all members of the community and the reduction of the gap existing between the health status of developing and developed countries. Reference will be made to Nigeria's health policy goals.

### **PHS 802: Public Health Nutrition (2 Credit Units)**

Fundamental elements of human nutrition under normal conditions, nutrition during growth and health, nutritional requirements of neonates and infants 0-6 months, nutrition requirements of infants 6-12 months, nutrition requirements of children 1-5 years, nutrition requirements of children 5-12 years, nutrition requirements during physiological stress, nutrition requirements of adolescents, nutrition requirements during pregnancy, nutrition requirements during lactation, household food safety; assessment of growth and nutritional status of children: through field techniques, anthropometry, using growth charts as primary health care tool; nutritional prescription for children, nutritional prescription of the mothers during normal health, pregnancy and lactation; human milk and its importance; malnutrition: classification, causes, risk factors and their assessment, management, clinical assessment of malnutrition; protein energy malnutrition: marasmus, kwashiorkor; micronutrient deficiencies; nutrition during special circumstances (disaster, wars, terrorism); establishing a lactation management clinic; health education in nutrition; monitoring and evaluation of nutrition intervention programmes.

### **PHS 803: Principles of Epidemiology (2 Credit Units)**

Definition of epidemiology and the importance of epidemiology; describe the role of epidemiology as a quantitative approach to address problems in public health; describe and apply the basic principles and methods of epidemiology including: disease measures, association and causation, bias, confounding and effect modification and susceptibility; interpret descriptive epidemiologic results in order to develop hypotheses of possible risk factors of a disease; develop a foundation for designing valid and efficient epidemiologic studies to address public health problems including: understanding the strengths and limitations of descriptive, observational and experimental studies; become a critical reader of epidemiologic literature by analyzing the appropriateness of study design, quality of data, methodological strategies and interpretation of results.

#### **PHS 804: Maternal and Child Health (2 Credit Units)**

Basic concepts and landmark events related to reproductive health and its evolution: introduction to the course providing historical background of maternal and child health, life course perspectives, ICPD, post ICPD, Beijing+10, Safe Motherhood and Continuum of Care; reproductive behavior in Nigeria; contraception as a preconceptional health intervention; abortion as a public health issue; antenatal and obstetrical care models; Determinants of maternal mortality: measurement of maternal mortality ratio and rates, obstetrical care (EOC, EMCOR, BOC), unmet obstetrical need, delays in obstetrical care provision, integrated approach to newborn care; maternal and child health needs of special populations: issues of adolescents and young adults, needs of and issues for men, role of males in Safe Motherhood; diseases of public health importance in maternal health, e.g., cancers of reproductive tract, cancers of breast, sexually transmitted infections, HIV/AIDS; health systems issues, e.g. access to services at various levels, role of the district health system in reproductive health, role of the tertiary care hospital in reproductive health, primary health care and reproductive health including

community based interventions; cross cutting themes, e.g., research, monitoring and evaluation, quality of care, evidence-based reproductive health interventions, quality of care, integrated approach to provision of reproductive health services; beyond numbers: determinants of maternal mortality; socio-economics of reproductive health care; data sources in reproductive health: websites, reports, surveys and publications focusing on maternal and child health, MCH programmes at the district level by UNFPA, MIS in reproductive health.

### **PHS 805: Research Methods in Public Health (3 Credit Units)**

Definition of research; research overview; types of research; tools of research; research process; definition/meaning of research concepts such as theory, hypotheses, scope, variables, sample, sampling, and their types; qualitative and quantitative research methods; research topics; formulation of research topics; research design; research objectives; statement of problem; justification of study; literature review; theoretical framework; research methodology; research design, sample design; frame and size; concept of reliability and validity; meaning and definition of data; types of data; importance of data collection; problems of data collection; data analysis and interpretation; recommendation/suggestions; definition of research proposal; basic features of research proposal; problems to investigate; importance of problems; objectives; process; results; expected result beneficiaries.

### **PHS 807: Environmental Health (2 Credit Units)**

Determine the environmental factors including biological, physical and chemical factors that affect the health of a community; characterize the acute and chronic human effects of major environmental hazards such as air pollution, metals, organic pollutants, microbial contamination of drinking water and food; analyze sources, pathways and routes of exposure to these environmental hazards; determine the

populations with high risk of exposure; assess the factors that can modify the overall impact of environmental hazards on a population (e.g., age, genetic polymorphisms, nutritional and disease states); apply risk assessment and risk management concepts to develop effective guidelines and policies to mitigate and manage environmental hazards and improve health outcomes. Major focus would be on water supply, sanitation; industrial and solid waste management, vector control, atmospheric pollution control and tropical housing.

**PHS 809: Social Medicine in Public Health (2 Credit Units)**

Society and health; an introduction to history, politics and public health; theories of disease distribution and health inequities; compare social, developmental and behavioural theories of health, health behaviour and illness, and analyze their applicability to different types of health problems; formulate social and behavioural change interventions based on these theories that are appropriate and responsive to the social and cultural context; develop programme and policy implementation skills, including communication, advocacy and engaging the media; principles of social and behavioural research; identify individual, organizational and community concerns, assets, resources and deficits for social and behavioural health interventions. Highlight the nature and characteristic of stress, its biology, the biochemical basis and the effects such as impairment of human immune system, memory, emotional intelligence, creativity, innovation, work performance organizational productivity and human health; introduction to child health; public health perspective; **assessing newborn health: the neonatal survival; assessment of child health using different tools in epidemiology, biostatistics and paediatrics, the programmatic issues in the contextual framework of child.**

**PHS 810: Advanced Pharmacological and Pharmaceutical Basis of Drugs and Therapeutics in Public Health Practice ( 2 credit units)**

A number of disease conditions are attributable to pharmaceuticals and chemical substances which are not properly used. In dealing with these public health issues, the professional need to be well acquainted with the basic principles of pharmacology which should provide the public health professional with a good understanding of the characteristics and dynamics of drug actions within the body. This course will bring the knowledge of pharmacokinetics and pharmacodynamics into focus as important mechanism of drug actions and therapeutic adverse effects are studied in sufficient substance abuse, drug interaction and toxicology so emerging public health problems such as improper use of therapeutic substance can be well managed. Other issues related to pharmaceuticals and phytochemicals would be discussed such as evidence-based pharmacotherapeutics.

**PHS 811: Principles of Planning and Management (Health Policy and Planning) (2 Credit Units)**

Introduction to health policy and planning, what and why? Policy perspectives: macro policy, micro level; a comparison between macro and micro level policies; impact of other National Policies on Health System; devolution plan: past to resent; health sector reforms; role of stakeholders and stakeholder analysis; policy versus planning; role of international commitments on health policies (MDGs); research and policy; National Policies and their implications and National Health Outcomes: sustainability issues; health sector performance as a determinant of National Health Policy; evidence-based policy making; advocacy; policy and politics; leadership and policy.

**PHS 812: Global Health (2 Credit Units)**

Fundamentals of global health, introduction to economics, health sector reform: a worldwide perspectives; the political economy of global health; introduction to quality management for monitoring and evaluation; programme monitoring and evaluation methods; financial management and control; introduction to global healthcare delivery; financing and delivery of healthcare in developing countries; global health politics and policy; HIV/AIDS in the global community;

economic demography and global health; addressing global health disparities; essential skills in global health; health services administration: leadership and management in global health; laboratory technologies in low-resource settings including innovative application; interdisciplinary topics in global health; climate change, social justice, and health; case studies in tropical diseases; global health in Nigeria; practicum.

### **PHS 813: Biostatistics and Application (3 Credit Units)**

This course is a component of public health science that provides an introduction to the fundamental methods of collecting, organizing and presenting data. It is also the study of central tendency and variation, sampling, *t* tests, chi-squared tests, simple and multiple regressions, confidence intervals, correlations and making statistical inferences. Demonstrate the roles biostatistics plays in the discipline of public health; interpret graphical and descriptive techniques commonly used to summarize public health data; describe basic concepts of probability, random variation and commonly used statistical probability distributions; apply common statistical methods for estimation and inference and use them to appropriately according to underlying assumptions and type of study design; interpret the results of statistical analyses to provide evidence within the context of public health, healthcare, biomedical, clinical, and population-based studies and research; develop basic skills for utilizing computing software for performing data analyses This is a basis for quantitative analysis of situations in the community.

### **. PHS 815: Healthcare Financing (2 Credits Units)**

Basic economic concepts and tools. Definitions: economics, macro & microeconomics, economic systems, goals of an economic system, efficiency (technical, allocative), equity; demand & supply, price, market forces, price equilibrium, types of goods, public, private, externalities, opportunity cost, production theory, markets, competition, perfect, oligopoly, monopoly; health & economic



development: GNP, GDP; inflation, health & economic indicators; cost concepts: unit cost analysis (step down approach) , costing for intervention package for health care; economic analysis of health sector projects: cost benefit, cost utility, cost effectiveness; summary measures for health, average and marginal cost analysis; health care financing: overview of health care Financing concepts in developing countries, equity and financial fairness/health care financing for poor, economic development and resource allocation: out of pocket vs. government: development- non development; health sector reforms: social health insurance, private health insurance , community financing, user fees, provider payment method, health insurance implementation in Nigeria, health insurance & religion, national health accounts; health and markets: application of market concepts to health, why health is a case of market failure, government and health care, managed care, globalization of health; the international health market: providers, purchasers, pharmaceuticals; priority setting in developing countries; international resource flows: developing countries & health;

### **PHS 817: Occupational Health and Safety (2 Credit Units)**

Workplace and health; scope of occupational health and safety; occupational health issues in low-income countries; industrial hygiene; anticipation; recognition; evaluation; control; clinical occupational and environmental health; legal and regulatory issues; labour laws; occupational diseases; occupational hygiene; principles of toxicology.

### **PHS 818: Public Health Microbiology, Parasitology and Entomology (2 credit Units-)**

This course will expose students to basic principles and origins of microbiology and also provide basic knowledge of immunology and serology. It will include the nature of microorganisms, disease, resistance and laboratory testing. The course will give basic information on Parasitism and intimately interacting population of

organism, consisting of their hosts and their importance in public health. This course will include the accounts of essential information on arthropods of medical importance which are of great significance in Public Health.

**PHS 822: Public Health Seminars (4 Credit Units)**

Public Health Practice Seminar involves workshops and seminars designed to help prepare students for practicum and the work place. Students register Public Health Practice Seminars in the first semester of year II in the programme.

**PHS 823: Practicum (4 Credit Units)**

The goal of the practicum is to provide a structured and supervised opportunity for the student to apply the theories, principles, knowledge and skills of public health and health promotion, as learned in the classroom, in a practice setting. The practice experience occurs in a carefully-selected health services organization approved by the MPH Programme Coordinator and is supervised by faculty and an immediate supervisor/mentor. This takes into account the transition from education to professional practice. The objectives of the practicum (on-the-job assignment) are to:

- a) Provide a practice setting for the student's application and integration of the core public health knowledge.
  
- b) Prepare the student with inter-disciplinary skills and competencies, including leadership, communication, professionalism, cultural proficiency, program planning and assessment and systems thinking. Upon successful completion of this course, each student will be able to create and communicate mutually-established project goals and objectives; demonstrate the ability to give, solicit, and receive oral and written information; prepare relevant, integrated, and

comprehensive written project report(s); use various communication methods and media to complete project activities; demonstrate the ability to manage time and prioritize work; display professionalism, sensitivity, and tact in an organizational/community setting; interact productively with supervisors, colleagues, and community stakeholders; plan, manage, and monitor a project plan in order to meet established goals and deadlines; prepare a written proposal for project approval from internal and external sources; identify, collect, and analyze data for a practical public health issue or concern; assess the roles and responsibilities within a public health organization; describe the interactions and inter-dependencies among various public health organizations; demonstrate and integrate knowledge of core public health concepts into a practice setting; and evaluate methods of instruction and learning.

### **PHS 824 Dissertation (6 Credit Units)**

The dissertation requires students to undertake a research project relating to a public health area of their choice, which is submitted as a 15,000 word dissertation. Students are allocated a supervisor and supported via a series of scheduled workshops designed to support them in preparing their research protocols; this is a compulsory stage of the dissertation planning process. Students can opt to undertake primary research using qualitative, quantitative or mixed methods approaches, or they can undertake research using secondary data, for example using systematic review methodology, qualitative synthesis or discourse analysis. All student research protocols are risk assessed and required to undergo ethical scrutiny and approval. The student is advised to select a topic for research consistent with his/her professional requirements while going through the course on

Research Methods in Public Health. In the beginning of fourth semester, the student will be guided to complete the research tools and complete the proposal in light of the training during the class work.

Students are advised to plan ahead for each step. The proposal formulated has to be critically appraised by the Academic Board of the Faculty of Health Sciences 3 weeks of the fourth semester which is before the student is allowed to start with the data collection. The committee can suggest changes which will be communicated to the student at the time of critical appraisal.

The students will carry out data collection, data analysis, interpretation and presentation of the results leading to conclusions from the study under the dissertation writing guidelines during the third session.

**ELECTIVE (TO TAKE 2 OUT 4, ONE ELECTIVE IN EACH SEMESTER)**

**PHS 819: Health Promotion and Education. (2 Credit Units Elective)**

This course will examine the scope of health promotion as a global social progress agenda for micro-level change in quality of life of community members. It will explore concepts of health and quality of life measures, models of health promotion research, practice, planning, and evaluation of health intervention programmes in the community. The course will attempt to contextualize in the Primary Health Care Scheme; a brief review of basic neurophysiology of the central nervous system; the theories of individual behaviour and highlights the relationships between the various psychological variables, which form the basis of personality and on which lifestyles, and health practices are hinged; specific health behavioural actions. Specific examples are cited so that the students will acquire a good understanding of behavioural mode-based intervention strategies. This course will also provide opportunity for students to examine the role of human behaviour at the individual, group, community and organizational levels in the ecology of health and diseases. Further, the students will become acquainted with types of change and apply behavioural theories/models to the diagnosis of health-related behaviours at particularly individual level change; application of media/communication theories and strategies. These are to be perceived as the processes evolving from individual perception, language habits, behaviour during interpersonal and social interaction, modern media strategies and communication.

**PHS 820: Introduction to Stress and Coping Measures (2 Credit Units- Elective)**

PHS 820 - Introduction to Stress and Coping Measures in Public Health is a 2 Units elective Course. Stress is the greatest assault system, health, cognitive, emotional, psychological and behavioral integrity. The course systematically highlights the nature and characteristics of stress: definitions of public health and stress, types and effects of stress and classification and characteristics of stress; effects of stress: stress and human immune system, stress and human memory, stress and emotional intelligence; stress and coping strategies in public health:

cognitive behavioural therapy (CBT), nutrition as coping strategy, relaxation and exercise techniques as coping strategy.

**PHS 821: School Health Services. (2 Credit Units-Elective)**

A discussion of topical issues and concepts in school health will feature in relation to school population functions and responsibilities of all stake holder in the delivery of school health programme and services to concerned individuals who are ill at school. Recognition of children's health problems, treatment or referral protocol to the appropriate authority and an analysis of interrelationships in the overall school of Health programme and services delivery. Emphasis would be placed on the health promoting school concept.

**PHS 839: Psychological Foundation of Health Behaviour (2 Credit Units -Elective)**

PHS839 – Psychological Foundation of Health Behaviour and Change is a 2 Units elective Course. Behaviour is said to be very important in health and disease. This course views behavior and any situation that generates behavior as key to understanding health and disease. Students will be exposed to the foundation of psychology and behavior, determination of human behavior and models/theories of psychology; psychological foundation of health and illness behavior change: overview and theories to understand health and illness behavior, behavioral change process and theories, role of behavior in the aetiology of health and illness: unhealthy behaviors and beliefs: role and psychological intervention for illness behaviour, the role of psychology in predicting unhealthy behaviors and changing beliefs and behavior in preventing illness onset.

#### 4. STATUS OF COURSE MATERIALS FOR THE PROGRAMME

Course Code	Course Title	Credit Units	Status
PHS 801	Introduction to Public Health & Primary Health Care	2	Available
PHS 802	Introduction to Public Health Nutrition	2	Available
PHS 803	Principles of Epidemiology	3	Available
PHS 804	Maternal and child Health	2	Ongoing
GST 807	The Good Study Guide	2	Available
PHS 805	Research Methods in Public Health	3	Available
PHS 817	Occupational Health	2	Available
PHS 810	Pharmacology and Therapeutic in public Health	2	Available
PHS 819	Health Promotion and Education	2	Available
PHS 813	Biostatistics	2	Available
PHS 820	Introduction to stress and coping measures	2	Available
PHS 839	Psychological foundation of Health Behaviour and change	2	Available
PHS 807	Environmental Health	3	Available
PHS 809	Social Medicine	2	Available
PHS 815	Healthcare Financing & Human Resources	2	Available
PHS 821	School Health	2	Available
PHS 811	Health Policy and Planning	2	Available
PHS 812	Global Health	2	Available

## **INFORMATION FOR NEW STUDENTS**

### **POLICIES OF THE NATIONAL OPEN UNIVERSITY OF NIGERIA ON VARIOUS PROGRAMMES AND ACTIVITIES FOR STUDENTS' ATTENTION.**

#### **GENERAL INFORMATION FOR NEW STUDENTS**

##### **3.0 INTRODUCTION**

This section acquaints you with information on various activities pertaining to new students including orientation and procedures for deferment, change of programme/course.

##### **3.1 ORIENTATION PROGRAMME**

Orientation programmes are organized for new students at the beginning of every academic session during which you are familiarized with Open and Distance Learning (ODL) operations. The orientation programme takes place at the Study Centres. The programme also gives you the opportunity to learn about the various facilities and support services that will enhance your learning such as first contact points at NOUN, selection and registration of courses, information, guidance and counselling services, and use of ICT facilities. You will also have the opportunity to ask questions. You will receive information about the orientation programme through an SMS message. You are advised to attend the orientation programme as it will assist you to commence your programme on good footing.

##### **3.3 DEFERMENT OF ADMISSION**

To defer admission, you are required to write to the Registrar through the Centre Director with evidence of your admission and course registration.

##### **3.4 CHANGE OF PROGRAMME AND COURSE**

Application for change of academic programme is done at the centre by the student following the procedure for change of programme prescribed hereafter and after completing the requisite form:

###### **3.4.1 Registered Students who wish to change their Programme of Study**

1. Students are allowed to apply for change of programme not less than 10 weeks to the commencement of examinations.
2. Students should obtain Change of Programme forms from the study centre after payment of a ₦5,000.00 fee, fill and return to the Study Centre attaching credentials



and evidence of payment.

3. The reason(s) for the Change of Programme should be stated and the form should be signed by the Study Centre Director.
4. The Faculties will treat the applications within one week of receipt and send them to the Academic office (an e-mail is automatically generated by the system directly to the student informing him or her on the decision of the Faculty).
5. The Academic Office will dispatch letters to Faculty, ICT, Study Centre Directors and the students concerned within 48 hours.

#### **3.4.2 New Students who were wrongly admitted to a Programme**

1. The Student Centre Directors will inform the Faculty through the Academic Office about candidates'/Students' complaints on wrong admissions.
2. The Directorate of ICT will enable the Faculty' Admission Officers to re-initialise the admission process and access the platform for the change of programme.
3. Candidates will then be requested to go back to their portals to print new admission letters stating the correct programmes applied for.

#### **3.4.3 Change of Course**

See the procedure for add/drop a course below.

#### **3.4.4 Credit Transfer**

You may be allowed some credit for courses that you have taken previously in another institution prior to your admission into NOUN. For credit transfer or request for exemption, apply to the Registrar, and your application will be determined in line with the University's policy on credit transfer.

## **PROGRAMME AND DEGREE AWARD REQUIREMENTS**

### **4.1 INTRODUCTION**

This section contains information on all you need to know about your programme requirements, registration, courses, research projects, industrial attachment, and plagiarism. You will also learn how to calculate your final grades.

### **4.2 PROGRAMME DURATION**

Undergraduate programmes in the Faculty of Health Sciences are for a minimum of eight (8) and maximum of sixteen (16) semesters; for direct entry a minimum of six (6) and maximum of twelve (12) semesters.

### **4.3 COURSE REGISTRATION**

Course registration is done online on the University's registration portal at [www.nou.edu.ng](http://www.nou.edu.ng). Students are expected to register for courses after they must have completed payments for the semester (For fee schedule, visit <http://www.nou.edu.ng/page/fees-schedule>).

The course registration portal contains the list of all courses offered in each programme. Students are expected to register for a minimum of 10 credit units and a maximum of 20 credit units per semester and which must include a minimum of one (1) elective course per semester. Students are allowed to register for a maximum of 24 credit units where they have carried over courses failed from a previous semester.

#### **4.3.1 Prerequisite Course**

Some courses have prerequisites which are courses you must complete and pass before you can register for those courses. You will not be allowed to register for a course whose prerequisite course you have not passed and awarded the credit units.

#### **4.3.2 Registration Procedure**

Students are required to visit the course registration portal at [www.nou.edu.ng](http://www.nou.edu.ng), and follow the instructions provided for registration. Upon completion of the exercise, you should print and keep a copy of the printout of your registered courses for your records and for clearance during end-of-semester examinations. Registration is activated only if there are sufficient funds in your e-wallet to cover the cost of the courses registered.

#### **4.3.3 Opening and Closing of the Course Registration Portal**

The registration portal opens at the beginning of every semester and closes before the commencement of continuous assessment. Once the portal is closed, you will not be able to register for courses for the semester until it opens again for the next semester. This means that students who were unable to register for their courses before the closure of the course registration portal are **Not Eligible** to take the TMA and examinations for the course(s)

#### **4.4 COURSE RE-REGISTRATION**

You are not allowed to re-register for a course that you have already passed.

#### **4.5 ADD AND/OR DROP COURSES**

The NOUN course registration portal makes provision for students to drop and add courses. To add or drop a course, visit the Course Registration portal and follow the instructions at [www.nou.edu.ng](http://www.nou.edu.ng). You should ensure that you add or drop courses before the course registration portal is closed.

#### **4.6 ELIGIBILITY FOR GRADUATION**

For graduation, you must have a minimum of 120 credit units, which include 20 credit units of General Studies (GST) courses within a minimum of eight (8) and maximum of sixteen (16) semesters; and for direct entry, a minimum of 90-credit units and 16 credit units from the General Studies (GST) courses within a minimum of six (6) and maximum of twelve (12) semesters, in line with the NUC minimum benchmarks.

#### **4.7 RESEARCH PROJECTS**

The research project is one of the requirements for the award of BNSc or B.Sc in the Faculty of Health Sciences. It is a compulsory course of 6 credit units for which students must be duly registered in the first semester of their final year (400 level). It is a long essay that involves research to be conducted on a topic that is approved by the Faculty. The Project shall be written under the supervision of a subject matter expert that is either an academic staff in the Faculty or a tutorial facilitator. Students are assigned project supervisors through their Study Centres.

## **4.8 GRADING, MODERATION AND MODE OF SUBMISSION OF PROJECTS**

Submission of projects is through your study centre to Faculty. Research projects are graded by the project supervisor, and subjected to internal moderation in the Faculty.

### **4.8.1 Grading of Research Projects**

Research projects are graded as follows:

<b>Score</b>	<b>Grade</b>	<b>Point</b>
70 and above	A	5
60-69	B	4
50-59	C	3
45-49	D	2
40-44	E	1
39 and below	F	0

### **4.8.2 Mode of Submission of Projects**

There are guidelines for the submission of projects in the Faculty of Health Sciences which students must comply with before a project is accepted by the Faculty. All undergraduate projects shall be printed and approved in line with the guidelines as specified for projects in the Faculty of Health Sciences (see appendix II for Guidelines for Research projects). Students are to submit 4 copies of their research project, along with soft copies of the project in two (2) Compact Discs (CDs) to their respective Study Centres for onward submission to the faculty.

**Note: The research project must be passed to be eligible for graduation.**

## **4.9 UNIVERSITY POLICIES**

### **4.9.1 Copyright Policy**

The university copyright policy protects the institution's works. Portions taken from the institution's course materials should be properly acknowledged and not used for commercial purposes. Students must also respect copyrights of non-institutions materials such as textbooks, research projects, images, audio or video materials by properly acknowledging the source and the author. Students are liable to violating owner's copyright through acts of plagiarism and piracy.

## **4.9.2 Plagiarism**

Plagiarism is defined as ‘the practice of taking someone else’s work or ideas and passing them off as one’s own’ (Oxford Dictionary.com). Plagiarism is a serious crime and is an infringement of the rights of the copyright owner. It is an act of academic dishonesty to take ideas or work that was not originally one’s own and present it as one’s own ideas or your work and use it without proper acknowledgement of the source author.

Examples of Plagiarism and the infringement of copyright owner’s rights may include the following:

- Failure to obtain permission for the use of portions longer than a paragraph or to acknowledge the source and the name of the author from where sentences or passages not longer than a paragraph, figures, pictures have been taken and used word-for word;
- Paraphrasing of the ideas or works of others including those obtained from the internet without acknowledging the source and the author of the work;
- Reproduction and sale of the institution’s course materials is an act of piracy;
- Copying of another student’s assignment and submitting it as one’s own work; and
- Paying someone to do an assignment on one’s behalf and submitting it as one’s own work.

To avoid being guilty of copyright violations, students must ensure that they do the following:

- Cite all sources and names of authors from which information was obtained and used;
- Obtain permission for the use of materials that longer than a paragraph; and
- Comply with the University’s copyright policy.

Students are encouraged to avoid acts of plagiarism and other dishonest act by learning to properly cite and acknowledge sources from which they have taken materials for their research or assignment.

## **4.10 DEGREE AWARD REQUIREMENTS**

### **4.10.1 Compulsory and Elective Courses**

Programmes in the Faculty of Health Sciences comprise courses that are either compulsory or electives. Compulsory courses are core courses that must be passed to be eligible for graduation. Elective courses are courses that are optional in terms of the number that

students must register for and pass per semester. Compulsory courses and elective courses are programme-specific (see appendix IV for list of courses). For a detailed description of courses, consult the University General Catalogue (2014-2017) or visit the Faculty's page at [www.nou.edu.ng](http://www.nou.edu.ng).

#### **4.10.2 Minimum Course Credits for Graduation**

Students must pass all compulsory courses and a minimum of one (1) elective course per semester.

#### **4.10.3 General Studies Courses (GST)**

General Studies courses are designed to produce well-rounded, morally and intellectually capable graduates that: are equipped with digital skills to navigate through the ICT age; are capable of communicating effectively; have the capacity to appreciate and promote peaceful co-existence; have a broad knowledge of the Nigerian people for mutual understanding; and are independent critical thinkers capable of growing successful entrepreneurial endeavours.

General courses are compulsory courses that must be registered for and passed, in addition to the Programme's core compulsory and elective courses. Table 1 presents the general courses for the Faculty of Health Sciences:

### **4.11 GRADE POINT AVERAGE (GPA) AND CUMULATIVE GRADE POINT AVERAGE (CGPA)**

At the end of examinations, they are graded and scored. The raw scores are recorded and are weighted to produce a single point average for each of the courses registered for and for which students have written the Tutor Marked Assignments and Examinations.

#### **4.11.1 Formula for Calculation of GPA AND CGPA**

The Grade Point Average shall be calculated by multiplying the Grade Point (GP) attained in each course by the credit units for the course. The GPA of all the courses are added up and divided by the total number of credit units taken in a semester or session. The **GPA** is computed on semester by semester basis. The formula for calculating the GPA is the following:

$$\text{GPA: } \frac{\text{GPE}}{\text{TCC}} = \text{GPA}$$

The cumulative grade point average is the Total Grade Point Earned (TGPE) divided by the Total Credits Carried (TCC). The **CGPA** is calculated at the end of two (2) or more semesters. The formula for calculating CGPA is the following:

$$\frac{\text{TGPE}}{\text{TCC}} = \text{CGPA}$$

**KEY:**

- TCC - TOTAL CREDIT CARRIED
- TCE - TOTAL CREDIT EARNED
- TGPE - TOTAL GRADE POINT EARNED (CREDIT POINT X WEIGHTED GRADE POINT)
- CGPA - CUMMULATIVE GRADE POINT AVERAGE
- WGP - WEIGHTED GRADE POINT

**GRADE POINTS**

70 and above	-	A	-	5
60 – 69	-	B	-	4
50 – 59	-	C	-	3
45 – 49	-	D	-	2
40 – 44	-	E	-	1
39 and below	-	F	-	0

An example of how to calculate the GPA is presented:

COURSES	SCORES%	GRADE	CREDIT UNIT	WEIGHTED	GRADE POINT	TGPE
CSS111	67	B	3	3	12	
CSS112	75	A	3	3	15	
CSS211	46	D	2	2	4	
CSS245	54	C	3	3	9	
CSS246	73	A	3	3	15	
			<b>14</b>	<b>19</b>	<b>55</b>	

$$\text{GPA} = \frac{\text{TGPE}}{\text{TCC}} = \frac{55}{14} = 3.92$$

**4.12 CLASS OF DEGREE**

Class of degree is assigned based on the CGPA upon completion of the Programme, and is presented:

FIRST CLASS	-	4.50 – 5.00
SECOND CLASS (Upper)	-	3.50 – 4.49
SECOND CLASS (Lower)	-	2.40 – 3.49
THIRD CLASS	-	1.50 – 2.39

**4.13 GOOD ACADEMIC STANDING**

In order to be in good standing, students must maintain an average of 1.5 and above. Any student that falls below 1.5 is not in good standing and will be advised to withdraw.

In addition, students must meet all degree award requirements that is, students must pass

compulsory courses and electives up to the minimum total number of credit units required and pass all compulsory GST courses (see section 4.10.1).

#### **4.14 END OF PROGRAMME CLEARANCE**

Upon the release of the graduation list, graduating students are required to undergo a clearance process by doing the following:

1. Log into your portal, click on clearance form which is on the left hand side of the menu;
2. Print it out and fill in the necessary information required on the form, e.g. Name, Matric Number, etc. (Student Data).

Having the above, you can return to the portal:

1. Click on Study Centre to clear any issues regarding the Centre. If there are none, an official stamp for proof will be displayed
2. Click on Library for clearance on books if still having faculty books in your possession. If there are none, official stamp is required here for proof.
3. Click on Bursary; here is the final process for clearance on Alumni, project fees, IT, etc. this part will also be stamped by the faculty representative.
4. Having satisfied all the above, the student is ready for graduation ceremony.



## ASSESSMENT AND EVALUATION

### 5.0 INTRODUCTION

Assessment and Evaluation are the means by which students' learning outcomes are measured against the stated learning objectives for each course and programme. Three types of assessment are employed in NOUN:

**(i) Self-Assessment Exercises:**

These are exercises found within each study unit of the course materials. Although not graded, they are designed to help students assess their progress as they study.

**(ii) Continuous Assessment:**

This type of assessment is designed to provide students an opportunity to assess their learning and progress over the duration of the course. The results constitute 30% of students' final score in a course.

**(iii) End of Semester Examinations:**

As the name implies, semester examinations assess students on the entire course at the end of a semester. The examinations constitute 70% of students' total score in a course.

**Note: Students must be duly registered for each course in the semester to be eligible for the continuous assessment and the End-of-Semester Examinations.**

### 5.2 TUTOR MARKED ASSIGNMENTS (TMA)

Continuous assessments in NOUN are automated in the form of computer marked assignments and are administered online. They are uploaded unto students' portals subject to students' registration for the course. The TMAs comprise four (4) sets of 20 Multiple Choice Questions (MCQ), totaling 80 MCQs. Students are expected to answer all the question items. You can access the CMAs in their portals from any location via the internet. The four (4) TMAs are automatically graded upon submission and you receive feedback on their performance in form of a score. The best three (3) out of four (4) TMAs make up students' total TMA score in a course. The TMA is an important component, constituting 30% of the final score in a course. **It is important to note that students for whom there is no TMA score will not have a score for a course.** You can access the TMA portal at [tma.nou.edu.ng/](http://tma.nou.edu.ng/)

#### 5.2.1 Opening and Closing of TMA Portal

The TMA portal opens after course registration for the semester and it closes just before the

examinations begin.

### **5.3 END-OF-SEMESTER EXAMINATION**

Two types of examinations are employed at the National Open University of Nigeria (NOUN). They are the e-Examination and the Pen-on-Paper (POP) examinations. The examinations are conducted at the end of every semester at the Study Centres or any other location as may be arranged by the Study Centres. For undergraduate students, the examinations account for 70% of the total score for the course.

#### **5.3.1 The e-Examination**

This is a computer-based examination administered at 100 and 200 levels only. The examinations comprise MCQs and fill-in-the Gaps (FBQs) question types. The number of questions per course is according to the credit units of a course. Three (3) credit unit courses have 150 MCQ and FIB FBQ questions while two (2) credit unit courses have 120 questions. For the economic programme mathematical based courses with 3 credit units have 75 MCQs and FBIs. For 2 credit units course, it is 60 MCQ and FBQs.

#### **5.3.2 Pen-on-Paper (PoP) Examinations**

POP examinations are written in a writing based examination administered in a face to face context to 300 level students and above. The number of questions per course is according to the credit units of a course. For a three (3) credit unit course, there are 5 questions of which 3 must be attempted while for a 2 credit unit course, there are 4 questions of which two (2) must be attempted.

#### **5.3.3 Opening and Closing of Examination Portal**

As it is for course registration, students must also register for examinations they wish to undertake. The portal for examination registration opens alongside the course registration portal. Students who do not register the examinations will not be allowed to write examinations in the relevant course.

## **5.4 EXAMINATION PROCEDURES**

Examinations are a very important component of a learning process. Therefore credibility and integrity of the processes must be maintained. Thus, there are policies, rules and regulations to guide the conduct of examinations.

### **5.4.1 Policies**

Policies guiding the administration of examinations in NOUN include the following:

#### **(i) Deferment of Examinations**

In conformity with the provisions of Open and Distance Learning (ODL), the University has set guidelines for the deferment of examinations and the conditions that warrant deferment thereof: For instance, students who wish to defer their examinations must apply well in advance instead of waiting until the end of semester when examinations are about to commence. These guidelines are laid out in the **“Policy on Deferment of Examinations”** (see Appendix V). Students are advised to read the document and acquaint themselves with requirements for deferring their examinations or even courses.

#### **(ii) Remarking of Scripts**

The university has put a policy in place to guide requests for remarking of scripts and re-computation of results. The provisions of this policy can be found on **“Policy of Re-Marking of Students’ Examination Scripts and Re-computation of Results”** for instance, a student who wishes to request for the re-marking of his/her script(s) must appeal within 30 days from the date of publication of the results. There is a fee per course for this service (see Appendix VI). Students should familiarize themselves with the procedures before making requests for the remarking of their scripts.

#### **(iii) Examination Rules and Regulations**

There are laid down rules and regulations guiding the end-of-semester examinations. Students are advised to read these rules carefully before they proceed to write any examination as examination misconduct is taken very seriously in NOUN and strict disciplinary measures have been put in place for defaulters (see Examination Rules and Regulations in appendix VII).

**(iv) Examination Misconduct**

Malpractice refers to any breach of the Matriculation oath. Examples of examination malpractice are: cheating, fighting, impersonation, verbal or physical attack on Lecturer(s) and staff. Examination malpractice is regarded as a very serious offence by the university and so it attracts high sanctions. The penalty ranges from a warning to outright expulsion. Students are advised to desist from all forms of examination misconduct.

**(v) Disciplinary Measures for Examination Malpractice**

The punishment for examination malpractice is premised on a decree promulgated by the Federal Government on Examination Malpractices in 1999. The main sections and points of the decree which every student should be familiar with are contained in the NOUN General Catalogue (2014 – 2017) and have been reproduced in Appendix VIII

## **LEARNER SUPPORT SERVICES**

### **6.0 INTRODUCTION**

Learner support refers to the facilities and services that the institution makes available to facilitate students' learning. The facilities which include Study Centres, Libraries and eLearning platform are designed for you to meet physically and virtually, study, socialize and work collaboratively regardless of your location.

### **6.1 STUDY CENTRES**

Study Centres are central to the students' learning activities in open and distance learning context. They are the first stop for specific information about your degree programme. NOUN has over sixty (60) Study Centres spread across the country that are equipped with facilities and support services such as library, computers, reading facilities and student counsellors. Students are encouraged to make use of these facilities and services at their Study Centres.

### **6.2 FACILITATION**

#### **6.2.1 Introduction to iLearn Platform**

NOUN is leveraging on the advancements achieved in Information Communication Technology (ICT) by using technology to mediate the distance learning and eLearning context. NOUN iLearn is the National Open University of Nigeria's eLearning platform that is designed to enable student learn at their own pace and location. The platform has several features such as course content in e-book and video formats, online class discussions, general forum for interaction among peers, facilitation for interaction with tutorial facilitators and assessment for practice quizzes, tests and assignments.

The course materials for the programmes in the Faculty of Health Sciences are available on the platform in e-book format for students. The iLearn platform is accessible on smart phones, notepads or any system that uses safari, iOS, chrome or internet explorer. There is an introductory demo to the iLearn platform that shows students how to use the platform. Students are encouraged to visit the iLearn platform and registrar at [www.nou.edu.ng](http://www.nou.edu.ng).

### 6.2.2 Tutorial Support

The facilitation feature on the platform enables facilitators to interact with students through several features such as online class discussions, general forum and assessments.

1. **Facilitation Procedure:** Students are expected to ask questions about aspects of the course content that may not be clear; participate in online class discussions initiated either by the facilitator or their peers; and assess their understanding through practice quizzes provided by tutorial facilitators on the iLearn platform.
2. **Role of Students:** As distance learners, students are responsible for their learning. The course materials are designed for interactive and self-instructional learning. Students are therefore expected to study their course materials before interacting with their tutorial facilitators and peers on the iLearn platform.
3. **Role of Tutorial Facilitators:** The tutorial facilitators comprise academic staff of the faculty and other tutorial facilitators that have qualifications that are comparable with Lecturers in conventional universities. These facilitators are available to guide students through the course content towards achieving their learning goals. Students are encouraged to interact with their facilitators on the platform.

### 6.3 LIBRARY SERVICES

National Open University of Nigeria has a standard and well equipped library at the Headquarters in Jabi, Abuja as well as an online eLibrary known as “**Information Gateway**” to support teaching, learning and research activities of the university. Its major aim is to facilitate access to scholarly resources that will enrich in students’ learning. The main hub of the Library is located at the headquarters of the University, while each study centre also has a library. The NOUN Library has both print and electronic resources. The electronic resources from the e-Library of University will help with your studies, research in pursuit of scholarship. Each resource provides very helpful tools to assist you navigate through the contents.

### 6.4 INFORMATION COMMUNICATION TECHNOLOGY (ICT)

The Directorate of Information and Communication Technology at the National Open University of Nigeria is a unit that demonstrates the significant role that ICT plays in the institution’s operations. The Directorate is responsible for providing IT services and infrastructure to facilitate electronic handling of your data and activities in the faculty relating to admissions, registration, examinations and student identity cards.

#### **6.4.1 Channels of Communication**

- 1. The Visitors Information and Call Centre (VICC)** is the first point of contact with the University for enquiries. The VICC is open from 8a.m. to 4p.m. on working days for contact visits. Students also can make their enquiries through the VICC by email: [enquiries@noun.edu.ng](mailto:enquiries@noun.edu.ng), [centralinfo@nou.edu.ng](mailto:centralinfo@nou.edu.ng), or by phone using any of the following lines: 01-279NOUN (01-2796686; direct line), 01-2796687, 08126575325(A), 08096843617(E), 08183941237(E), 08052592478(G), 08063102206(M).
  
- 3. Student Counsellors:** Academic advising services are available at the Study Centres. This is a direct responsibility of Counsellors and Centre Directors. Students can also benefit from the University's counselling services anywhere, anytime through the NOUN online Counselling Management System (CMS) at [www.nou.edu.ng](http://www.nou.edu.ng).

## **STUDENTS' ISSUES**

### **7.0 INTRODUCTION**

This section informs you of your rights and responsibilities as a student of NOUN in the faculty. Your obligation is to abide by the code of conduct of the University. It is the University's responsibility to provide high quality services and channels through which students' complaints can be addressed and resolved.

### **7.2 CODE OF CONDUCT**

As a student, you are expected to observe all the rules and regulations of the university which include but not limited to the following:

- Students of the National Open University of Nigeria (NOUN) are required to be self-disciplined and responsible, as they study at their own pace.
- Students are strongly advised to desist from cultism and other acts that may lead to indiscipline.
- Students are expected to conduct themselves in an orderly and peaceful manner.

**Source: National Open University Catalogue 2014 – 2017**

### **7.3 STUDYING TIPS**

Studying at the National Open University of Nigeria gives you the unique opportunity to study while you are engaged in work or other activities. It is therefore important for you to note that this new mode of learning requires a different approach to studying:

- Excellent time management skills will be needed to keep up with the pace of work.
- It is necessary to study consistently as it is easier to spread out work than to do so much within a short space of time especially if you are engaged in an employment.
- You need to develop a weekly study plan – timetable.
- Review your work at the end of each week and modify your plan accordingly.
- Attempt all activities recommended in your course materials.
- Use memory enhancing aids (e.g. mnemonics, visualisation, revision etc).
- For self-help study groups with other NOUN students within your locality as this helps spur you on to achieving your goals as you will not want to let yourself down.



## 7.4 STUDENTS' COMPLAINTS

The University has made provision to address any grievances or needs that students may have. Table 12 below is the University's service charter and it provides information on how and where to direct grievances within the University:

### SERVICE CHARTER

S/No	Types of Services	Delivery Target	Redresses Available to the Students	Official (s) Responsible for Handling Complaints in order of sequence	Implementation Strategy
1	Award of: Diploma Degree Post Graduate Diploma Masters' Degree	2 years full time 2 years flexible mode 4 years full time 8 years flexible mode 1½ years full time 2/3 years flexible mode 1½ years full time 2/3 years flexible mode	Petition the * Centre Director * Dean * University Senate * Vice Chancellor * University Council * Seek Redress at the Law Court	* The Centre Director * The Programme Leader * The Dean * The University Senate * The Vice-Chancellor * The University Council * Seek Redress at the Law Court	
2	Enquiries Telephone E-mail Correspondences	Within 1 day 3 Working days 14 Working Days	* The Dean * The Chief Public Affairs Officer	* The Dean/Director	By making sure that all phones are working and manned between the hours of 8.00 a.m. - 4.00 p.m
3	Admission Process	Within 8 weeks of conclusion of qualifications with sales of forms	* Centre Director * Registrar * Dean/Director Criteria	* The Dean	Matching Student Admission
4	Students' Orientation/ Registration	Within 4 weeks	* Dean/Director * Registrar * Centre Director	* The Dean	Provide Detail Information about Course Characteristics, fees, ...
5	Change of Programme	Within 1 week	* Dean/Director * Centre Qualifications with * Director	The Dean	Matching Student Admission Criteria
6	Addition and Dropping of Courses	Within 1 week	* The Study Centre Director	* The Student * Counsellor * Study Centre Director * Dean * Programme Leader * Course Coordinator	To be completed within acceptable period. Otherwise Students pay specified levy after period of grace
7	TMA's and Tutorial Classes	Within 2 Weeks	* Study Centre Director * Programme Leader * Course Coordinator	* Centre Director * Programme Leader * The Dean	i. Effective Monitoring of Scheduled times ii. Effective

					Monitoring of Personnel for Tutorial Classes
8	Administration of Examinations	Within Stipulated Time	* The Dean/Director	* Centre Director * Programme Leader * The Dean	i. Ensure Quality ii Security iii Mode of Delivery
9	Collation of Results	Within 4 Weeks of Examination	* The Study Centre Director * The Dean	* Programme Leader * Course Coordinator	Release results promptly through the Academic Registry
10	Review Programmes/ Courses	Normally Every 5 years	* The Dean/Director	* Course Coordinator * Programme Leader * Dean	i. Actual review every 5 years. ii. Errors detected in any course material would be corrected immediately via addendum in print and electronically
11	Organisation of field trips/professional Experience	Within 4 weeks	* Study Centre Director * The Dean/Director	* Course Coordinator * Programme Leader * The Dean/Director	Ensure early and prompt contact with industries/ institutions for learners' placement

## **GLOSSARY OF TERMS**

### **Course**

A course is a major content segment comprising topics in a particular subject. At NOUN, multiples of related courses make up a programme of study leading to a degree qualification.

### **Course Credit Unit System**

This should be understood to mean a ‘quantitative system of organization of the curriculum in which subject areas are broken down into unit courses which are examinable and for which students earn credit(s) if passed’. The courses arranged in progressive order of difficulty or in levels of academic progress, e.g. Level or Year 1 courses are 100, 101 etc. and Level II or Year II courses are 200, 202 etc. The National Open University of Nigeria also has a policy of odd number representing first semester and even number representing second semester.

### **Credit**

A credit is the unit of measurement for a course. At NOUN, 1 credit unit is estimated to be the equivalent of 7 study units. A 1 credit unit course is estimated to take 30 study hours to complete and is broken down as follows: Study time 21 hours, TMA-4 hours and Facilitation – 5 hours.

### **Semester**

A **Semester** is an academic period of twelve weeks, excluding examination period. NOUN offers two semesters of study per year: January to March and July to September.

### **Core/Compulsory Course**

A course which every student compulsorily takes and pass in any particular programme at a particular level of study.

### **Elective Course**

A course that students take within or outside the faculty. Students may graduate without passing the course provided the minimum credit unit for the course had been attained.

### **Module**

A module is made up of a number of thematically related study units.

### **Study Unit**

A study unit is the smallest segment of a course material that treats a topic within a module. The content should take about 3 – 4 hours of study.

### **Programme**

A programme comprises a set of prescribed courses offered at different levels of study. It also refers to a particular field of study made up of courses e.g. Bachelors programme in Public Health. At NOUN, a programme of study leading to a degree qualification is made up of general, compulsory and elective courses.

### **Pre-requisite Course**

A course which a student must take and pass before taking a particular course in a following semester or at a higher level.

## **APPENDICES**

### **Appendix I: Staff List**

## Appendix II

### GUIDELINES FOR RESEARCH PROJECT AND GRADING SPECIFICATIONS

#### Preliminary Pages

- **Cover Pages**

Here the title of the study is stated at the upper half of the page. This is to be followed by the author's full names with the surname first and others. Note that when the surname comes first, it is separated from the other names with a comma. E.g. AJAYI, IBRAHIM, UCHENNA.

N/B The spine of the cover should bear the student's name, programme and year of graduation. E.g. AJAYI, I.U, B.Sc Public Health, 2015.

- **Inside Cover Page**

The title of the study is also at the upper half of the page. This is to be followed by the author's full names with the surname first and other names. This should be immediately followed by the student's matriculation number. The lower part of the page is to have the statement that reads: "A project submitted to the Department of Public Health of the National Open University of Nigeria in partial fulfillment of the requirements for the award of the Degree of Bachelor of Science in Public Health", as an example. The student shall indicate at the bottom of the page the month and year the project was completed (e.g. February, 2017).

- **Declaration Page**

This is where the student affirms the originality of his work. It should read thus: I, AJAYI, Ibrahim Uchenna declare that this work is as a result of my research effort and that to the best of my knowledge, it has not been presented by any other person for the award of any degree except where due acknowledgements have been made.

---

Signature/Name and Date

- **Certificate Page**

The Project Supervisor certifies the originality of the study as a true work carried out by the student. The statements here shall read: This is to certify that this research project title was written by (student's surname and other names) with the matriculation number (e.g. nou100200670) under my supervision, followed by the supervisor's name, signature and date.

---

Signature/Name and Date

- Dedication Page

This offers the author the opportunity to express some words of gratitude to those dear to him one way or the other. It is optional since some researchers may not be too keen on dedicating their works to anyone.

- Acknowledgement Page

Here, the author acknowledges the help and contributions of different people who directly or otherwise contributed to the success of the work.

- Abstract Page

This page consists of a synopsis of the entire work. It states briefly the problems of investigation, purpose of the study, how it was carried out; major findings and recommendations. This should be done in not more than 400 words. It should be presented in only one blocked paragraph, typed with single line spacing.

- Table of Contents

This page contains the list of chapters and sub-units with their respective page numbers as contained in the main body of the work. The pages before the main body of the work (the preliminary pages) are numbered in **Roman numerals**, while other pages are numbered in **Arabic numerals**. Other parts of the table of contents are:

- List of Tables (if applicable)

- List of Figures (if applicable)
- List of Abbreviations (if applicable)

## **Chapter One: Introduction**

### **1.1 Background to the Study**

Here, the students describe in general terms, the larger picture of the problem being investigated. This forms the basis for introducing the problem, as well as a way of establishing the relationship that exists between the problem being investigated and the larger area of concern to readers.

### **1.2 Statement of the Problem**

The essence of research is to identify problems and proffer solutions for them. Students should be able to state the problems clearly and convincingly, justifying the need to find solutions to it, as well as the implication of such problems. A research problem could be linked to a given theory or fact.

### **1.3 Research Questions**

Research questions help the student to generate answers to the problem being investigated. Such research questions should logically correspond with the aims and objectives of the study. When the research questions are answered, the objectives of the study are achieved. From the general research questions, minor research questions could also be formulated. These are specific questions which may be used eventually for constructing the questionnaire or research instrument. The major research questions should be raised using active verbs such as are, is, does etc. e.g. *“Are youths who watch violent TV programmes more vulnerable to media Violence than those who watch non-violent programmes?”* This will subsequently inform both the validity and the reliability of the instrument.



#### **1.4 Aims and Objectives of Study**

The author is expected to state the overall goal of the project, which encapsulates the aim. The purpose of the study is to be stated as seeking a solution to the problem(s) or examining the relationships that exist between that particular problem and other problems. This is achieved by breaking the problem into its component parts through exploration or analysis. Specific statements (objectives) of what the research intends to do to achieve the main aim could be stated. E.g. One of the objectives could read *“To identify the amount of exposure of youths to violent messages on television”*.

#### **1.5 Hypotheses**

These are tentative statements of relationships between two or more variables subject to verification. They carry statements about relationships between variables to be proved right or wrong. Hypotheses also guide the researcher in his quest for data. This could be derived from the existing literature or the response questions.

#### **1.6 Significance**

The significance ordinarily should consist of both the theoretical and practical importance of the study. It provides the author the opportunity to justify his/her attempt to solve the problem and essentially state what will be contributed to knowledge by the study if successfully carried out and how useful the study is to society.

#### **1.7 Scope of the Study**

This means delimiting the boundaries of the research so as to present the research within manageable limits. The limitation could be as a result of conceptual reasons or constraints arising from finance, time and data availability.

#### **1.8 Definition of Concepts**

The student is encouraged to do a clarification of the concepts used in specific ways in the study. Sometimes, this clarification of concept is referred to as the *“operational definition of concepts.”* This is necessary to avoid ambiguity in the study.

### **Chapter Two: Literature Review**

The Literature Review is a comprehensive survey of existing literature in the area of research. Sometimes the literature review covers 3 (three) main aspects: conceptual issues, theoretical framework and presentation of empirical studies. However, there is also a sense in which the literature review peruses the existing literature with respect to the key research questions raised. This is to ascertain the quantity and quality of the work done in the area and possible areas of intervention. Literature review could also be approached thematically or by examining the works of authors in the chosen areas. The literature review must seek to present works already carried out which are relevant to the central questions raised in the research. Ultimately, the style chosen depends on the subject matter and Supervisor's preferences.

### **Guidelines for Literature Review**

Brief explanation of the work to be done. E.g this chapter presents the various works done in this direction. It could be done under the following headlines:

#### 3.1 Conceptual Literature/or Thematic Concerns:

Under this heading, the key words or variables in the research title should be discussed.

#### 3.2 Theoretical framework of the study

Relevant theories to the problem being investigated in the study should be briefly discussed and linked to the study to provide the right framework for the study i.e. theories on which the study is anchored. It also provides an avenue for reviewing relevant and known literature to the problem being investigated.

#### 3.3 Empirical study/works done by different authors

This provides the researcher the opportunity to review some of the previous works by other authors in the area of concern. A brief historical background will enable the researcher to follow the trend of thought in this area. This will enable or help the researcher situate or relate his study to previous works done.

## **Chapter Three: Research Methodology**

Research Methodology implies the different procedures that could be used in the execution of the study which may involve different research designs.

### **3.1 Preamble**

A brief introduction of the research design of interest by the researcher and the justification for his choice. Also a summary of the views of some of the authors who have discussed that particular research design.

### **3.2 Research Design**

This has to do with blueprint of the study that point to what should be expected. It shows the particular research design being adopted for the study and why e.g. survey, content analysis, historical, experimental, etc. It equally states whether it is a qualitative or quantitative study or a triangulation of both.

### **3.3 Population of the Study**

This has to do with the characteristics of the population of the study. i.e. the total elements of the universe covered by the study. The population of the study is the consensus phenomenon being investigated or studied. This should be indicated with verifiable references. The nature of the study population must be known because it helps in the choice of sampling technique. A study population could be individual, books, animals, etc.

### **3.4 Sampling and Sample Size**

The sample is part of the population or representative part of the population. Before drawing the sample, the researcher must define what the unit of analysis or unit of study is, that is, what or who being studied. This should be indicated with verifiable references. The nature of the study population must be known because it helps in the choice of sampling technique. A study population could be individual, books, animals, etc.

### **3.5 Data Collection Instrument and Validation**

Validity is concerned with the instrument measuring what it is supposed to measure while reliability is concerned with the constituency obtained from results of the

application of the instrument. An instrument may be reliable without being valid. It is important that the researcher should subject the instrument to the test of validity and reliability. The instrument could be validated by **pretesting** it on a group of people that have the same characteristics with the population of the study. Only data which have relevance to the research objectives should be collected.

### 3.6 Techniques of Data Analysis

These include data preparation, tabulation and analysis. It should state how the quantitative information gathered through the research will be presented. The procedure for summarizing and exploring relationships among the variables on which data have been collected is also required. For example, *single variable analysis* or one variable at a time (*univariate analysis*) which is often done for descriptive purposes – frequency distribution by grouping the data; useful summary through some measure of dispersion such as range, variance and standard deviation. Relationships involving *more than one variable* (*multivariate analysis*) such as regression models, correlational analysis, analysis of variance, t-test, factor analysis, and discriminant analysis. The student may also use computer programmes such as Statistical Packages for ..... Students will have to choose the methods that best suits the data collected as well as justify the choice of the methods. This shows the possible relationships that may exist among the key variables of the study; and thus make easier the actual analysis.

**NB: Where the research design of choice is Content Analysis of Survey Design, then items (3.3 – 3.5) (population, sampling procedure, sampling techniques, sample size, data collection instrument, validation, data collection techniques) must be explained in the order discussed above. Other research designs include:**

- History
  - Experimental
  - Observational
- } Research Methods

**These other methods may not necessarily require the above listed subheadings.**

### **3.7 Limitations of Methodology**

Selected research designs have advantages and limitations. There could be extraneous circumstances with the sampling and the design itself and it is important that whatever limitations are experienced be mentioned.

## **Chapter Four: Data Presentation and Analysis**

### **4.1 Preamble**

A brief outline of the chapter to provide insight into the content of the chapter. Also include the background of the respondents.

### **4.2 Presentation and Analysis of Data According to Research Questions**

Data could be presented using tables, pie charts, bar charts, histograms, etc. this is at the nominal levels of analysis. Data collected are to be presented and analysed. Students will have to choose the methods that best suits the data collected. Data presented should be accompanied with the interpretation of the associations and relationships among the data groups and the appropriate implication to the study. The summary of interpretation should provide answers to the research questions.

### **4.3 Test of Hypothesis**

Relevant data collected and tables, where necessary, could be used to test the stated hypotheses one after the other at relevant levels of significance, as well as the relevant interpretation, and avoiding types of errors i.e. type I or type II errors. Equally research questions (where used) should be also tested at this point.

At this level, the student is expected to use information obtained from the analyses of the hypotheses earlier raised, or research questions asked at the beginning of the project to get the result of his findings. These should be in respect of the validation or non-validation of the hypotheses raised.

### **4.4 Discussions on Findings**

Discuss your findings and present the implications of the study, both for the discipline and the wider society.

## **Chapter Five: Summary, Conclusion and Recommendation**

## **5.1 Summary**

A brief summary or highlights of each chapter should be stated in a concise manner that captures the importance of the study.

## **5.2 Conclusion**

Conclusions should be drawn from the findings.

## **5.3 Recommendations**

Recommendations should also be based on the conclusions.

## **5.4 Bibliography/References**

## **5.5 Appendix**

### **Supervisors**

- Only Senior Lecturers and above are recommended to supervise PG students including Masters/PGDE.
- Only Professors and Senior Lecturers with Ph.Ds are qualified to supervise Ph.D students.
- However, in rare circumstances, Professors without Ph.Ds and Lecturer 1 with Ph.D (as Co-supervisor) could be permitted to supervise Ph.D students.

### **Number of Students to be supervised**

- Otherwise, six because of the nature of ODL.
- A Supervisor must have some expertise in the students' area of research.

### **Research Proposal**

1. Background to the Study
2. Statement of the Problem
3. Research Questions
4. Objectives of the Study
5. Research Hypothesis
6. Scope of the Study
7. Significance of Study

8. Literature Review (Journals, Chapters in textbooks, Official documents, including theoretical framework)
9. Research Methodology
  - a. Research Design
  - b. Characteristics of Study Population
  - c. Sampling Techniques
  - d. Data Collection Instrument
  - e. Data Presentation
  - f. Data Analysis

### **Number of Pages**

- First Degree - 40 – 60 pages
- Masters - 80 – 120 pages
- Ph.D - 200 pages minimum
- Excluding References and Bibliography

### **Font Size and Paper Type**

- Font 12, Times New Roman
- A4 double line spacing

### **Project Moderation**

It is recommended that as usual, external examiners should moderate the scores returned by the project supervisors. Every postgraduate project (PGD and Masters) must be moderated by an external examiner.

**NB: The pass mark for postgraduate project is 50%**

## **Appendix III**

### **Course Listing**



## **Appendix IV**

### **POLICY ON DEFERMENT OF EXAMINATION**

#### **Policy On Deferment Of Examination**

In the spirit of Open and Distance Learning (ODL) and the flexibility that comes with the mode, a student is qualified to apply for deferment of examination(s). The deferment permits a temporary postponement of participation in examination(s).

The guidelines of the policy include and not limited to the following:

- A. Owing to the peculiarities of the Open and Distance Learning system which gives room for flexibility, students are allowed to defer their examinations as long as the following conditions are met:
  - i. Such students must have fully registered for the semester
  - ii. Such students must have registered for the Examinations
  - iii. Application for deferment must be received before the start of Examinations.
- B. All applications are to be endorsed and forwarded to the Registrar through the Study Centre Directors.
- C. All applications should be backed with relevant documents and a desk officer in the Registry is assigned to check the authenticity of the documents.
- D. Students whose applications are received and approved and who have paid examination registration fees before the examinations are not to pay registration fee for the same examinations when they are ready to take them.
- E. A dedicated portal would be opened within the time frame of one month before the commencement of examinations for deferment cases.
- F. The request for deferment attracts no fee.

Applications for deferment as a result of emergencies such as illness, accident, Death or serious illness of person in the immediate family or other person with whom the student has a similarly close relationship, which requires the student's attention, etc. shall be addressed at the discretion of the Management.

This policy took effect from March 2015.

## **POLICY ON RE-MARKING OF STUDENTS' EXAMINATION SCRIPTS AND RE-COMPUTATION OF RESULTS**

- (i) Appeal against examination results should be done within 30 days from the date of publication of the results;
- (ii) All applications for re-marking should be addressed to the Registrar through the Study Centre Directors and a copy forwarded to the Dean in the Faculty concerned;
- (iii) Applicants must submit the necessary application form (Annexure A) at the relevant Study Centre. Students must ensure that the course(s) code(s) title(s) are correct when completing the form;
- (iv) A non-refundable fee of **₦10,000.00** is charged per course for the re-marking of scripts. The said amount should be paid to a bank account designated for the purpose.

(Annexure A)

Students should note that the evidence of payment of the fees must be attached to a completed application form. Also payments without applications forms would not be processed.

- (v) A receipt must be issued as proof of payment for the service;
- (vi) Study Centre Directors should, in all cases, ensure and supervise that payment for applications are received, receipts are issued and that all the applications are recorded;
- (vii) Study Centre Directors are required to forward all applications to the Registrar electronically within 3 days of receipt of the application form. The e-mail address is [academicoffice@noun.edu.ng](mailto:academicoffice@noun.edu.ng);
- (viii) The decision to remark is a prerogative of the faculty Examinations Committee. Remarking shall be completed within two weeks. The new score awarded shall be approved by the Dean on behalf of the Faculty's Academic Board;
- (ix) If a student decides to withdraw his/her appeal before it is considered by the Committee, a notice of withdrawal shall be done in writing to make it valid;
- (x) The Faculty Board shall communicate its decisions to the Senate within a period of 14 days for ratification.

## Appendix VI

### STUDENTS' EXAMINATION GUIDELINES AND REGULATIONS

Examination constitutes a very important aspect of the University's activities. The University wishes to state categorically that the conduct of its examinations is taken seriously. Therefore the University will not condone any form of examination misconduct. Students are advised to abide by the following rule and guidelines:

1. A student's matriculation number serves as his/her examination number. Only Matriculated students will be allowed to sit for examinations. A student must write his/her matriculation number on his/her answer booklet before commencing answering the questions.
2. Students should normally write examinations at their designated centres.
3. Students must bring to the examination hall their writing materials and any other material, which may be permitted by the University for a Particular Examination. These materials must have been listed as essential for certain question(s).
4. Students arriving an hour after the commencement of an examination shall be allowed to sit for the examination only at the discretion of the Supervisor. Such a student will not be allowed at extra time.
5. Once a student is admitted into the examination hall, he/she may not leave the hall until he/she has finished with the examination. If for any cogent reason the student must leave the Hall, he/she must do so with the permission of the Supervisor.
6. A student must be accompanied by an invigilator if permitted to leave the examination hall temporarily (e.g. visiting the rest-room, etc).
7. No answer booklets other than those supplied by the University are allowed in the examination hall. All rough works must be done in the supplied answer booklets and crossed out neatly. All supplementary answer sheets/booklets must be tied/attached to

the main answer booklet.

8. Silence must be observed in the examination hall. Any student requiring the attention of the invigilator should raise his/her hand.
9. Any activity or behavior which may be construed as examination misconduct or malpractice (e.g. cheating etc.) shall be liable to discipline in accordance with the university's rules and regulations governing examination as contained in the Students' Handbook.
10. Communication between students is strictly forbidden during examinations. Any student found receiving or giving assistance would be sanctioned. Such a student may be required to withdraw from the examination and subsequently made to face the university examination malpractice panel.
11. Students are not permitted to smoke or sing or pray aloud or engage in any activity that may distract others in the examination halls.
12. Bags and briefcases are not allowed in examination halls. The University will not be liable for any loss or damage of a students' personal effects/property.
13. Unauthorised materials (such as textbooks, course materials, notebooks, sheets/scraps of papers) in printed or electronic form are not allowed in examination halls.
14. Pagers and mobile phones are not permitted at all in examination halls.
15. Students must observe the Supervisor's instructions regarding the commencement and end of an examination. Students who start writing before being told to do so, or who continue writing after being asked to stop would be sanctioned.

## **Appendix VII**

### **DECREE ON EXAMINATION MAL-PRACTICE**

In order to check examination malpractices, a decree covering miscellaneous offences was promulgated in 1999. The main sections and points of the decree which every student should be familiar with are reproduced below. The information contained in this section is also provided in your handbook “Getting to Know Your University”. The *effort* at reproducing here some pertinent aspects of the decree is to demonstrate the seriousness the university has attached to Examination malpractice. Please do read it carefully.

All students of the National Open University of Nigeria are reminded that the University takes very seriously the conduct of its examinations and frowns seriously on any examination misconduct. The Decree is very relevant to you as a reminder of what could happen if you allowed yourself to be tempted to cheat in any form whatsoever during examinations. Note also that except you are under 17, for any examination misconduct, the decree does not give room for options of fine, the individual goes to jail. The University has however put in place series of quality assurance mechanisms to ensure the sanctity of her examinations, even including those ones you will take in your homes. In fact, the on-line examinations are easier to control than the face-to-face ones; when we get there you will see what we mean.

Excerpts of very useful sections and points: (Source: EXAMINATION MALPRACTICES DECREE, 1999).

### **THE FEDERAL MILITARY GOVERNMENT**

Hereby decrees *iter alia* as follows:

#### **PART 1 – OFFENCES**

A person who, in anticipation of, before or at any Cheating at examination by any fraudulent trick or device or in abuse of his office or with intent to unjustly enrich himself or any other person procures any question paper produced or intended for use at any examination of persons, whether or not the question paper concerned is proved

to be false, not genuine or not related to the examination in question; or by any false pretence or with intent to cheat or secure any unfair advantage for himself or any other person, procures from or induces any other person to deliver to himself or another person any question paper intended for use at any examination or by any false pretence or with intent to cheat or unjustly enrich himself or any person buys, sells, procures or otherwise deals with any question paper intended for use or represented as a genuine question paper in respect of any particular examination; or fraudulently or with intent to cheat or secure any unfair advantage for himself or any other person or in abuse of his office procures, sells, buys or otherwise deals with any question paper intended for the examination of persons at any examination.

### **An Offence**

1. A person guilty of an offence under subsection (1) of this section is liable on conviction.
  - (a) In the case of a person under the age of 18 years, to a fine of ₦100,000.00 or imprisonment;
  - (b) For term not exceeding 3 years or to both such fine and imprisonment;  
In the case of a principal, teacher, an invigilator, supervisor, an examiner, or an agent or employee of the examination body concerned with the conduct of an examination, to imprisonment for a term of 4 years without the option of a fine; and
  - (c) In any other case, to imprisonment for a term of 3 years without the option of fine.

Where the person accused of the offence is an employee of an examination body concerned with the conduct of examinations or a head teacher, teacher or other person entrusted with the safety and security of question papers, he shall be proceeded against and punished as provided in this section, notwithstanding that the question paper concerned is proved not to be live, genuine or does not relate to the examination concerned.