

**Madonna University Nigeria, Elele Campus Rivers State**

**Department of Public Health,  
Faculty of Health Sciences**

**Bachelor of Science (B.Sc) Degree in Public Health**

Revised Undergraduate Academic Programme

**Student Hand Book**

## **GENERAL INFORMATION**

### **History of the Department**

The Department of Public Health, Faculty of Health Sciences, Madonna University Nigeria, Elele Rivers State started with seven students in October 2003 under Doctor O. Nwankwo as the first Head of department. This was sequel to the approval from Senate. Under the current Head of department, Dr. Benedicta N Agu, the Department has continued to witness tremendous increase in student enrollment and has graduated several sets of students since 2007. The first batch of graduates of the department was (7) seven in number, and second batch (2) two in number, third batch (4) four in number, fourth batch (3) three in number, fifth batch (15) fifteen in number, six batch (26) twenty-six in number, seventh batch (33) thirty-three in number, eighth batch (29) twenty-nine in number, ninth batch (55) in number have completed for National Youth Service Corps Programme in 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015 and 2016. With the increase in student enrolment there is a corresponding increase in our graduates.

Additionally there has been increase in structure and equipment and in both academic and administrative staff strength. Currently there is over eight teaching staff.

### **Philosophy**

The Philosophy of the Department of Public Health, Faculty of Health Sciences, Madonna University Nigeria, Elele Rivers State takes its cue from the broad Philosophy of the Faculty of Health Sciences in the country. First, the Department is line with the believe of the Faculty that optimal public health education can be achieved in an institution of higher learning that provides a foundation for general education in the various sciences.

To this end, the department aims to provide sound scientific and professional basis for the production of Public Health personnel capable of working in any of the three levels of primary health services. The Department would provide such training as would equip Public Health Personnel render public health services. It will, too, produce Public Health experts who would satisfy internationally recognizable standard and who would under-take further training towards specialization. Finally, the department aims to produce Public health personnel with sufficient management ability to play leadership role in health care delivery.

## **Objectives of the Programme**

The objectives of the programme are to:

- provide a first degree for public health practitioners in Nigeria;
- produce professionals with sufficient skills who will practice in Nigeria;
- produce professionals who will be eligible to pursue postgraduate programmes and research leading to award of PGD, MPH and Ph.D degrees;
- understand the health needs and health problems of the individuals and particular sections of the population and formulate health education programmes to avert the condition;
- discuss the urgent need of health in the 21<sup>st</sup> century which has witnessed an unprecedented increase in crime wave due to drug addiction and other problems including prostitution, over population, environmental pollution and the call for health for all. All are geared towards supporting health education as fundamental tool for handling most of these man-made problems;
- expose students to health ideas which enhance the promotion of physical, mental, spiritual, occupational, social and psychological health which they ought to pursue all through their live;
- provide a definite plan for the acquisition of public health skill which enables an individual to make intelligent decisions on matters concerning his health and that of the community as a whole.

## **Scope**

The scope of the programme is designed to expose students into the main areas which are environment, nutrition, maternal, child health and family planning, occupational health, emotional health, mental health, epidemiological health, health care delivery system and organization, health economics, dental health, population health and development. Additionally, Students are required to take compulsory ancillary courses in Chemistry, Microbiology, Biochemistry, Physiology, Computer Science, Pharmacy and Anatomy to broaden their knowledge and also for better understanding of their field of study. After completing their third year of studies, public health students do embark on practicum/public health internship scheme. This enables students relate practical experiences to what they have been taught in class and also helps to prepare them for future career.

## **Admission Requirements**

### **Unified Tertiary Matriculation Examination (UTME)**

Students applying to read the four year programme for award of the Bachelor of Science degree must satisfy the minimum university matriculation requirements. Such students must also have at least five credit level passes in English, Mathematics, Chemistry, Physics, and Biology at G.C.E. O levels or its equivalents in not more than two sittings.

### **Direct Entry**

Students for direct entry admission into a three year programme, are to have five credit level passes as required above and a minimum of two passes at G.C.E A level in not more than two sittings in any of the science subjects. Registered Nurses or those with NCE in Health/Physical Education, Science Education, Nutrition, Home Economics, OND, ND, HND and Diploma in public health may also apply for direct entry admission. To graduate and for the award of the B.Sc (Hons) degree in public Health students must have completed and passed the prescribed courses and electives totaling 166 credit units.

## **Job Opportunities**

Successful students in the Bachelor of Science degree examination in Public Health are well equipped to work as:-

### **1. Health Educator**

Teaches various classes in health and conveying health topics e.g. consumer health, family health, sex education etc. counsels student in solution to health problems, planning, design, implementation and evaluation of programme. Job opportunities found in schools, hospitals, private agencies, industries, media, university, lecturing, health advertising , community programme, health research and consultancy.

### **2. Public Health Educator**

Educates' public on causes and prevention of diseases as well as health problems. Also helps to plan and develop health programmes to meet community needs. Job opportunities found in hospital, government agencies and voluntary health agencies, primary health care.

### **3. School Counselors**

Health lecturers help student's selects course of study. Counsel student's with health and adjustment problems. Job opportunities are found in schools, colleges and Universities.

### **4. Food Inspector**

Inspect firms that produce and store goods, examining evidence of anything that could make a product unhealthy. Discuss findings with manager. Prepare a written report. Gathers evidence to be used in court if legal action is necessary. Job opportunities found within health agencies, food and drug administration, food making factories.

### **5. Nutritionist/Dietician**

Educate people about nutrition feeding and health maintenance. Counsels people on nutritional needs e.g pregnant women, ageing people, high school athletes and those who have limited money for food. Job opportunities found in public health department, hospitals, food processing industries, research laboratory, university lecturing.

### **6. Social Work**

Providing activities that group of people of the same age can do together and providing counseling services that help people understand themselves better. Helping individuals and families solve social problems. Job opportunities found within hospitals, social welfare agencies, schools, prisons, refugee campus.

### **7. Physician**

Conduct general medical diagnoses and prescribes medicine. Take off point for all medical professions before specialization in surgery. Gynecology, pediatrics, psychiatry, dermatology, etc

### **8. Public Health Nursing**

Visiting homes of people's home with specified health problems, helping people learn to care for family members who are ill. Advise families about nutritional and child care. Job opportunities found in hospitals, private clinics, voluntary health agencies, and industries

### **9. Rehabilitation Counselor**

Helping drug addicts plan rehabilitation programmes for themselves or finding a home or job that matches their interest, liaises between addicts and medical professionals. Job opportunities found in psychiatric hospitals, rehabilitation centres.

### **10. Epidemiologist/Medical Detectives**

Investigate disease out breaks. Specialize in the study of distribution of infectious or contagious diseases. Job opportunities found within research institutes and teaching in the universities, hospital and ministries of health

**11. Pollution Control Technician**

Collect samples and runs tests according to prescribed methods and records data. He uses spectrophotometer, photometer and other laboratory equipment. Job opportunities found in environmental protection agencies, industries.

**12. Waste Water Treatment Operator**

Testing samples of water in laboratory waste water treatment plants. Control equipment that moves sewage through various processes. Job opportunities found in sewage treatment, water boards.

**13. Medial Record Officers**

File patient case notes and locate them when needed. Assist in compiling data for research studies. Job opportunities are found in the hospitals and clinics and settings.

**14. Dental Hygienist**

He cleans people's teeth, removing calculus, recording patients' medical and dental histories. X-Ray films and instructs patients on how to brush their teeth. They usually work under the supervision of dentists. Job opportunities found in schools, industries, hospitals, dental clinics, self employment

**15. Health and Safety Educator**

He supervises safety operation the company and safety of employees. Plans, develops, implements and administers programmes for accident, injury and illness prevention. Job opportunities are found in fire brigade, industries, insurance, teaching of occupational health and safety education in industries.

**16. Beauty Operators**

Cutting, straightening, waving and dyeing hair, manicuring and pedicure, cleaning equipment, sterilizing instruments, cosmetologist/beauticians, hairdressers, self -employment etc

**Course Coding System**

Course code contains an abbreviation letter code of three letters representing the department offering the course and three digits. The first digit represents the year or level of study. The second digit indicates the subject or the stress area. The third digit denotes the semester. (Odd numbers represent first semester; even numbers represent second semester).

**Departmental Code**

PUH Public Health

PIO Physiology

BCH Biochemistry  
 MCB Microbiology  
 PCO Pharmacology  
 CHM Chemistry  
 PHY Physics  
 GST General Studies  
 ANT Anatomy  
 MTH Mathematics  
 MLS Medical Laboratory Science  
 PSY Psychology  
 CSC Computer Science

### **Course Registration**

All students shall register for courses within the first and second weeks of resumption in the semester. Students who fail to register as stated shall be considered for late registration within the third week of the semester. Any student who fails to register within the first two weeks of the semester shall be advised to defer the semester. Only in special circumstances and through the approval of the Vice Chancellor on the behalf of the Senate, may a student be allowed to register after three weeks but not more than four weeks into the semester. An application for late registration shall attract a prescribed fee.

### **The Stress Areas**

Introductory Courses	0
Public Health Information, Education and Communication	1
Epidemiology, Disease Control and Surveillance	2
Environmental Health/Occupational Health	3
Health System Management and Administration	4
Community/Family and Reproductive Health	5
Human Nutrition	6
Seminar in Public Health	8
Project	9

## **INSTRUCTION TO DIRECT ENTRY STUDENTS**

Students who gained admission by direct entry into the 200 level will ensure that they register and pass the following General Studies Courses in addition to all the courses in the Faculty/Departmental curriculum, as applicable.

### **FIRST SEMESTER (FOR DIRECT ENTRY STUDENTS)**

<b>Course Code</b>	<b>Course Title</b>	<b>Unit</b>
GST 111	Communication in English I	2
GST 113	Nigerian Peoples and Culture	2
GST 121	Use of Library, Study Skills and Information Technology	2
GST 123	Communication in French	2
GST 125	Introduction to Entrepreneurship Studies I	2

### **SECOND SEMESTER (FOR DIRECT ENTRY STUDENTS)**

<b>Course Code</b>	<b>Course Title</b>	<b>Unit</b>
GST 104	Fundamental Philosophy	1
GST 112	Logic, Philosophy and Human Existence	2
GST 122	Communication in English II	2
GST 142	Communication in German	2
GST 162	Introduction to Social Science	2



## COURSE SCHEDULE

### Year 1      First Semester

COURSE CODE	COURSE TITLE	UNITS
<b>REQUIRED ANCILLARY COURSES</b>		
BIO 101	General Biology I	3
CHM 101	General Chemistry I	3
CHM 171	General Practical Chemistry I	1
MTH 101	Elementary Mathematics I	3
PHY 101	General Physics I	3
PHY 105	General Physics Laboratory I	1
<b>GENERAL STUDIES COURSES</b>		
GST 111	Communication in English I	2
GST 113	Nigerian People & Culture	2
GST 121	Use of Library, Study Skills, & Information Technology (ICT)	2
GST 123	Communication in French	2
GST 125	Introduction to Entrepreneurship Studies I	2
<b>TOTAL</b>		<b>24</b>

### Year 1      Second Semester

COURSE CODE	COURSE TITLE	UNITS
<b>REQUIRED ANCILLARY COURSES</b>		
BIO 102	General Biology II	3
BIO 172	General Practical Biology II	1
CHM 102	General Chemistry II	3
CHM 172	Basic Practical Chemistry	1
MTH 102	General Mathematics II	3
PHY 102	General Physics II	3
PHY 106	General Physics Laboratory II	1
CSC 104	Introductory to Computer Science	2
<b>GENERAL STUDIES COURSES</b>		
GST 102	Fundamental Philosophy	1
GST 112	Logic, Philosophy & Human Existence	2
GST 122	Communication in English II	2
GST 142	Communication in German	1
<b>TOTAL</b>		<b>23</b>

**Year 2 First Semester**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
	<b>MAJOR COURSES</b>	
PUH 103	Introduction to Sociology & Anthropology	2
PUH 201	History & Evolution of Public Health	2
PUH 215	Health Care Delivery System & Organization	2
PUH 257	Health /Medical Sociology	2
	<b>REQUIRED ANCILLARY COURSES</b>	
PIO 201	General Principles of Physiology	3
BCH 211	Introduction to Biochemistry/Cell Biochemistry	3
PCO 211	Principles of Pharmacology, Therapeutics, and Substance Abuse	2
ANT 201	Anatomy I	3
	<b>GENERAL STUDIES COURSES</b>	
GST 211	Fundamental Theology	1
GST 215	Introduction to Entrepreneurship Studies II	2
	<b>TOTAL</b>	<b>22</b>

**Year 2 Second Semester**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
	<b>MAJOR COURSES</b>	
PUH 102	Introduction to School Health & Public Health Services	2
PUH 202	Introductory Epidemiology I	2
PUH 252	Field Visit &Community Health Practicum I	2
	<b>ANCILLARY COURSES</b>	
STA 226	Introductory Biostatistics	2
MCB 212	General Microbiology	3
PIO 242	Physiology II	3
ANT 208	Anatomy II	3
	<b>GENERAL STUDIES</b>	
GST 162	Introduction to Social Sciences	2
GST 222	Peace and Conflict Resolution	2
GST 224	Fundamental Ethics	1
GST 252	Bioethics	1
	<b>TOTAL</b>	<b>23</b>

**Year 3      First Semesters**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
	<b>MAJOR COURSES</b>	
PUH 311	Family Life Education	1
PUH 313	Health Anthropology	2
PUH 325	Epidemiology II	2
PUH 327	Health Statistics & Demography	2
PUH 339	Environmental Health and Public Health Laws	3
PUH 351	Field Visit & Community Health Practicum II	2
PUH 381	Seminar in Public Health I	1
PUH 385	Health Psychology	2
	<b>REQUIRED ANCILLARY COURSES</b>	
MCB 313	Public Health Microbiology & phraseology	3
PSY 111	Introduction to Psychology	2
	<b>TOTAL</b>	<b>20</b>

**Year 3      Second Semester**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
	<b>MAJOR COURSES</b>	
PUH 212	Principles of Health Information, Education Communication & Counseling	2
PUH 314	Community Mental Health	2
PUH 338	Occupational Health and Hygiene	2
PUH 324	Research Method in Public Health	2
PUH 358	Public Health Internship	10
PUH 362	Public Health Nutrition.	2
	<b>REQUIRED ANCILLARY COURSES</b>	
PSY 252	Developmental Psychology	2
	<b>TOTAL</b>	<b>22</b>

**Year 4 First Semesters**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
	<b>MAJOR COURSES</b>	
PUH 411	Communication for Health & Technology	2
PUH 413	Dental Health	1
PUH 415	Health Problems of Adolescents, Adults and the Handicapped	2
PUH 441	Public Health Administration & Health Management	2
PUH 443	Training Methods in Public Health	2
PUH 449	International Health	1
PUH 451	Field Visit & Community Health Practicum III	3
PUH 455	Family Health & Human Reproductive Health	1
PUH 461	Special Diets and Nutritional Problems	1
PUH 481	Seminar in Public Health II	1
	<b>TOTAL</b>	<b>17</b>

**Year 4 Second Semester**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
	<b>CORE COURSES</b>	
PUH 412	First Aid, Emergency Care	1
PUH 428	Epidemiology of Communicable & Non-Communicable Diseases cs.	2
PUH 448	Health Planning & Evaluation	2
PUH 452	Field Visit & Community Health Practices IV	3
PUH 454	Gender Issues and Safe Motherhood	1
PUH 482	Seminar in Public Health III	3
PUH 496	Public Health Research Project	6
	<b>ELECTIVES (Choose One)</b>	
PUH 416	Public Health Information, Education & Communication	1
PUH 426	Epidemiology, Disease Control & Surveillance	1
PUH 436	Environmental Health/Occupational Health	1
PUH 446	Health System,, Planning, Mgt & Administration	1
PUH 456	Community/Family & Reproductive Health	1
PUH 466	Human Nutrition	1
	<b>TOTAL</b>	<b>19</b>

## **INSTRUCTION TO DIRECT ENTRY STUDENTS**

**Students who gained admission by direct entry into the 200 level will ensure that they register and pass the following General Studies Courses in addition to all the courses in the Faculty/Departmental curriculum, as applicable.**

### **FIRST SEMESTER (FOR DIRECT ENTRY STUDENTS)**

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>
GST 111	Communication in English I	2
GST 113	Nigerian Peoples and Culture	2
GST 121	Use of Library, Study Skills and Information Technology	2
GST 123	Communication in French	2
GST 125	Introduction to Entrepreneurship Studies I	2

### **SECOND SEMESTER (FOR DIRECT ENTRY STUDENTS)**

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>
GST 104	Fundamental Philosophy	1
GST 112	Logic, Philosophy and Human Existence	2
GST 122	Communication in French	2
GST 142	Communication in German	2
GST 162	Introduction to Social Science	2

## DESCRIPTION OF CORE COURSES FOR B.Sc IN PUBLIC HEALTH

### 100 LEVEL COURSES

#### **BIO 111: General Biology I (3 Units)**

The course covers cell structures and organization, for example, plant and animal cells, functions of cellular organelles, diversity and characteristics of living things. General reproduction, mitosis, meiosis, abnormalities associated with gene crossing, heredity and evaluation. Ecology, types of habitats, diversity of plants and animals, food chains, food web, interrelationship of organism, biochemistry of carbohydrates, proteins, lipids and nucleic acids.

#### **CHM 101: General Chemistry I (2 Units)**

The covers the atomic structure and periodic-table, development of configuration of elements. Stoichiometry and mole concepts, electronic theory of atoms and valence, chemical bonding. Formulae and IUPAC basic nomenclature of compounds, concept of matter, laws of chemical combination by mass, wave theory, principle of quantum mechanics. Periodic-table and periodicity of fundamental properties, Hydrogen, nuclear chemistry, radioactivity and its' applications. General study groups to emphasize periodicity. Selected transition elements

#### **CHM 171: General Practical Chemistry (3 Units)**

The course covers the theory and practice of simple volumetric and qualitative analysis e.g acid-based complex-metric and redox-titrations, simple organic preparations, reaction of functional groups, laboratory safety and techniques in the laboratory

#### **MTH 111: Elementary Mathematics 1 (3 Units)**

- Real number system: Simple definition of integrals, rational and irrational numbers. The principle of mathematical induction; real sequences and series; elementary notion of convergence of geometry, arithmetic and other simple series; theory of quadratic equations
- Simple inequalities: absolute values and the triangle inequality
- Identities; partial fraction.
- Sets and subsets: Union, intersection, compliments, properties of some binary operations of sets: distributive. Closure associative; commutative laws with examples. Relations in a set: Equivalence relation; properties of set functions and inverse functions
- Permutations and combinations; Binomial theorems of any index.
- Circular measures, trigonometric function of angles of any magnitude. Addition and factor formulae

- Complex numbers: Algebra of complex numbers. The Argand diagram, de Moivre's theorem N-Throot of unity.

### **PHY 111: General Physics 11 (2 Units)**

**Mechanics:** Scalars and Vectors Addition and Resolution of Vectors. Rectilinear motion and Newton's Law of motion; Inertial mass and gravitational mass; Free fall; Projectile motion; Deflecting forces and circular motion; Newton's Law of gravitation; Satellites, Escape velocity; gravitational potential; Potential well; Special case of circular motion; Momentum and the conservation of a momentum; Work power energy for a gravitation field and electric bodies.

**Thermal Physics and Properties of Matters:** Temperature, Heat, Work, heat capacities; second law ca-rnot cycle; thermodynamics ideals gas temperature scale; thermal conductivity radiation; black body and energy spectrum; stelan's law Kinetic model of gas; equation of state; concept of diffusion mean free path; molecular speeds; Avogadro's number behaviour of real gases. A Model for a solid; crystalline structures; model for matter, inter-particle forces in solids; liquids and gases.

### **PHY 151: General Physics Practical (1 Unit)**

This laboratory bases course emphasis qualitative measurement. The treatment of measurement and graphical analysis. A variety of experimental techniques will be employed. The experiments include studies of matters; the Oscilloscope; mechanical systems; electrical and mechanical resonant system, light, heat, viscosity etc. covered in PHY 111/112.

### **GST 111: Communication in English (2 Units)**

The basic objective of the course, use of English, is to prepare students to acquire certain language skills to succeed in their courses and in the society. The nature and function of language, language skills, listening comprehension, speaking skills, phonetics, the art of public speaking and communication skills, figures of speech, Nature- process and development, reading comprehension. The course teaches ability to read, comprehend, interpret, summarized materials from various registers and styles reflecting various disciplines or subject of study; ability to apply the knowledge of the structure, vocabulary, idioms oral forms and general patterns of the English ?language:

Vocabulary Development: word Roots, Affixes, synonyms Antonyms, Homonyms, Homophs and Homograph.

- Denotation and Connotation, Collocations, Idiomatic expression, Figures of Speech and Proverbs-Similes and Metaphors etc.

- Registers, Formal and informal Speech Patterns, Slang, Reference.
- Parts of Speech and Word Functions in Sentences.
- Paragraph Writing, coherence and Unity
- Punctuation and Capitalization, Spellings.
- Study Skills: Developing Effective Listening Technique Aids to Listening; What to Listen to; Listening for Instructions. Note Making Skills.
- Using the Dictionary Pronunciation. Consonants, Vowels etc.

### **GST 113: Nigerian People & Culture (2 Units)**

Study of Nigeria history, culture and arts in pre-colonial times, Nigerians; perception of the world, culture areas of Nigeria and their characteristics, evolution of Nigeria as a political unit, Indigene/settler phenomenon, concepts of trade, Economic self-reliance, Social justice, individual and National development, norms and values, national integration, philosophy and national development, negative attitudes and conducts (cultism and related vices), re-orientation of moral and national values, moral obligations of citizens, environmental problems; language communication, religion, arts, archaeology/tourism and their relevance to national development.

### **GST 121: the Use of Library, Study Skills & Information Tech. (ICT) (2Units)**

Brief history of libraries, library and education, university libraries and other types of libraries, study skills (reference services), types of library materials, using library resources including e-learning, e-materials, etc, understanding library catalog (card, OPAC, etc) and classification. Coping and its implications, database resources, bibliography citation, referencing. Study techniques and basic research methods.

### **GST 123: Communication in French (2Units)**

Introduction to French alphabets and numeracy for effective communication (written and oral), conjugation and simple sentence construction based on communication approach, sentence construction, comprehension and reading of simple texts.

### **GST 125: Induction to Entrepreneurial Skills I (2Units)**

The course provides both theoretical and practical approach to insight to introduction to entrepreneurship, theories, concepts and practice, forms of business and new venture creation.



Business plans-designs and implementation, factors influencing the location of small business, planning the business, Students are expected to be familiar with feasibility study, project evaluation and cash flow analysis.

**PUH 103: introduction to Sociology and Anthropology (2 Units)**

This course will emphasis on the social issues of currant significant and their impact on individuals/groups etc, concepts, sociological schools of taught, family formation processes, cultural practices and the health of the individuals/community e.g. FGM, Child labour etc, Roles classifications.

**PSY III: Introduction to Psychology (2 Units)**

This course will cover a brief history of psychology, (fields/Areas of psychology, psychology as a scientific discipline). Methods of psychological research; current issues in modern psychology and other disciplines; schools of psychology, biological/psychological and socio-environmental factors that cause and /or explain human and animal behavior, human nature-“Good or Evil” “Nature Versus Nature” “Mind Versus Body” in psychology.

**BIO 122: General Biology II (3 Units)**

The courser covers ecology, ecosystems, biotic and abiotic factors, interrelationship between animals and plants, adaptation of plants and animals to their environments, types of population dynamics, static, climax communities, types and factors affecting them, edaphic factors, rainfall, wind relative humidity, light intensity etc, modification of the natural ecosystem

**BIO 132: General Practical Biology II (2 Units)**

Testing for the presence of food substances, diffusion and osmosis experiments, observation of cells and tissues of selected plants and animal species; investigations on physiological processes affecting photosynthesis; observation of mitosis in onion bulb; observation of cyst and ova of parasitic worms; observation of fungi hyphae; observation of bacteria cells; preparation of microscopic slides; basics of photometry; colorimetry, chromatography, electrophoresis.

**CHM 122: Organic Chemistry (2 Units)**

Historical survey of the development and importance of organic chemistry, IUPAC nomenclature and classification of organic compounds, homologous series, elemental analysis and molecular formula, structural isomerism, isolation and purification methods, in organic chemistry, saturated and unsaturated hydrocarbons, cyclohydrocarbons, alcohols, alkylides, ethers, aldehydes and ketones, carboxylic acids, amines and aromatic compounds, comparison of phenols with alcohols.

**CHM 172: Basic Practical Chemistry I (1 Unit)**

The course covers the theory and practice of simple volumetric and qualitative analysis e.g acid-based complex- metric and redox-titrations, simple organic preparation, reaction of functional groups, laboratory safety and techniques in the laboratory.

**MIH 122: Elementary Mathematics 11 (3 Units)**

The course consists of geometric representation of vectors in 1 – 3 dimensions, components direction cosines; Addition of scalar, multiplication of vectors; linear independents; Scalar and vector products of two vectors; differential and integration of vectors.

**PHY 122: General Physics II (3 Units)**

This course covers Electrostatics induction; Coulomb law; Gauss law. Electric field; electrostatic potential, capacitance; dielectric; electric current; circuits; analysis; alternating current; electromagnetic waves; particle duality; the Bohr theory of the hydrogen atom; nuclear properties, radioactive decay; nuclear fission and fusion; elementary particles theory.

**PHY 152: General Practical Physics II**

This laboratory bases course emphasis qualitative measurement. The treatment of measurement and graphical analysis. A variety of experimental techniques will be employed. The experiments include studies of matters; the oscilloscope; mechanical systems; electrical and mechanical resonant system, light; heat; viscosity etc.

**CSC 104: Introduction to Computer Science (2 Units)**

The meaning of computer: origin; classification; analog; digital and hybrid. Types of digital computer: mainframe, computer operations. The generation of computer types; The meaning of programme and a “job”. The two levels of computer soft software: The high level and low level. The computer and the language level, Examples of systems software: interpreters, compilers and

transistors. The functions of application software: Lotus 1-2-3 Dbase 111 plus word star perfect etc. data processing centers, criteria for using computer. Types of computer interfaces: The two main types of line printers. As examples of non-impact printer: the laser printers, computer viruses; causes; detection and preventive measures.

### **GST 112: Logic Philosophy and Human Existence (2Units)**

Etymological and predecessorial conception of philosophy mode and methods, major branches of logic, logic and language, induction and deduction, fallacies, categorical proposition and categorical symbolism. 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 methods of deduction using rules of inference and bi-conditional qualification theory. Types of discourse, nature of 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 newspapers publication.

### **GST 122: Communication in English II (2 Units)**

Logical presentation of papers, phonetics, instruction on lexis, Art of public speaking and oral communication, figures of speech, precis, report writing.

### **PUH 102: Introduction to School Health (2 Units)**

Major elements of school health program are reviewed, including needs assessment, problem diagnosis. The health education component of school curriculum is examined carefully to identify its importance in evolving a healthier school environment. The specific areas to be addressed include: immunization needs of the school child, Problems of growth and feeding, Personal hygiene, modalities for developing working relationship with child and mother in communication techniques and steps in establishing relationship and factors influencing growth and development.

Section B: overview of public health activities in the community (EPI, ORT,) of appropriate audiovisual aids, Immunization, Vaccination and child survival, abetment sanitary-regulation. The students are expected to visit various schools to observe conditions existing and to write and present reports.

## 200 LEVEL COURSES

### **PUH 201: History and Evolution of Public Health (2 Units)**

The course will cover the global review and historical trends in public health. Concepts of health and public health, factors influence changing concept of health organization and functions of international health organization. International health: port health services, Health policy, Philosophy of public health, pioneers in public health and evolution of health education as a discipline. Finally, it will lay more emphasis on the development of public health in Nigeria.

### **PUH 215: Health Care Delivery System and Organization of Health Care (2 Units)**

Concept of health care delivery system, dimension of health and objectives of health care system, (orthodox, traditional and alternative system), levels of primary health care (primary, secondary tertiary.) The characteristics of each level with their functions and the relationship between the levels. Components of PHC; Health Service, determinants of health, Problems of associated with organization PHC in Nigeria. Health insurance, overview of health insurance, types of insurance policy coverage and benefits o the scheme. Agencies that promote health care delivery e.g. WHO, UNICEF, UNESCO, Under 5 clinics, Federal Ministry of Health, state monitoring of health, state hospital management board, pioneers of the health professions

### **PUH 257: Health Sociology/Medical Sociology (2 Units)**

This course reviews the social issues in health with particular reference to the services offered such as welfare services, care of the motherless babies, and rehabilitation of the handicapped, care of the elderly and care of destitute/beggars. The course also focuses on specific problems areas such as natural and man- made emergency situations, disasters and refuge problems. The course provides an opportunity for students to become acquainted with what happens in such situations.

### **PIO 201: General Principles of Physiology (3Units)**

This course provides the students with an introduction and history of physiology, functions of the typical mammalian cells with the initial review of the definition of physiology and a survey of the structural and functional organization of the human body. The course would also focuses on the physiological functions of the cardiovascular system, the digestive system, the endocrine system, the respiratory system and reproductive system.

### **BCH 211: Introductory Biochemistry/Cell Biochemistry**

The course introduces the students of health sciences to survey of the chemical structures and cellular functions of biological molecules that are basic units of life. Emphasis is placed on their historical discovery, cell types/structures, specific metabolic and homeostatic functions to provide basic understanding of how these molecules participate in energy production in the mammalian cell; A review of the biochemical basis of health and disease forms the focus of the course; this approach enables the students to appreciate the relevance of biochemistry in chemical pathology, environmental health and industrial/occupational applications.

### **PCO211: Principles of Pharmacology, Therapeutics & Substance Abuse (2 Units)**

The course is designed to provide the students with an understanding of the source of drugs, classification and composition of drugs, herbal medicines, use and abuse of drugs, use and abuse of alcoholic beverages, action and reaction of drugs and alcoholic beverages (Prophylactic, Therapeutic and Toxicological effects) legal control of drugs and alcoholic beverages, the concept of drugs and alcoholic beverages use and abuse.

### **ANT 201: Anatomy I (3Units)**

This course will cover a survey of the structure of the cell and organization of the human system. The heart and blood vessels (circulatory system), the muscles and skeletal system will be studied in details. The gastrointestinal system will be reviewed. Identifying relevant structures within the system; and emphasis made on embryologic characteristics of the organ system discussed.

### **GST 215: Introduction to Entrepreneurship (2 Units)**

Possible business opportunities in Nigeria; some of the ventures to be focused upon includes the following:

1. Soap/detergents, tooth brushes and tooth paste making
2. Photograph
3. Brick nails, screws making
4. Dyeing/textile blocks paste making
5. Ropes making
6. Plumbing
7. Vulcanizing
8. Brewing
9. Glassware
10. Production
11. Paper production
12. Water treatment/conditioning/packaging
13. Food processing/packaging/preservation
14. Metal work/fabrication-steel aluminum doors and windows
15. Training industry
16. Vegetable oil /salt extractions
17. Fisheries/Aquaculture

18. Refrigeration/air conditioning 19. Plastic making
20. Farming (crop) 21. Domestic electrical wiring 22. Radio/TV repairs
23. Carving 24. Weaving 25. Bricklaying making 26. Bakery 27. Tailoring
28. Iron welding 29. Building drawing 30. Carpentry 31. Leather making training
32. Interior decoration 33. Printing 34. Animal husbandry (poultry, piggery, goat etc.)
35. Medical craft- blacksmiths, tinsmiths 36. Sanitary wares
37. Vehicle maintenance 38. Bookkeeping etc.

### **PUH 202: Introductory Epidemiology I (2 Units)**

Definition of terms and concepts, types of epidemiology, principles of epidemiology, method of collecting epidemiological data, Epidemiological studies and tools, scope of interest in epidemiology, objectives, Epidemiological control of communicable and non-communicable diseases. Concepts of disease causation, measures of disease frequency, level of prevention, types and methods of epidemiological investigations. Students for demonstration and illustration use available medical information and statistics as laboratory materials. The approach is to provide opportunity for students to become acquainted with the basic principles of epidemiology which are important tools in public health.

### **PUH 252: Field Visit &Community Health Care Practice I) (2 Units).**

Students at this level conduct community diagnosis to orientate them towards PHC approach in delivery of health care and to ensure the development in each student a team approach towards the promotion of community health, and for the individual students to develop an inquisitive style of learning. The students are involved in the following process: obtaining a detailed map of the community, taking a close inventory of the Scio-cultural, physical/chemical and biological environments; using a structured – type data collection instrument to identify specific landmarks and the institutions in the community. Students group 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.

### **PUH 212: Principles of Health Education Information Communication (IEC) & Counseling (2 Units)**

This course introduces the students to the principles of health education, communication (IEC) concepts, and examinations the relevance of these concepts to health education processes. It also highlights the principles of counseling on the various issues under consideration. The course will review various communication theories and models of mass communication. Theories of adoption of innovation are also considered. Students critically assess various communication and counseling strategies in planning and evaluating communication aspect of health programme.

### **STA 226: Introductory Biostatistics (2Units)**

This course is designed to introduce the students into the necessary tools and skills for collecting, analyzing, interpreting data quantitatively; the topics will cover; the central role of statistics in health sciences disciplines, data description, elements of probability, descriptions of random variables, applications of the binominal distributions,, estimation and confidence intervals, contingency tables, regression and variance analysis, study design and hypothesis testing, and for practical purposes, the students are provided with specific data to work on and are also required to develop simple questionnaire protocols for analysis.

### **MCB 212: General Microbiology (3Units)**

Basic principles and methods of sterilization; control of microorganisms by physical methods: heat, filtration and radiation; chemical methods: phenolics, alcohols, halogens, heavy metals, quaternary effectiveness, principles and functions of general principles in preparation of culture media; types of culture media; simple media, indicator media, differential media, anaerobic media; pure culture techniques: streak plate, pour plate and spread plate methods, maintenance of pure culture, methods of preservation of various microbes.

Principle of microscope: staining techniques: simple gram capsule, flagella, endospores, nuclear, acid fast. Specimen preparation basic principles for examination of various microbes by light phase contrast, dark field, confocal, fluorescent and electron (transmission and scanning) microscopy; micrometry and microdensitometry, basic principles of colourimetry and spectrophotometry; fluorimetry, flame photometry and atomic absorption spectrophotometry; chromatography (paper, thin layer, column, partition, gel filtration, ion-exchange and affinity chromatography); GLC and HPLC

**PIO 242: General Physiology II (3Units)**

The students at this level should cover the physiological functions of the central nervous system including neurotransmission. Renal, respiratory, and other regulatory system physiology such as control of electrolyte water and buffers will be taught. Membrane physiology, particularly its function as transport system for nutrients and electrolytes including electrophysiology of excitable tissues are studied.

**ANT 208: Anatomy II (3Units)**

This course continues to build on NRSG 112 by briefly reviewing the structure of the kidneys including the microstructures enabling an understanding of the functions of the kidneys to be studied. The structure of the respiratory system and the pelvic organs are discussed. The structure of the brain and its blood supply, spinal cord and the neurons will be studied. The endocrine and other secretory organs including the anatomical structures of special senses such as skin, ear, eye etc, should be taught.

**GST 222: Peace Studies and Conflict Resolutions (2Units)**

Basic studies in peace studies and conflicts resolutions, peace as vehicle of unity and development, conflict issues, types of conflicts, eg. Ethnic/religious/political/economic conflicts and violence in Africa, indigene/settler phenomenon, peace building, management of conflict and security, elements of peace studies and conflicts resolution, developing a culture of peace, peace mediation and peace keeping, alternative dispute resolution (ADR) dialogue/arbitration in conflicts resolution, role of international organization in conflict resolution eg. ECOWAS, Africa Union, United Nations etc.

**PSY 252: Developmental Psychology (2Units)**

The course gives a broad introduction on human growth and development from conception to death. Areas to covered include history and theories of child development, determinants of development, conception and the mechanism of heredity, cognitive, language, and personality development in infancy, early childhood and later childhood; physical and physiological changes at puberty; the meaning of identity in adolescence and adolescent behavior problems. Changes and adjustment demands from the age of maturity till the life cycle ends in death; Theory and research in adult Development: early adulthood; mid-life transition, later adulthood; biological, intellectual and personality aspects of aging, and finally dying and bereavements.



## **300 LEVEL COURSES**

### **PUH 311: Family Life Education (I Unit)**

This course covers the family structure (father, mother, children); types of family; marriage forms and types in the third world countries; family welfare: size and its socio economic consequences, factors influencing the size of the family, family size and quality of life; Background to family life education, history of family life education, Importance of family life education, Roles of parents in family and sexuality education, components of effective family life education programmes, etc.

### **PUH 325: Epidemiology II (2 Units)**

Epidemiological analysis involves a thorough case study based on the various incidence, prevalence and duration of disease observed. It also includes significance of patient care in various aspects of history taking and preliminary examination etc. investigation of epidemics, selected control programmes on communicable disease, surveillance of communicable disease. Routine epidemiological methods in relation to characteristics of the Population, National Health Information Management systems on Disease Notification Surveillance (DNS), health systems research, epidemiological investigations logistics, data collection, recording, analysis and reporting processes. The students are expected to propose an appropriate epidemiological problem, identify a population, choose a method and design for sampling from the population, choose and propose records for ascertainment and classification of diseases and risk factors; outline a plan of action for data collection and presentation.

### **PUH 327: Health Statistics and Demography (2 Units)**

Face of population data, sources of health and vital statistics, measurements of health and disease. Measurement of fertility and mortality rates, Standardization of vital rates, population dynamics, structure and growth, interaction, health and population growth. Emphasis should laid on Nigeria population policies, and special gurneys. Students are to present the descriptive statistics and graphics with report writing and submitted on assigned project. Also, they provides introduction to demograph and emphasis is on the use of the demographic materials and methods for planning, policy analysis and evaluating research public health.

**PUH 339: Environmental Health and Public Health Laws (3 Units)**

The physical environment of man and health, components of environment, sanitation, water supply and wastes disposal, housing and health, food hygiene and vectors control, legislation and environment health. Air pollutant including radioactive substance, ozone layer depletion etc; Spread and control of air borne infection, noise pollution definition and nature of noise; Harmful effect of noise and pollution, water pollution water related diseases. Health laws Formulations and legislation, judiciary, administration agencies, types and sources. Health laws: definition, law of Tort, malpractice and negligence defined, expert testimony/witness, medical records and its content liability and forms, torsions situation, consent, medical and surgical procedures etc.

**PUH 313: Health Anthropology (2 units)**

The course examines the relationships between ill health states and culture. The course also examines customs, and belief in relationships to life styles, social interactions and developmental processes within groups, sub-groups and lineages. The course further provides the student with a better understanding of the dynamics of ill-health states from the cultural perspectives. Lastly, the course reviews and explains relevant and appropriate behavioral models to clarify topical anthropological issues and situations.

**PUH 381: Seminars in Public Health 11 (1 Units)**

Each semester, the students are required to prepare weekly reports of the field activities and periodically present written reports as case- student at seminars under the supervision of the supervising staff.

**PUH 351: Field Visit and Community Health Practicum 11 (2 Units)**

The fieldworks at this level are extension of the (PHSC 232), Community Health Care Practicum 1. 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 group 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 will be guided by an interview schedule requesting information on the health promotion activities of the respective organization such as vision, mission, objectives, programme activities, challenges evaluation procedures etc.

### **MCB 313: Public Health Microbiology and Parastiology (3 Units)**

The course covers the study of the characteristics and identification of microorganisms' particularly different species of bacteria and parasites. Emphasis is placed on the specific microbial and parasitic agents of communicable and parasitic diseases prevalent in the community. Environmental factors favoring their reservoir, spread and communicability as well as salient features for their control will be highlighted. Current issues regarding the control intervention, and prevention strategies of these infections and infestations are discussed. Additional emphasis will be placed on the identification of microbial pollutants and contaminants in food and water source. Laboratory exercises will be made used extensively to identify the organisms and visits will be made to water treatment sites, food storage, food handling/preparation point to identify source of contaminants thereby providing the basis for personal and community health stance.

### **PUH 362: Public Health Nutrition (2 Units)**

This course covers the principles nutrition, nutritional problems needs and resources available , epidemiology and control of nutritional problems in Nigeria. Emphasis is given to planning and administration of programmes and services, evaluation of programme effects and development of skills in the areas of nutrition education and communication and national goals.

### **PUH 314: Community Mental Health (2 Units)**

This course provides the students with the opportunity to acquaint with psychopathological basis of mental disorders. It highlights the objectives of mental health programmes such as promotion of mental health, prevention of mental disorders and provision of mental health care. It also describes the changing concepts of mental health care, traditional system of care for the mentally ill, facilities available for mental health care in Nigeria including the role of Federal, state and local governments in the provision of mental health care facilities. The need for the working knowledge of the elements of programme as well as legal aspects of community mental health will also be stressed.

**PUH 338: Occupational Health and Hygiene (2 Units)**

This course is designed for the undergraduate in public health and others in the health sciences. It covers the meaning and rationale for occupational health, other of the world, occupational hazards and occupational health problems of various industries and occupations and various target organs and systems affected by specific hazards. It also covers specific areas relating to health hazards from new environmental pollutants and the need for early detection of impairments, principles of occupational hygiene and hazards control including legislation concerning safety measures for workers and environments. Students are expected to visit various industrial settings other settings to identify specific problems and document observations and present reports.

**PUH 394: Research Methods and Proposal Writing in Public Health (2 Units)**

This course is designed to introduce undergraduate to the elements of research design and principles including characteristics of research, knowledge and skills in planning and conducting epidemiological and health system research. It also covers issues in health and social science research types research methods including health systems operations research, project formulation and proposal writing, study design, methods of data collection, processing and analysis.

**PUH 358: Public Health Internship (10 Units)**

Students will be posted to recognized health centers, local government health unit etc of their choice during their third year vacation to work and gain experience. A minimum of three months will e presented covering all major duties in form of seminars and continuous assessment of the student's performance throughout the period should be sent directly to the Head of Department Public Health by the Department in-change. Successful students will be issued with a certificate of internship signed by the head of the department were the internship was carried out. Finally, the students will submit their reports to the department upon resumption.

**PUH 385: Health Psychology (An Over View of Psychology and Health) (2units)**

The course focuses on an illness/wellness continuum, illness today and in the past (view points from history: physiological, disease processes, and the mind. Psychology's Role in health, current perspectives on health and illness, relating health psychology to other science fields and research methods. Stress, illness, and coping, lifestyles to enhance health and prevent illness, substance use and abuse, nutrition, weight control and diet, exercise and safety, becoming ill and getting medical

treatment, in the hospital: the setting procedures, and effect on patient, physical symptoms: pain and discomfort, managing and controlling clinical pain, chronic and life-threatening health problems, heart disease, stroke, cancer, and AIDS: causes, management, and coping and looking to the future (goals for health psychology, careers and training in health psychology).

#### **400 LEVEL COURSES**

##### **PUH 413: Dental Health (1 Unit)**

Essentials of dental and preventive dentistry, causes of disorder, diet. Indices of dental health and hygiene practice of preventive/public health dentistry.

##### **PUH 411: Communication for Health & Technology (2 Units)**

The course covers the principles, concepts, and the relevance of these concepts of health education process. It will also cover the various aspects of communication, theories and models of communication. Theories of adoption of innovation will also be considered. Students would critically assess various communication strategies in planning and evaluating communication aspects of public health programmes. This will include a variety of simple audio visual methods of communication, discussing their relevance and appropriateness in health information dissemination featured.

##### **PUH 455: Family Health and Human Reproductive Health (2Units)**

The course should cover family structures and functions; biological, psychological aspects of human sexuality or genital and non-genital sexuality of human reproductive systems and functions , puberty and biology of sex and reproduction, family planning and other family health services. Also the course covers contemporary health issues including: gender issues; such as genital mutilation, abortion, etc. reproduction dynamics

##### **PUH 415: Health Problems of Adolescents, Adult and the Handicapped**

This course takes a critical look at problems relating to special groups in terms of social, material, health needs as well as protection and also the traditional values of family responsibilities to the aged, the of the individual, family, local government, state government and the NGOs in the circumstances. The course will expose the students to the different type of handicaps and to the methods used in rehabilitating the handicapped and of caring for the aged and assisting the adolescents to cope with life in modern times. Students will visit the homes, the community and the special institution to familiarize themselves with real-life situations.

**PUH 449: International Health (2 Units)**

Origin and development in International Health WHO; UNICEF UNDP UNFPA, ODA, USAID, and World Bank amongst others; International health regulation; Globalization and health, mechanism of International Health Co-operation, private foundations and public-private partnership in International Health and other national organizations; private functions; Other governmental and non-governmental organizations involved with International Health.

**PUH 451: Field visit and Community Health Practicum III (3 Units)**

This consists of lectures and guided visit to various public health programme including the following: Environments health services including visits to water treatment (water boards) waste sewage treatment plant, markets, and other food processing factories and abattoirs, refuse disposal system etc; Community welfare services, lecture and visits to remand homes, homes for motherless and handicapped children, prisons, schools for the deaf etc; Public health departments: lectures and visit to familiarize the students with the actives of the department; Maternal and child health services, cultures and visits; Public health laboratories: lectures and demonstration of their activities including testing of water etc. Control of communicable diseases, lectures and visits to the tuberculosis clinic and other infectious diseases clinics. Occupational health services: lectures and visits to selected industries.

**PUH 461: Special Diets and Nutritional Problems (1Unit)**

The covers the following aspects of nutrition: maternal nutrition during pre and postnatal periods. The adolescent nutrition; nutrition for the elderly; nutrition for the sick/ill; nutrition for the athletes; nutritional problems such as marasmus, kwashiorkor, scurvy, obesity, etc.

**PUH 441: Public Health Administration and Health Management (2 Units)**

History of health services administration, concept, principle and function of management comparative analysis of health care system in different countries, organization and management of health services in Nigeria. The health term, management of human, material and financial resources, the economics of health care, the health planning process, Evaluation of health services. The three levels of health care systems (primary health care, the secondary health care and tertiary health care systems). The roles of the Government at each levels and the NGDA are highlighted. Modern concept and elements of management by objectives, are reviewed in the context of Health planning,

Implantation and Health program, Monitoring and Evaluation, Modalities for leaving health team and organization of health care activities are as well highlighted, Methods and means of managing human and material resources are also covered. The course also covers various aspects of selected international health care systems.

**PUH 481: Public Health Seminar II (1Unit)**

The lecturer will give an overview of the public health seminar. Assigning seminar topics to the students. Emphasis shall be laid on the recent of information and critical review of relevant literature under the supervision of an academic staff. Students will present and defend the assigned topic in the panel of academic staff.

**PUH 443: Training Methods in Public Health (2Units)**

This course is designed to focus attention on the modalities used in training scholars using training approaches of the instructional design methodology. Here the students are exposed to different areas of educational methods including approaches to curriculum planning and designing. The emphasis should be on the health workers in terms of assessments of training needs, training logistics, and instructional material designed, the course highlights the different components of training, identification of the operational processes involved in training of the different cadres of health workers, formulation of instructional objectives, identification of equipment used for teaching and demonstration, presentation, methods of teaching assessments and evaluation and developing plans for different tasks and activities. This course will stress the need for adequate training of the professionals and their uses. It also stressed the need to train and equip health workers well for the challenges ahead in the health care system. The students would have an opportunity to organize actual training programme and conduct evaluation of different processes involved in training different cadre of health workers.

**PUH 412: First Aid Emergency Care, (1 Unit)**

Introduction, concepts, scope of first aid and emergency care, Rules guiding first aid treatment; characteristics of first aider, why first aid treatment; cause of accidents, handling emergencies, treatment of common emergencies, accident, hazard and prevention, safety rules, disasters, self diagnosis medication and revision.

**PUH 454: Gender Issues and Safe Motherhood (1 Unit)**

Concepts and scope of gender status and biological roles/sex roles and gender, hereditary factor, social factor and socialization, girl child marriages, teenage pregnancy, premarital sex, hygiene/good grooming, female, circumcision, women trafficking, family planning/falsity regulations, widow hood practices, women in health profession, prostitution and health.

**PUH452: Field Visit and Community Health Practicum IV (3Units)**

The third field work is an extension of the community health practicum. It gives the students the opportunity to participate in the on-going intervention programmes and activities at local government, the community and health facilities levels. The students are to produce reports on health systems research based on their experiences at different levels of activities more communities development involving students in specialized areas of community needs.

**PUH 448: Health Planning & Evaluation (2 Units)**

Basic concepts in health planning and evaluation programmed planning, principles of general health plan. PHC programmed formulation and interrelation assessment of health situation, prioritization of problems interventions, selection of strategies, objective. And decision making practical; session which involves the technical writing of programmed, presentation implementation and evaluation of programme.

**PUH 482: Seminars in Public Health III (3 Units)**

In this course of study, the lecturer will give an overview of the public health seminar and after which he/she assigned seminar topics to the students to carryout library research and report their findings. Emphasis shall be laid on the recent information and critical review of relevant literature under the supervision of an academic staff. The students will present and defend assigned topic in the panel of academic staff.

**PUH 428: Epidemiology of Communicable and Non-Communicable Diseases (2 Units)**

The course gives the students an over view of Epidemiology, disease control surveillance. Specific areas of focus includes; review of uses of epidemiology; epidemiology protocols and survey methods; epidemiology of communicable disease, viral bacterial, parasitic disease, STI, HIV, AIDS etc. Communicable diseases with treatment and control, chronic diseases, mental health related disease,



occupational health and disease, genetic and health disorder etc. Vital statistical and national health information system; 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 Nation, state and local government operational level.

**PUH 496: Public Health Research Project (6 Units)**

This course will emphasize an overview of project writing/report. The students will undertake comprehensive and sustainable project research in area of public health under the supervision of an academic staff, in partial fulfillment of requirements of the award of B.Sc degree in public health. The area will include: epidemiology, health education, nutrition etc.

**PUH 416: Public Health Information, Education and Communication (I Unit).**

This course gives the students an overview the salient areas of health information, education and communication. The specific areas includes; (a). Advance principles of health information, education and communication; (b). Behavioural Sciences Foundation in ICE; (c). Advance group dynamics and change processes; (d). Advance media strategies, (e). ICE programme planning and evaluation strategies, and school health services, finally, the students are expected to conduct literature review of a particular topic and present at seminar organized for the course.

**PUH 426: Epidemiology, Disease Control and Surveillance (I Unit)**

This course would cover an overview of epidemiology, disease control and surveillance. The emphasis should be on the uses of epidemiology; Epidemiology protocols and survey methods; Epidemiology of communicable and non-communicable disease; 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. Note: The 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 level.

**PUH 436: Environmental Health/Occupational Health (I Unit)**

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 areas to be covered includes; Urban and Rural environments with particular emphasis on the housing problems; water and sanitation; wastes disposal and management; occupational health hazards; air and water pollutions, with a particular references to riverine areas; 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.

**PUH 446: Health System, Planning Management and Administration (I Unit)**

The reviews the overall health care systems in terms of planning, management and administration; it takes the critical review of the national policy on health and strategies underscoring its formulation. Health programme 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 resources 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 presentation at class seminar.

**PUH 456: Community/Family and Reproductive Health (I Unit)**

The course should begin with a general review of reproductive anatomy, physiology, contraception and contraceptive methods, point of emphasis should be on the organization and delivery of family health/planning programmes and services, national population policies; International agencies policies and programmes; Health and psycho-social/anthropological problems of the adolescents; community mental health policies, programmes and strategies; Also, the course covers contemporary health issues including gender issues; such as genital mutilations abortion, body grooming, early marriage, sex roles, femininity and menopause, safe motherhood initiatives; the students would have the opportunity of visiting family health/planning units or clinics where contraception devices are offered to the clients. The clients will also have the opportunity of expressing their views and experiences gained from different devices in use. These students will also have opportunity to health educate the clients on the need to use these commodities as advised.

**PUH 466: Human Nutrition (I Unit)**

This course covers the associated nutritional health problems; particularly those affecting the most vulnerable groups as the under-fives, (infants), the nursing mothers and the aged. This would include: classification of food, food security and safety, cultural and environmental factors in food and nutrition, nutrition and infection, malnutrition and under-nutrition, socio-economic aspects of food, problems of over-nutrition and disease of the affluence, Adventist health policies/principles on food choices, diet in health and disease, International/National food and nutrition policies and programmes, public health nutrition education plans and strategies. The students have the opportunity of conducting field nutrition survey.

## ADDITIONAL INFORMATION

### Grading System:

A student's work in the university is presently graded in the following letters and each of the letters carries an equivalent number of grade points thus:

S/N	% Score	Letter	Points	Rating Grade
1.	0% and above	A	5.00	Excellent
2.	60-69	B	4.00	Good
3.	50-59	C	3.00	Average
4.	45-49	D	2.00	Satisfactory
5.	40-45	E	1.00	Pass
6.	0-39	F	0.00	Fail

To determine the final grade a student receives in a course at the end of a semester, 30% weight is given to the continuous assessment and 70% to the semester examination

### Grade Point Average

At the end of each semester a student's grade point average is worked out. Supposing he or she offers the following courses:

Department	Course No	Course Title	Credit Unit
GES	111	Use of English	2
BIO	111	General Biology 1	2
CHM	111	General Chemistry 1	2
MTH	111	Elementary Maths1	3
PHY	111	General Physics1	3
GES	119	Social and Cultural Anthropology	2
CHM	112	Physical Chemistry	2
CHM	113	Basic Practical Chemistry	1
GES	117	French / German	1
PHY	113	Basic Practical Physics	1
BIO	113	Genetics	3
		<b>Total credit unit</b>	<b>23</b>

And assuming that he or she obtains A, B, D, A, C, E, F, A, B, D, and C. respectively according to the grading system the total point of each course will be worked out as follows:

GES	111	2(UNITS)	x	5 (A)	=	10 (points)
BIO	111	2 ditto	x	4 (B)	=	8 (points)
CHM	111	2 ditto	x	2 (D)	=	4 (points)
MTH	111	3 ditto	x	5 (A)	=	15 (points)
PHY	111	3ditto	x	3 (C)	=	9 (points)
GES	119	2 ditto	x	1 (E)	=	2 (points)
CHM	112	2 ditto	x	0 (F)	=	0 (point)
CHM	113	1 ditto	x	5 (A)	=	10 (points)
GSE	117	1ditto	x	4 (B)	=	4 (points)
PHY	113	1ditto	x	2 (D)	=	2 (points)
BIO	113	3 ditto	x	3 (C)	=	9 (points)

**Total Points= 73**

The total credit unit is 23 while the total point is 73. In order to find the grade point average, the total number of points 73 is divided by the total number of credit unit 23 to give a grade point average of **3.17**

Another important fact that must be stressed is that from the time a student is first registered for the degree programme what ever grade he or she obtains will count at the end of his or her studies. It is therefore\ore very important that students attend classes regularly and do their class assignment with all seriousness.

### **TEACHING METHODS**

Lectures are combined with suitable techniques and skills that involve formal and informal co-operative learning in which students play major roles. Emphasis are made on the concept and reasoning. Questions and discussions are stressed during the lecture time.

### **Role of Instructors**

He is responsible for all materials in the lecture room and he is committed to providing students with excellent and challenging courses Students who have problem in understanding the lectures or getting difficulties in preparing for exams/test should contact the lecturers right away and not at the end of semester. Encouragement should be given to the students no matter the situation. Pedagogic approached should be used by lecturers in delivering their lectures. No lecturer will give make up test for students without justifiable reasons for not being in class during the time for test.

### **Class Attendance**

Attendance to lectures is mandatory to all students, for anybody below 75% in attendance will not be allowed to write the exam. As usual, disruptive students will be asked to leave the class. Regular attendance to the lectures, while those who don't attend lectures should not go to anybody and complain for low scores or beg for marks for such would not be granted.

### **Role of the Students**

The Faculty of health sciences lecture timetable provides time and venue for different lectures in the various departments. A class always starts and finishes on time. Students are advised to make every effort to enter the class before the lecturer in order not to distract other students' attention. Students should not leave the lecture hall without the consent of the lecturer. Permission should only be granted to those who fall sick or have other cogent reasons to leave the hall. While leaving the class such students should minimize distracting others. The students should also avoid noise making in the class. Students are allowed to participate fully in the two ways lecture/discussion methods. All cellular phones and beepers should be switched off during classes. Social conversations are not allowed in class.

### **Guide for Effective Note Taking**

For efficient note taking, the student should come to the lecture hall before the lecturer, seated quietly, and remove from his mind and side every objects of distractions, listen and pays attention to the lecturer as he/she lectures. Then jot down important/salient points in his own language. Ask and answer questions as the case may be. Keep his note safe, revise it when he get to the hostel and make further reading with his text book.

### **Study Skill**

Unlike scanning, it is better to study at some specific places. This is not a hard and fast rule, just a good proposition. So, studying needs preparation. The mind must be in good form hence things like sleep should be taken care of. Study is best after sleep. That is why I recommend evenings (after siesta) for study too. Objects of distraction must be removed. `It is difficult to read and comprehend while watching the television. This is because attention is divided, and proper attention is not given to what one is studying. Uppermost in the mind of the student should be the purpose of the reading of any book. The relevance of the knowledge about to be acquired to his future well-being motivates him

to give better attention to his studies. He should settle down determined to conquer the book, and this demands that he underlines important statements. When need be make some remarks by the sides of key chapters. As a skillful butcher skins and cuts his game, the student dissects the book, to find out “head” of the book; that is the key idea the Author wants to convey. He should find out the “body” of the book. This is the main message about the key idea. Find out the “appendages”, these could be concentrate and thus produce a concise note to keep safe. At revision periods this is mostly what to read, because going back to the bulky textbook could be cumbersome and time wasting. For this purpose, take good care to make your notes comprehensive.

### **Test Yourself**

Now, you have read, studied and made notes. You have also memorized the salient points but you have not taken the examination. It would be beneficial for you test yourself. By this, means you set likely examination questions and answer them. These tests must be taken under strict examinations conditions. For you to confine yourself to these conditions demand grit and determination on your part. By this you are positively preparing for the day of reckoning.

You collect past examination papers and answer them. If you are sitting for an internal examination, you let your co-student set some questions for you while you set for him. Most of the textbooks contain enough questions to keep you busy.

Some amiable lecturers would be willing to mark the papers for you. A poor performance indicates that you have not comprehended enough facts. An excellent performance indicates that you have mastered the facts. The problem now is to avoid pride your notes and times the main textbook.

### **Test Skills**

1. Predict test questions while studying and be certain you can answer them to ensure you know the subject.
2. Read the instructions and the questions very carefully to identify key terms.
3. Attempt to define key terms in a question before working through the questions.
4. Determine the intent of the test questions without over-interpretation.
5. Use a problem solving strategy rather than guessing when uncertain of an answer.
6. Apply consistent logic to answer choice within a test question.

## **Laboratory Preparations**

For best performance of laboratory exercise and best understanding of the materials, students should approach the exercise in an organized fashion. This includes reading each exercise and writing laboratory preparation; report on what they are going to do during class before the actual exercise. Such reports should include background materials as well as a statement of the objective or purpose of the exercise.

## **Laboratory Reports**

Students should be required to generate five formal laboratory reports during the semesters. Exercise (to be based on) shall be listed in each laboratory outline. Each report should have a title, be well integrated and follow the format specified by the subject master.

Generally laboratory reports in public health are organized as follows:

1. Introduction/procedure
  - a. Background: What is the scientific bases of the approach or techniques used and how does it work
  - b. Purpose: What will the experiment accomplished
2. Material and methods
  - a. Material supplied/used
  - b. Materials step wise explanations of how the experiment was performed.
3. Results
  - b. Table of graphs that presents the data in the appropriate format for later interpretation
  - c. Text that explains the trends of the results contained in the table

### **4. Discussion**

It involves stating inferences from the practical work. Students are expected to state clearly how their findings relate to current trends in scientific discoveries. Where possible some citations may be made to support or disproof of findings seen as the things which add life to the key ideas. You find out the dressing which “cloth” the key idea, the body and the appendages. All these are in word forms and need utmost care to find out which is which. You ask yourself questions and try to find out the answers. Questions such as “What is the writer talking about?” “How is the writer talking about?” “Why is the write talking about it?” the question aims at the subject matter of the book.



The second at the communication style of the writer. The third at the reason questions, you must continue studying until you understand.

There is also the need to make notes. These notes are the extracted answers to the questions you have asked. Your note is a kind of packaging back what you have dissected. Note-taking deepens on your ability to comprehend and also strengthens your ability to remember the writer's ideas.

Note-taking is best done in this form.

It should be write in your own words except for sentences which are so vital that they must be copied verbatim. They are the kind of sentences which you underline because of their great importance. Your notes are your personal property. You are not trying to impress anybody, so you have to put down the facts you collect in the simplest form you know. Your note is a summary of thee salient points from the book you have read. You make them as you study. This helps you.

**Madonna University Elele Campus**

**Department Of Public Health**

**Seminar In Public Health Score Sheet**

**(Sample)**

Name	Reg. No	Comprehensive Review of Literature (20)	Orderly Presentation of Facts (20)	Use of table & Figures (20)	Presentation & Currency of Cited Works (20)	Responses to Questions (20)



