



**UNIVERSITY OF PORT HARCOURT, PORT
HARCOURT, NIGERIA**



**AFRICA CENTRE OF EXCELLENCE
FOR PUBLIC HEALTH AND
TOXICOLOGICAL RESEARCH (PUTOR)**



CENTRE'S ACADEMIC HANDBOOK

JANUARY 2022

Preface

The purpose of this handbook is to provide general information for the guidance of PhD students who may wish to undertake training and research at the World Bank African Centre of Excellence for Public health and Toxicological Research (ACE-PUTOR), University of Port Harcourt. The Handbook and the contents are subject to change from time to time.

The Centre's Academic Board reserves the right to modify or cancel any statement in the brochure and accepts no responsibility for any consequence(s) arising from this

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UniPort's Anthem



THE UNIVERSITY ANTHEM

On the green lowlands and swampy planes
Of the new Calabar Rivers stand
The University of Port Harcourt
A citadel of learning and excellent education
A home of academic enthusiasts,
Searching, searching for knowledge and wisdom.

Enlightenment and self-reliance, our mission,
Our hope in the future is rooted in God alone;
The vision of our father shining in the stars,
Opportunities, unlimited and equal,
Our progenies citizens of the universe
From far and near, the pride of Uniport echoes.

Refrain:

Unique, Unique, Unique Uniport
Unique, Unique, Unique Uniport

Welcome from the Centre Leader

Dear Student

Welcome to the Africa Centre of Excellence for Public Health and Toxicological Research in the University of Port Harcourt. This document contains important information about the University of Port Harcourt, PUTOR, students' training and other useful information that would help you. Please read through carefully and keep for future reference. If you have any problem, please contact the appropriate member of staff, or any of the coordinators or your adviser.

We will see quite a lot of each other in the forthcoming years as I look forward to working with you, and to several enjoyable social occasions. The staff at the Centre hope you will have a successful and pleasant period during your engagement with the Centre and we welcome this opportunity to contribute to your career development.

Please note that this document would be used in conjunction with other policies and guidelines of the University of Port Harcourt. This Manual is without prejudice to the existing relevant rules, regulations and conducts at the level of the University of Port Harcourt. Where there are conflicts, the position of the University of Port Harcourt will most likely supersede that of the Centre of Excellence.



Prof. Daprim S. Ogaji
MBBS (UPH), MQI (Helsinki), PhD (Manchester), MNIM, FMCPH, FISQua
Centre Leader

Introduction

The UNIVERSITY OF PORT HARCOURT was established in 1975 as a College of the University of Lagos. The University of Port Harcourt is one of the avant-garde (new, experimental and innovative) tertiary institutions with a mandate to empower the Niger Delta region and the country academically. The University gained full autonomous status in 1977 on the premises of an emergent Trade School outside Choba Community, its temporary site, close to its new permanent site known as the University Park.

“Unique UniPort,” as the institution is popularly known by its many graduates and stakeholders is recognised by the National Universities Commission (NUC) as a campus status with growing academic, residential, social and cultural facilities to support a growing community of Scholars and administrators.

A five-star teaching hospital, which serves as a



“laboratory” for the University's top-rated College of Health Sciences, caters to the health needs of a large populace drawn from the South-South and South-East regions of the country.

The university which offers the best in conventional liberal, equal-opportunity education in the arts, engineering, social sciences and science, is located about 18 kilometres, Northwest of the central business district of the bustling Garden City of Port Harcourt, home to

Nigeria's second largest seaport and the hub of the lucrative petroleum and gas industry.

The University is uniquely located in-between the southern-most part of the West African tropical rain forest, and the northern fringes of wetlands, swamps, rivers and mangrove forests



that make the Niger Delta a special tourist attraction. The university is surrounded by rural agrarian and artisanal communities that have been positively impacted by its presence in the area. UNIPORT also runs effective extension services through its specialised research institutes and centres that have encouraged economic growth and social life in its catchment areas and beyond.

The University has been lucky to have very visionary and dynamic Vice Chancellors since its inception, each of whom took the institution to a higher level of infrastructural and academic development.

Unique UniPort welcomes students and visitors to the bustling city of Port Harcourt, the capital of Nigeria's hydrocarbon industry and, indeed, the Niger Delta region.

- The official currency in Nigeria is the Naira. Conversion into other world's currency can be obtained on <https://www.oanda.com/currency/conv/enter/>
- There are numerous ATM machines available throughout the city and within the University
- The electrical voltage in the Nigeria is 220v with a three square -prong socket
- Nigeria is on Greenwich Mean Time (GMT + 1)
- The Port Harcourt average annual temperature is **26.4 °C** in Port Harcourt while precipitation averages 2708 mm weather is often warm.

Corporate profile of the University of Port Harcourt

VISION

The University of Port Harcourt envisions to be among the best entrepreneurial Universities in the world renowned for its teaching, research, innovation, creativity, productivity, scholarship and entrepreneurship.

PHILOSOPHY

The University of Port Harcourt is committed to academic freedom, ethics and integrity, tolerance, probity, equal opportunity, producing competent graduates and respect for cultural diversity.

MISSION STATEMENT

The Mission of the University of Port Harcourt is the pursuit of academic excellence, the advancement of knowledge and services through quality teaching, lifelong learning, social inclusion, strengthening of civil society and policy relevant research that address the challenges of contemporary society.

GOALS AND OBJECTIVES

GOAL 1: UNIVERSITY GOVERNANCE/FINANCIAL MANAGEMENT

- Objective 1: Every unit of the University should be structured to be cost effective and efficient, and generate revenue e.g. 10% annual improvement
- Objective 2: Broaden the funding sources for the University
- Objective 3: Computerization of the accounting system of the University
- Objective 4: The skill set of people in the University leadership should meet global best practice
- Objective 5: Adherence to procurement guidelines

GOAL 2: EXCELLENCE IN TEACHING, TRAINING AND RESEARCH

- Objective 1: Improvement in the quality of teaching, research and Learning
- Objective 2: Improvement in the international outlook of the University
- Objective 3: Upgrade of existing library and information technology services in the University
- Objective 4: Making the University a centre of excellence for Niger Delta Studies, Sports, Arts, Petroleum Engineering and Geosciences
- Objective 5: Engage in internationally recognized and locally relevancy research, perfect creativity, innovation, patent, publish and develop products for commercialization and entrepreneurship.

GOAL 3: UPGRADING OF INFRASTRUCTURE AND UTILITY SERVICES

- Objective 1: Improvement of the road network and access to all units.
- Objective 2: Water supply for a projected population of 100,000 by 2025
- Objective 3: Provision of uninterrupted power supply using a multi-prong approach including gas, biomass, solar.
- Objective 4: Strengthening and upgrade of safety, waste management and general environmental beautification (including aesthetics, painting/building designs)
- Objective 5: Provision of suitable buildings to accommodate all academic Units
- Objective 6: Improvement of health care and recreational facilities.
- Objective 7: Expansion of student and staff accommodation using various partnership options

- Objective 8: Provision of modern ICT infrastructure
- Objective 9: Provision of adequate resources and logistics to enable units of the university to fulfill their roles

GOAL 4: STRENGTHENING THE ENGAGEMENT OF THE UNIVERSITY WITH STAKEHOLDERS

- Objective 1: Building enabling environment and encourage partnership with stakeholders
- Objective 2: Increasing participation of stakeholders in decision making
- Objective 3: Marketing our services and solicit the services of stakeholders and partners through the Technology Park, Art Village, Green Park.
- Objective 4: Engaging national and international standards organizations for ISO Certification of the University of Port Harcourt
- Objective 5: Encouraging the Alumni Association by developing programmes that promote effective networking amongst its members in Nigeria and Diaspora

WELCOME TO PORT HARCOURT (THE GARDEN CITY OF NIGERIA)

The University is located about 15 Kilometres northwest of Port Harcourt. Port Harcourt was



founded by the British Colonial Government in 1913, following the discovery of coal near Enugu, the defunct regional capital of Eastern Nigeria. There was a felt need for a seaport and railway terminus to evacuate coal and engage in land trade that was growing on the Eastern hinterland. Port Harcourt has since attracted a cosmopolitan population made up of many nationalities that relish its cultural diversity and bustling

night life.

The discovery of oil at Oloibiri in 1956 in present-day Bayelsa State in the Niger Delta heartland brought accelerated development to the city of Port Harcourt and its environs, making it one of the largest cities in West Africa (Gulf of Guinea).

The city is also famous for glass, tyre, brewing, petro-chemicals and liquefied natural gas. Most of the multi-national oil drilling and servicing companies have their offices in Port Harcourt.

The city is a gateway to the riverine areas of the Niger Delta, and provides ample opportunities for studies in marine biology, eco-tourism and the life sciences. Port Harcourt can be reached by road and sea from all parts of Nigeria; with daily flights to and from major cities of Nigeria and the world.

About PUTOR

PUTOR is a World Bank funded African Centre



of Excellence for Public Health and Toxicological Research. It is a platform for providing interdisciplinary academic streams of postgraduate programmes, in order to rapidly bridge the gap arising from current paucity of adequately trained

personnel with terminal degrees in public health, toxicology, nutrition and midwifery/child health nursing in sub-Saharan Africa.

Health systems played a key role in the dramatic rise in global life expectancy during the 20th century, and still contribute enormously to the improvement in population health. A multi-disciplinary health workforce is the backbone of each health system that facilitates the smooth implementation of health actions for sustainable socio-economic development. Furthermore, the direct effect of on-going oil and gas activities has left deleterious consequences on the ecosystem and public health in all the countries in this region. The ways of life of the people, whose livelihood are dependent on the surrounding ecosystem have adversely affected. More recently, there has been a 'double air pollution burden' in the city of Port Harcourt. The persistence of black soot over the city is partly the result of oil exploration, meteorological changes, and criminal activities of artisanal crude oil refiners, poor environmental regulatory activities and the dearth of strategic knowledge resource to combat these preventable catastrophes.

Adequately trained and highly skilled health workforce would play a major role in tackling the public health and environmental issues arising from oil exploration and exploitation in the Niger Delta region of Nigeria as well as contiguous areas in the Gulf of Guinea. Environmental degradation, especially the swamps, rivers and creeks from oil spills, pipeline vandalizing and illegal refining activities are the major fallouts of the oil and gas industry in the Niger Delta region. This affects the health and livelihood of the people who depend on the ecosystem services for survival, leading to increased poverty and hunger. The problem is compounded by the paucity of highly skilled and motivated health professionals who are equipped with current knowledge, skills and competencies required for conducting cutting-edge research in public health, toxicology, nutrition and nursing that would help mitigate the public health issues arising from oil and gas exploration in the region.

Vision

Our vision is to become a centre of excellence in providing highly sought-after, world-class academic and professional programmes which are recognised for local relevance, international excellence and global impact in the field of public health, toxicology, nutrition and nursing.

Mission

Our mission is to provide a platform to congregate highly skilled human resource, both within and outside the University of Port Harcourt; build a robust resource of highly skilled and motivated public health professionals who are equipped with current knowledge, skills and competencies required to improve the practice of public health, nutrition, toxicology and nursing; produce cutting-edge research projects to solve public health issues arising from oil and gas sectors ; and undertake consultancy and community services.

Rationale

The need for scholars with research and problem-solving skills who have strong interest in collaborative and interdisciplinary research is increasingly becoming glaring with the advent of multifaceted and complex health challenges. The training programmes by the African Centre

of Excellence provides scholars with the required knowledge and skills in research to approach and fix these challenges.

Specific objectives

Specific Objectives of the Centre include:

1. Training of students, technical experts, and policymakers through short courses on relevant public health and toxicological issues in the region.
2. Training of national and regional Masters' students in the focused areas
3. Training of national and regional students to obtain MSc and PhDs in the focused areas.
4. Development of regional research capacity to support focused interventions on developmental challenges

PUTOR advantage

PUTOR's advantages can be appreciated from its recognition of:

Value: All trainings and programmes in PUTOR have strong value propositions designed to develop high-flying health professionals that are equipped to solve local problems.

Partnership: Besides the strong inter-disciplinary research teams that would generate ground-breaking research in health, PUTOR has broad-based partnership with other players in the health and environmental sectors. Our partners include local and international academic institution and industries who contribute to the curriculum development and training programmes under the Centre.

Social: Appreciated from two major perspectives:

- The positive impact of the alumni from PUTOR collaborating departments.
- The/accountable and transparent academic governance developed for the Centre.

Business: This is premised on the sustainability plans beyond the grants from the World Bank.

Other: include the: strong emphasis on collaboration and interdisciplinary research; strong reputation for excellence; availability of a language laboratory for training non-English students; e-library facility; access to electronic learning resources; unparalleled support for teaching & learning; comfortable learning environment; students support; and the uninterrupted learning calendar.

Methodology

Philosophically, all programmes in PUTOR were designed with the need to promote equity, excellence and integrity. These are premised on developing the knowledge, skills and competences of students from diverse academic backgrounds to becoming industry-ready professionals. A period of internship in the relevant industry/sector is mandatory and newer pedagogical techniques built around blended learning, competency-based learning and self-directed learning. The development of all programmes in the Centre involved broad stakeholders and partners.

Each curriculum was developed by subject experts based on the need. After approval by the Centre Academic Board, it is then forwarded to the Dean of the School of Graduate Studies who refers all new curricula to the New Programmes Committee headed by the Associate Dean of the School of Graduate Studies. Reviews were made with the Centre's Director in attendance. If satisfactory, recommendation is made to the Board of the School of Graduate Studies. If this Board passes the new curriculum, the Dean of the School of Graduate Studies

will forward same to the Vice Chancellor who then sends it to the Senate Committee on Academic Programme (SCAPP Committee) headed by the Deputy Vice Chancellor (Academic). Where this committee are satisfied, the new curricula are referred to the Senate for Approval

The Centre and the collaborating units in the university take full responsibilities for programme coordination. We aim to have both local and international accreditations for these programmes and as such, they are tailored to meet specific regional development needs and bear global relevance. All activities of the Centre have strong value propositions that will eventually translate into developing high-flying public health professionals that are equipped to solve local problems. All staff are trained on the newer pedagogical and applied research methodologies that will be deployed. Faculty members and students will be recruited from the West African region to build regional capacity and enhance collaboration. The key international partners (see appendix) will work with PUTOR and collaborating school/centre/departments to review and develop new curricula, conduct trainings and short courses, support the supervision and mentorship of PhD students, and participate in students/faculty exchange and visits.

Education, teaching and learning

PUTOR programmes provide the students with the latest knowledge to research on various causes of diseases, and the skills for their assessment and abatement. The specific objectives of the programme include:

- To provide training in toxicology and environmental health that would enable the postgraduates identify the risks to health in the environment and abate the identified health hazards in the environment;
- To provide opportunities for advanced study and innovations in basic and applied human nutrition including better understanding of socio-cultural effects on diet, the impact that living in "food deserts" could have on good health, and to educate the women on how to make good food choices from the food items available in the community to ensure adequate nutrition and optimal health for women and children;
- To adapt this training in public health, toxicology, nutritional biochemistry and nursing to the needs of the industry, the diverse backgrounds and anticipated future careers of the students.

Description of graduate training programmes in Nursing Sciences

The Centre had initiated multiple streams of MSc/PhD in core areas within the focus of the Centre, some of which are described below.

PhD

- Midwifery
- Child Health Nursing

MSC

- Midwifery/Child Health Nursing
- Public Health Nursing
- Fertility Nursing

PGD

- Nursing

Rationale for the Graduate Programmes in Nursing Sciences

The rationale for establishing the master's programme in midwifery child health and public health nursing is to rapidly bridge the current and obvious paucity of adequately trained experts in the field of midwifery and child health nursing in public and private health/academic institutions in Rivers State, the Niger Delta region and the country in general. This proposed programme of study is intended to address this gap by training individuals who want to develop their expertise in various subspecialty of midwifery and child health nursing.

Objectives of the Postgraduate Programmes in Nursing Sciences

The aim of the postgraduate training programme in nursing sciences is to produce the highest quality midwifery child health and public health nursing specialists and academicians who can implement and sustain quality nursing interventions and programmes in all tiers of health care, within local environments and anywhere in the world.

The objectives are:

- To provide training in midwifery child health and public health nursing to qualified health professionals and to other individuals whose prior training and experience prepares them to play a leadership role in the health sector;
- To adapt midwifery child health and public health nursing training to the diverse backgrounds and anticipated future careers of the students;
- To award the degrees to individuals who have acquired a particular depth of knowledge in midwifery child health and public health nursing practice.

The philosophy of the programme is to promote equity, excellence and integrity. This is premised on developing the knowledge, skills and competences of students from diverse academic backgrounds but with creative minds who are desirous to acquire more skills and experiences that would prepare them for leadership roles in midwifery child health and public health nursing.

Rationale for the Graduate Programme in Nursing Sciences

The rationale for establishing the MSc/PhD programme in midwifery child health and public health nursing is to rapidly bridge the current and obvious paucity of adequately trained nursing personnel in public and private health institutions in Rivers State, the Niger Delta region and the country in general. This proposed programme of study is intended to address this gap by training individuals who want to develop their expertise in midwifery child health and public health nursing up to the PhD level.

Intended Learning Outcomes

The intended learning outcomes on successful completion of the various trainings in midwifery child health and public health nursing are:

- a) Know the concept of midwifery child health and public health nursing and its relevance in Nigeria health care system;
- b) Describe the health hazards in the environment, and the possible diseases they are likely to cause
- c) Carry out studies to identify prevalent health problems in the community and determine the effective means of solving them through the nursing profession;
- d) Know how to plan, organize and evaluate appropriate health programmes;
- e) Seek and mobilize resources for health care and programmes;
- f) Exhibit the highest principle of midwifery child health and public health nursing ethics in the development of abatement programmes for identified health hazards
- g) Be acquainted with the relevant midwifery child health and public health nursing policies and laws
- h) Carry out a research project in any topic in midwifery child health and public health nursing
- i) Develop the spirit of teamwork among the members of the health team and engage in on-going policy dialogue on midwifery child health and public health nursing;

Skills to be acquired

In line with the learning outcomes of the programme, the following skills would be acquired:

Technical Skills

- Detailed technical knowledge of midwifery child health and public health nursing
- Understanding of the applications of this knowledge in solving health problems in the society at large
- Technical, interpersonal and organizational competence in the practice of midwifery child health and public health nursing

Generic Skills

- Acquire skills to become highly effective midwifery child health and public health nursing practitioner in public and private health institutions
- Ability to work as a midwifery child health and public health nursing specialist independently and in a team within an organisation
- Presentation and communication skills
- Social skill in dealing successfully with every individual in the workplace as midwifery child health and public health nursing practitioner and in the community

Admission Requirements

1. Candidates admitted into any of the PhD programme should have:
 - Successfully completed a relevant Masters' degree in nursing with a CGPA of not less than 3.5 on 5.0-point scale
 - Be a licensed nurse
 - Presented a statement of purpose which should also contain the proposal for the research he or she is intending to undertake
 - Provide two letters of recommendation, one of which must be from an employer or supervisor and the other from the university where the candidate obtained the master's degree
 - Be found suitable for admission after an interview by the Postgraduate Degree Committee of the Faculty
2. Each candidate for the PhD programme shall be assigned at least 2 supervisors who have researched and published extensively in the candidate's intending area of research. The main supervisor shall take the lead in providing direction for the research
3. The candidate shall be provided a pathway which shows an interactive timeline of his or her key progression milestone specific to the research programme. Candidates who have an interruption, extension or changed their milestones would need to update their new progression milestone deadlines with the Postgraduate Committee in the department

Candidates for the MSc training should have

1. Bachelor of nursing sciences or midwifery with cumulative grade point average (CGPA) of not less than 3.0 on a 5-point scale.
2. Must be a licensed nurse

Eligible candidates for the PGD in Nursing Science would be those with:

- Five O' level credits in the following subjects: which must include: English Language, Mathematics, and Biology/ Health Science
- Registered Nurse and Registered Midwife who had his/her first Degree in a health-related field and seeks to proceed for higher degree in any nursing specific (e.g., MSc Nursing, MSc Midwifery, MSc Public Health Nursing etc)
- Candidate with BNSc whose Cumulative Grade Point Average (CGPA) is **below** the University's requirement for master's degree programmes.
- Bachelor of Nursing Sciences with a Pass or 3rd class
- Bachelor of Midwifery Science (Pass or 3rd class)
- HND in public health nursing with a CGPA of 3.00 on a 5-point scale (lower credit)
- Must be a registered nurse and have a valid practicing license (Nigerian only)
- NYSC discharged certificate or EXEMPTION letter (Nigerian only)

Programme Titles

- Doctor of Philosophy (PhD) in Midwifery

- Doctor of Philosophy (PhD) in Child Health Nursing
- Master of Science in Midwifery/Child Health Nursing
- Master of Science in Public Health Nursing
- Master of Science in Fertility Nursing
- Postgraduate Diploma in Nursing

Available options

Full time

Part-time

Full Time Admission

Full-time admission is offered only to candidates who can satisfy PUTOR and the School of Graduate Studies that they are not in any employment, or that they have been relieved by their employers to undertake full-time studies. It covers a minimum period of three years.

Part Time Admission

All part-time candidates can continue to engage in approved employment but shall submit evidence that they can devote a good proportion of their normal working years to their studies and satisfy the PUTOR Graduate Studies Committee that they would be available for attendance at courses and for regular consultations with their supervisors. It covers a minimum period of five years.

Programme Duration

PGD:

Full time PGD – 12 months (minimum) to 18 months (maximum)

Part-time PGD – 18 months (minimum) to 24 months (maximum)

Masters:

Full time Masters – 12 months (minimum) to 24 months (maximum)

Part-time Masters – 24 months (minimum) to 36 months (maximum)

PhD:

Full time PhD – 36 months (minimum) to 48 months (maximum)

Part-time PhD – 48 months (minimum) to 60 months (maximum)

Graduation Requirements

To qualify for the award of the PhD, the candidate must have successfully completed all the prescribed courses in the programme, completed a dissertation under supervision, published a minimum of two (2) journal articles from their work in a reputable journal before their external defense and must have attended a minimum of one (1) scientific conference. These are in addition to meeting other requirements as specified by the School of Graduate Studies in the University of Port Harcourt.

Methods of Instruction

The curriculum is flexible, modular, intensive, and premised on developing the knowledge, skills and competences of students from diverse academic backgrounds to becoming industry ready professionals. Both online and classroom modes of teaching/learning are available with

strong emphasis on competency-based learning, self-directed learning, and application of a range of technology-based educational applications to enhance pedagogical effectiveness.

Lectures are delivered by renown faculties from universities and industry/sector experts from Nigeria and Abroad. Being an entrepreneurial University, all programmes in the University of Port Harcourt are designed with periods of internship to enhance the development of industry/sector-ready professionals.

Students' dissertations are supervised by multi-disciplinary and highly motivated team of local and international supervisors. Critical logistical supports are provided to ensure that all students complete their dissertations in record time. The Centre also encourage innovations, patents, and commercialisation of research outputs.

Doctoral Continuation Report and Viva

1. The doctoral candidate shall provide a monthly progress report on training and detailed proposal for the doctoral research at the end of the first year of the doctoral programme which would be assessed at a viva session before at least two internal assessors assigned by the Centre's Management.
2. The continuation report shall contain a summary of the candidate's progress in the taught courses and research protocol including the plan for the remaining period of the programme.
3. The internal assessors assigned to each candidate shall determine if (i) determine if the candidate had made sufficient progress in the taught courses (ii) Certify if the research protocol is sufficient for a PhD programme and (iii) provide advice on the way forward for the doctoral programme for the candidate.
4. General advice will also be provided on areas the candidate may need to adjust the scope of the research in order to be suitable for the award of a doctoral certificate

Doctoral Dissertation

Refer Centre's Guide to Postgraduate Thesis/Dissertation Preparation, Submission and Examination

Submission of protocol

In consultation with his/her main supervisor;

- The candidate shall notify the Research Coordinator in writing of the title and full protocol of his or her dissertation.
- Be prepared to defend the proposal before the Academic Board of the Centre
- Candidates are expected to request for a review of their proposals by the University's Ethics Review Committee

Doctoral Dissertation Defense

1. For the final defense of the doctoral dissertation, the Board of the school of Graduate Studies Committee shall approve external examiners for the defense. The Board of examiners for each defense shall consist of the Dean of the School of Graduate Studies (or representative), the Centre's Leader, the Centre's Academic Coordinator, the main supervisor and the external examiner.
2. The defense shall involve a short PowerPoint presentation on their research by the candidate before the viva voce.

3. The examiners shall submit a joint report on the candidate to the Dean of the Graduate School. The report shall contain:
 - i. A clear and detailed evaluation of the research as contained in the dissertation, including an assessment of the originality, methodology and its contribution to the advancement of knowledge;
 - ii. A clear assessment of the candidate's knowledge and understanding of his/her subjects as shown in the dissertation and oral examination;
 - iii. An unequivocal declaration as to the acceptability or otherwise of the dissertation in fulfillment of the requirements of the degree;
 - iv. In case of difference of opinion, the examiners shall submit separate reports to the Centre's Academic Committee, which shall make an appropriate recommendation to the Centre's Board and to the School of Graduate Studies.

Credits for various postgraduate programme in nursing science

PhD

- Taught courses and seminar – 18 credits
- Thesis – 12 credits
- Total credit – 30 credits

The School of Graduate Studies has already approved all the course outlines for the PhD programme. The courses for the programmes are outlined below:

MSc

- Taught courses, seminar, internship – 30 credits
- Dissertation – 6 credits
- Total credit – 36 credits

PGD

- Taught courses, seminar, internship – 30 credits
- Total credit – 30 credits

List of courses, code and credit units

Course Title	Course Code	Course Credit
POSTGRADUATE DIPLOMA IN NURSING		
Foundation to graduate studies	PUT 700	3
Advanced Medical-Surgical Nursing	PUT 721	4
Advanced Mental health & Psychiatric Nursing	PUT 722	3
Advanced Maternal and Child health	PUT 723	4
Community midwifery	PUT 724	3
Advanced Community/Public health Nursing	PUT 725	3
Introduction to Epidemiology	PUT 726	3
Principles of Teaching & Admin. Applied to Nursing	PUT 727	3
ICT, Nursing informatics & Biostatistics	PUT 728	3

MASTERS IN MIDWIFERY/CHILD HEALTH NURSING		
Foundation to graduate studies	PUT 800	3
Legal-ethical issues in midwifery	PUT 801	2
ICT and research methodology	SGS 801	2
Theories and practices of community-based health care	PUT 802	3
Advanced Community midwifery	PUT 803	3
Management and Entrepreneurships	SGS 802	2
Professional Leadership and accountability in maternity care	PUT 804	4
Advanced midwifery	PUT 805	6
Advanced Neonatology and childcare	PUT 806	6
Internship		3
MASTER'S IN PUBLIC HEALTH NURSING		
Foundation to graduate studies	PUT 800	3
Public Health Nursing Theories & Practice	PUT 831	3
Health Education and Promotion	PUT 834	2
Epidemiology	PUT 839	3
Biostatistics	PUT 831	3
Occupational and Environmental Health	PUT 832	3
Health systems	PUT 833	3
ICT & Research Methodology	SGS 801	2
Management & Entrepreneurship	SGS 802	2
Social and Rehabilitative Nursing	PUT 834	3
Reproductive and Family Health Nursing	PUT 835	2
MASTER'S IN FERTILITY NURSING		
Foundation to graduate studies	PUT 800	3
Fundamentals of fertility nursing practice	PUT 841	2
Applied Anatomy/physiology of the reproductive system	PUT 842	2
Applied Embryology, genetics and immunology	PUT 843	2
IC T/Research Methodology.	SGS 801	2
Biostatistics	PUT 849	2
Management and Entrepreneurship	SGS 802	2
Fertility and pre-conception care	PUT 844	3
Infertility and its management	PUT 845	3
Third party reproduction	PUT 846	3
Assisted Reproductive Technology (ART)	PUT 847	3
Ethico-legal aspects in fertility management	PUT 848	2
PhD MIDWIFERY		
Foundation to graduate studies	PUT 900	3
ICT, Technical Writing & Presentation Skills	PUT 903	3
Entrepreneurship	PUT 901	3
Advanced Biostatistics and data science	PUT 902	3
Research Methods	PUT 906	3
Environmental Epidemiology, exposure science and risk assessment	PUT 904	3

Environment and Maternal-Child health	PUT 913	3
Evidence for Advancing Midwifery Care	PUT 914	3
PhD CHILD HEALTH NURSING		
Foundation to graduate studies	PUT 900	3
ICT, Technical Writing & Presentation Skills	PUT 903	3
Entrepreneurship	PUT 901	3
Advanced Biostatistics and data science	PUT 902	3
Research Methods	PUT 906	3
Environmental Epidemiology, exposure science and risk assessment	PUT 904	3
Environment and Maternal-Child health	PUT 913	3
Evidence for Advancing Child Health Nursing	PUT 915	3

Courses description

PUT 721: Advanced Medical - Surgical Nursing (4 Units)

Covers the application of Nursing Process approach in the management of clients (adult and children) with acute and chronic disease conditions affecting all system and conditions affecting the special senses. Exploration of concepts of critical thinking, evidence-based practice and reflective nursing care.

PUT 722: Mental Health and Psychiatric Nursing (3 Units)

Focuses on Planning, Implementation and Evaluation of Community Mental Health programme, (institutional and community care); Rehabilitation of the mentally ill and preventive mental health (primary, secondary and tertiary). The roles of the traditional healers in society and effects of urban- rural migration on mental health, typology of crisis and crisis intervention in psychiatric nursing care will also be discussed as well as the role mental/psychiatric health care in schools, industries and homes.

PUT 723: Advanced Maternal and Child Health (4 Units)

This course is designed to prepare students to recognize those conditions that complicate or suggest deviation from normal during pregnancy, labour and puerperium. Obstetric emergencies in pregnancy and labour, obstetric interventions and management of abnormalities affecting the neonate. It highlights the midwife's role and responsibilities in early diagnosis, appropriate intervention and referral when necessary. Family care studies on abnormal midwifery is essential

PUT 724: Community Midwifery (3 Units).

This course is designed to enable the students identify basic concepts and principles of primary health care as it relates to midwifery practice in the community. Covers knowledge in the delivery and care of individuals and expectant families in both urban and rural areas of the community and use of delivery kit. It provides in-depth knowledge in the care of the expectant families in the community as well as utilizing available resources in planning and management of midwifery services. It also high light the role of the midwife in the health care team within the community

PUT 725: Advanced Community/Public Health Nursing (3 Units)

Entails further development of student's knowledge and skills in the planning, organization and administration of community health and primary health care services. The course emphasizes application of integrated knowledge in the development, implementation and evaluation of community health nursing and primary health care programmes, using a model

of Community Health Planning cycle of “Need Assessment or Community Health diagnosis, development of care plans, implementation of care.

PUT 726: Introduction to Epidemiology

The course will introduce the students to the principles and concepts that guide the practice of epidemiology. Emphasis will be placed on factors that influence the distribution and serve as determinants and deterrents of health-related events. Disease outbreak investigation and the application of epidemiologic principles in the control of diseases of public health importance will also be taught.

PUT 727: Principles of Teaching and Administration Applied to Nursing (3 Units)

Focuses on the techniques and theories of teaching and administration in the practice of nursing, and effective teaching and administration are taught. The role of the nurse in the teaching of nursing students and clients is emphasized, also the administration of the health area facilities/resource management principles and techniques, problem solving, leadership dynamics effective communication. Other topics covered are factors in the teaching learning process and contemporary issues in nursing administration.

PUT 728: ICT, Nursing Informatics and Biostatistics (3 Units)

The course incorporates computer and information technology computer appreciation and information management system, data information management cycle, documentation and record keeping, eHealth, including mHealth, facility and home-based records, and the Integrated Disease Surveillance and Notification System, internet sources of health information, support system for service and research, computerized decision into nursing practice. The course is designed to provide the student with adequate knowledge and skills required to carry out research study, and to apply statistics and statistical packages in nursing research. It will also teach the students how the information obtained from the analysis of health data can be used to detect health problems, define priorities, identify innovative solutions and allocate resources to improve health outcomes.

PUT 729: Practicum/Internship.

The course provides opportunity for the students to have hands on experiences and apply the concept and theoretical aspect of nursing using a simulation and a real-life situation in the laboratory and designated practice centers/clinics.

PUT 730: Seminar

Seminar topic related to public health nursing and in the candidate’s area of interest will be developed and presented in a report and examined orally by a panel of internal examiners. The students are expected to undertake a detailed systematic review of current literature on the basic concepts that are related to seminar topic.

PUH 801: Public Health Nursing Theories & Practice

This course will analyze the theories relevant to nursing and public health which will assist the students in identifying the unique role of public health nursing across settings. Students will explore the role and functions of public health nursing in primary and secondary prevention in the community, state and nation. The course will also expose the students to acquire knowledge and skills on elements of programme design, implementation and evaluation in public health settings. They are exposed to know the different components and steps in programme planning and evaluation process. The students are also expected to select

a programme of interest and practice what has been taught by developing a public health programme.

PUT 811 Health Education and Promotion

This course will teach ways and methods that will make people value health as a worthwhile asset, with a desire to live long and feel well. The emphasis will be on what people can do as individuals, families, communities to protect and improve their health. At the personal and family levels emphasis will be placed on such matter as exercise, cleanliness in the home diet and discipline with regard to the use of tobacco and alcohol. At the community level and beyond, emphasize will be on environmental sanitation etc.

Broad areas covered include - Health Education - Principles, Methods and Approaches, Strategies; Principles of learning and behavioural change; Assessment of learning needs (individual, community); Designing educational materials; Evaluation of health education programme; Health Education in the Control of Communicable and Non-Communicable Diseases; Health promotion which includes the strategies and approaches.

This course will also cover nutrition which comprises: Classification of Food, functions and components. The course will emphasize on nutrition in vulnerable groups. Nutritional Values of Common Nigerian Foods; Culture and Nutrition; Beliefs and Taboos; Infection and Nutrition; Breastfeeding Weaning Practices; Food Policy; The National Breast-Feeding Policy; Food Hygiene and Toxicology and Applied Dietetics.

PUT 812 Epidemiology

Overview of the fundamental epidemiologic methods used in public health research and practice. The student will be familiarized with basic measures used in describing disease frequency in populations. Descriptive and analytic approaches to the study of disease will be explored, and a perspective on the role of epidemiologic methods in health services planning and evaluation will be provided. It will teach the basic concepts and principles of epidemiology and disease outbreak investigation, the application of epidemiologic principles in the control of diseases of public health importance. It will emphasize disease distribution, determinants and deterrents in communicable and non-communicable disease conditions.

Broad aspects covered include - Epidemiology: Definition. History, Distribution and Determinants of Diseases: Biological, Behavioural, Social, etc, Epidemiological approach, Infective Agents: Reservoir of Infection, Transmission of Communicable Diseases, Host Factors, Epidemiologic triad, Natural history of disease, spectrum of diseases, Risk Factors in the Epidemiology of Communicable and Non-Communicable Diseases.

Epidemiological Methods: Epidemiological Tools – Rates (Crude and Specific), Ratios, Percentages, etc, epidemiological Methods: epidemiological Studies, Disease Surveillance and Notification, Uses of Epidemiology, Levels of Prevention, Epidemiological Transition.

The course will also teach basic concepts in the principles of transmission and control of communicable diseases.

Broad areas covered include - Epidemiology and Control of Communicable Diseases According to their Routes of Transmission ; Epidemiology and Control of Viral Infections (Poliomyelitis, HIV/AIDS, Viral Hepatitis A-G, Yellow Fever, Chickenpox, Lassa fever,

Ebola, Exotic Diseases, Rabies, Measles, Rubella, Mumps, Viral RTIs,); Epidemiology and Control of Bacterial Infections (Tb, Leprosy, Enteric Fevers, Bacillary dysentery, Cholera, Bacterial Food Poisoning, Tetanus, Bacterial Pneumonia, Meningococcal Infections, Rheumatic Fever, Pertussis, Diphtheria, Plague, Anthrax, Chlamydial Infections); Epidemiology and Control of Protozoal Infections (Malaria, Amoebiasis, Giardiasis, Trichomoniasis, Trypanosomiasis); Epidemiology and Control of Fungal Infections (Superficial Fungal Infections, Candidiasis); Epidemiology and Control of Helminthic Infestations (Ascariasis, Trichuriasis, Enterobiasis), Groups of Communicable Diseases - STIs, Zoonoses, Diarrhoeal Diseases, Emerging and Re-Emerging, Neglected tropical diseases and Hospital acquired Infections.

Control Programmes for Communicable Diseases in Nigeria; Epidemiology and Control of congenital diseases like sickle cell diseases.

Accidents - RTA and Home Accidents; Epidemiology and Control of; Epidemiology and Control of non-communicable diseases eg. Diabetes Mellitus, Coronary Heart Diseases, Asthma and Peptic Ulcer, Cancers eg Breast Ca, Cervix Ca, Prostate;

PUT 813 Biostatistics

This course will teach basic and inferential statistics as applied to clinical and epidemiological studies. This will include standard statistical concepts of data description, hypothesis testing including test statistics, correlation, p-values, significant levels, confidence intervals and linear regression. It will equip prospective students with basic and advanced skills in quantitative reasoning and application necessary for medical research.

Broad areas include - Introduction to statistics; Types of data, types of variables, Types of distribution; Sources of Data, Tools for Data Collection; Scales of Measurement; Diagrammatic Presentation of Data - Histograms, Pie charts, Bar Charts, Graphs, Pictogram etc; Numerical Presentation of Statistical Data - Measures of Central Tendency and Location; Measures of Dispersion; Tabular presentation – simple and cross table etc; Population, Samples and Sampling Techniques; Probability Theories; Estimating Population Values; Inferential Statistics; The Standard Normal Curve; Standard errors; Confidence Intervals; Tests of Significance - Z-Test, t-Test, Chi-Square Test; Association, Correlation and Regression; Uses of Statistics.

In addition, students will be exposed to understand the meaning and nature of demography which include: sources and types of demographic data; population structure/Pyramid and dynamics; presentation of demographic data and rates. Also, basic measures of fertility, rates of natural increase; population growth and estimates and migration and mortality rates will be taught.

Broad areas covered include - Demography – Definition, Uses; Population Composition – Age, Sex, Occupation, Ethnicity etc; Population Dynamics (Fertility, Mortality, Migration, Population Structure, Growth and projection); Sources of Population Data; Sources of Health and Vital Statistics; Cancer Registration; Demographic Transition; Malthusian Theory of Population; Census – National and Local; World Population and Policy; the National Population Policy; Interaction between Medical Action, Population, Health and Population Growth; Measurements of Health and Disease; Different Rates and their Uses; Standardization of Vital Rates

PUT 815 Occupational and Environmental Health

This course will teach the impact of the environment and occupational activities on human health. It will explore how the physical and biological hazards found in the environment affect human health; and the sustainable ways of managing the hazards, to safeguard the health of the present and future generation. The course will also introduce the student to the ecological zones of the Niger delta region, and the other geo-political regions of Nigeria, to understand the interactions between the human population and the environment and explore sustainable ways of ensuring health in the different ecological zones. The course will also introduce the students to the principles and practice of occupational health nursing, health problems of urbanization and industrialization, laws, regulations and codes of practices governing the health, safety and welfare of workers at workplaces and the role of the public health nurse in occupational health.

PUT 816 Health System

Health system is the organization of human, material, and other resources to provide for the health care needs of the State or country. This course will provide the students with an understanding of the Nigerian Health System. It would explore the roles of traditional and modern health practitioners in Nigeria in meeting the health care needs of Nigerians, how health care services are financed, as well as the government policies and programme that guide the provision of health services in Nigeria. Current issues in International Health, National and International Health Agencies and their roles, Organization of International Health Agencies as well as basic skills in grant proposal writing to assess national and international funds. The course will also review the public and private sectors' function of creating and implementing policy, public policy and its application to public health nursing. The role of political, legal, ethical and social philosophy in defining public health nursing and other health services, are examined. The course considers how policies made by different branches of government and various public and private organizations affect nursing as a profession; its ability to deliver care and the impact on the areas of technology development, assessment, professional practice regulation and client/patient outcomes management.

The course will also provide students with adequate knowledge on how scarce resources are allocated among alternative uses for care of the sick and the promotion, maintenance and improvement of health, with information to decision makers on efficient use of available resources for maximizing health benefits. The contents include basic economic considerations in health care and application of such concepts in giving and receiving care, qualities of health and health cares as economic commodities using essentially the classical paradigm of consumer demand analysis, nature and characteristics of health and health care underscoring the need for agency relationship between professional health care providers and health care service consumers, equity distribution of health ,health care financing including health insurance scheme in Nigeria, health policy and the role of the state in health care delivery in Nigeria.

SGS 801: ICT & Research Methods

This course should cover essentials of ICT especially the use of Microsoft Word, Spreadsheet, Power point, Access and Project. It will also examine common statistical packages used in health research.

The course is an introduction to project design and planning and will teach the various methods in conducting scientific medical research. It will emphasize quantitative and qualitative designs including how to conduct clinical trials and documentation. It will also introduce the use of computer in data analysis and the use of operational research and functional analysis in project design and evaluation.

Other areas covered include - Planning a Research; Ethical Issues in Research; Study Designs in Medicine and Public Health; Choice of Topic; Introduction (Problem Definition, Objectives); Formulation of hypothesis, Testing of hypothesis; Literature Search/Literature Review; Materials & Methods; Sample Size determination/Calculation; Instrument for data collection; Data Collection/Management; Presentation of Results (Data Presentation, Analysis etc); Discussion, Conclusion and Recommendations; Referencing; Project Write-Up.

SCI 802: Management & Entrepreneurship

Covers concepts, history and development of entrepreneurship, the entrepreneur, Qualities and characteristics, entrepreneurship and innovation. The Entrepreneur and Business Environment, Identifying Business Ownership and Registration, starting and developing business ventures, Legal forms of business ownership and registration. Types of business ownership, feasibility studies and business plan, Role of Small and medium scale Enterprise (SME) in the economy, Role of Government in Entrepreneurship, Business location and layout. Accounting for SME, Financing SME, Risk Management of SME, success and failure factors of SME, Prospects and challenges of Entrepreneurship in Nigeria, Standard organization of Nigeria. Entrepreneurship in Nursing. This course would expose the students to the practice of applied management and entrepreneurship. The students would learn how to enhance their entrepreneurial skills and manage their own business. Business prospects for students in higher institution would be taught and the student would learn how to get into the right business.

This course will also expose students to analysis, integration and application of principles of leadership/ management in health care organizations and population-based efforts across the public health care delivery system. Special emphasis is placed on the practical skills needed for public health nurses to succeed as leaders and managers in today's local and global health care. Students are expected to practice leadership-related skills in a group case-based learning that will focus on leadership, organizational assessment, financial resource decision making and allocation diversely in the workforce and quality improvement (quality assurance), explain change process and conflict in public health nursing (innovations).

PUT 817 Social and Rehabilitative Nursing

This course will acquaint the students with the requisite knowledge on philosophy and principles of rehabilitation, rehabilitation techniques, process and barriers, rehabilitation team. Introduction to Social Medicine; Social problems in the community Health assessments e.g., HDI, QALY, DALY; Social Deviance; Alcoholism; Drug Abuse; Smoking; the Aged, Adolescents and their health needs. Social Welfare Services in Nigeria and Other Countries; The Underprivileged in the Society. Violence: Classification and Causes, Violence Against Women, Domestic violence e.g., battered wife syndrome, rape etc, harmful practices against women, Drug abuse, community mental health nursing interventions. Disability, Handicap, Impairment; Classification, Causes and care of the Handicapped.

Care of the terminally ill and hospice care; Voluntary Agencies in health and social services; Emergency preparedness at Federal, State and Local Government Levels

PUT 820 Reproductive and Family Health

This course will teach the concepts of human needs and development throughout the life cycle though with emphasis on women and children's health issues. These will include; Gender Equity, Equality and Women Empowerment, Safe Motherhood initiative, Family Planning – Information and services, Prevention and management of Infertility and sexual dysfunction in both men and women, abortions and post-abortion care, Prevention and Management of reproductive tract infections and sexually transmitted infections including HIV/AIDS.

Broad areas covered include - Introduction to Family Health; Concept, Components and Objectives; Measurements in Family Health; Health Problems and Health Needs of Mothers and Children; Determinants of Health of Mothers and Children; Family Health Practice; birth preparedness and complication readiness, Maternal Health Care Services, Infant Welfare Clinic; Organization and Evaluation of Family Health Programmes; Immunization Programmes; Population Dynamics and Family Planning; The “At Risk” Concept in MCH; Safe Motherhood Initiative; Integrated Management of Neonatal and Childhood Illnesses; School Health - Aims and Objectives; The School Health Programme

PUT 841 Fundamentals of fertility nursing practice (2 credits)

This course introduces the students to the historical perspectives, scope of practice, roles, basic concepts and theoretical foundations of fertility nursing care. It covers the basic concepts of fertility nursing practice, perspective of fertility nursing practice and the theories applied to fertility practice

PUT 842 Applied anatomy/ physiology of the reproductive system (2 credits)

This course builds on the already acquired knowledge of anatomy and physiology with special application to fertility. The course covers female and male reproductive system, Endocrine system Nervous system and Renal system in relation to fertility.

PUT 843 Applied embryology, genetics and immunology (2 credits)

This course is designed to enable students acquire the knowledge of embryological development and standard practices in handling and manipulation of gametes in order to achieve pregnancy. The course covers fundamental of embryo, seminal fluid analysis and sperm preparation, cryopreservation, laboratory management, daily quality Index, record keeping and documentation and laboratory key performance. The course will also assist the students understand the influence of genetic and immunological reactions in ART.

PUT 849 Biostatistics (2credits)

The course incorporates computer and information technology computer appreciation and information management system, data information management cycle, documentation and record keeping, eHealth, including mHealth, facility and home-based records, and the Integrated Disease Surveillance and Notification System, internet sources of health information, support system for service and research, computerized decision into nursing practice. The course is designed to provide the student with adequate knowledge and skills required to carry out research study, and to apply statistics and statistical packages in nursing research. It will also teach the students how the information obtained from the analysis of health data can be used to detect health problems, define priorities, identify innovative solutions and allocate resources to improve health outcomes.

PUT 844 Fertility and pre-conception care (3 credits)

This course offers the students the opportunity to apply an in-depth knowledge of pre-conception care in evaluating the overall health and opportunities for improving health of individuals. It also empowers the students to provide genetic counselling and screening. The course covers concept of fertility and pre-conception care, In vivo conception, Nurses role and responsibilities before, during and after the procedure

PUT 845: Infertility and its management (3 credits)

This course offers the students the opportunity to apply an in-depth knowledge of epidemiology and clinical aspects of infertility for improving fertility nursing care of individuals with fertility challenges. The course covers epidemiology of infertility and causes, pathophysiology, fertility management and contemporary issues in fertility management. The course will also help students appreciate the psychosocial needs of the infertile couple and how to offer psychosocial support and guidance

PUT 846 Third Party Reproduction (3 credits)

This course focuses on third party involvement in the reproductive process which does not extend to raising up/upbringing of the child. This course involves gamete donation to couples who for one reason or the other cannot complete the cycle of pregnancy, either due to inability to produce adequate gamete for fertilization or due to inadequate uterus to carry pregnancy to term

PUT 847 Assisted Reproductive Technology (ART) (3credits)

This course is designed to provide the students with the requisite knowledge, skills and attitude required in the management of client using assisted reproductive technology. The course covers Historical perspective of ART, treatment options of ART, equipment and consumables use in ART, basic ultrasound skills for fertility management, contemporary issues in ART and the roles and responsibilities of the fertility nurse specialist. The course will cover medications used in ART, their pharmacokinetics, pharmacodynamics as well as the storage and administration. Issues around gamete donation to couples who for one reason or the other cannot complete the cycle of pregnancy, either due to inability to produce adequate gamete for fertilization or due to inadequate uterus to carry pregnancy to term would be covered. The course covers identification of suitable donors and surrogate, counselling and consenting, egg donation, sperm donation surrogacy and recipients.

PUT 848 Ethico-legal aspects in fertility management (2 credits)

The course introduces students to the ethico-legal aspects of infertility as this area of practice requires delicate approach, analysis and treatment. It prepares the students to cope with the numerous ethical and legal dilemmas and the call for multidisciplinary and expert approach to analysing each case as well as defining clear ethical and legal regulations open to corrections in respect to further investigative work. It will enable students to work based on ethical principles, holistic approach and full respect of life of an individual. The course covers concepts of ethics in fertility management, Ethical dilemmas and ethical decisions, The role of national and international organisations in ethico-legal aspects of infertility management and legal concepts in fertility management

PUT 801.1 Legal-ethical issues in midwifery-child health nursing

The purpose of the course is to familiarize the students with the key concept of professional ethical- legal systems and approaches to midwifery practice and child health nursing. Ethic and midwifery issues in contemporary practice. Ethic and issues in child health nursing. The course will cover legal system and accountability of the midwife, and child health nurse, client rights, litigation and accountability and statutory provisions. Introduces students to Nigeria legal system; the rights and responsibilities of client and midwife and child health nurse in health system; Undertake selected legal case studies with its implications on midwifery practice and child health nursing practice

PUT 802.1 Theories and practices of community-based health care

The students will pursue in-depth study in a selected topic area in community-based health care. Models/theories will be evaluated for their usefulness in community-based health care. The nature of community health issues; community health practices, contemporary issues in community-based health care research; information and management systems in community-based health care practice; concepts of epidemiology; determinant of disease and health; epidemiological theories; specific epidemiological case studies; principles and practice of disease control, health education, community health nutrition and environmental health programmes.

PUT 803.1 Advanced Community midwifery and Child health nursing

The course is designed to enhance the provision of midwifery/ child health nursing for women and their new born, families and relevant communities. It intends to improve existing skills and abilities in midwifery and child health nursing interventions and activities that are vital for the provision of professional midwifery and child health nursing care for childbearing family. Use of Models of community midwifery and child health nursing care. Also, development of leadership, consulting, coordinating and decision-making skills in the community

PUT 804.2 Professional Leadership and accountability in maternity care and Child health nursing care

The course explores both individual professional accountability and organizational professional leadership. It covers, leadership in healthcare and examines their impact on organization including wider considerations in the external environment This module will enable students to assess and analyze leadership theories and styles, barriers to midwifery and child health nursing leadership and ways to overcome the barriers, and the roles that leaders and managers play in a range of organizational contexts, and to apply the principles and techniques of leadership and management in a range of contexts. The course exposes students to various approaches to improvement of leadership, management and teamwork, management styles in midwifery. The course also explores leadership competency model, the code and professional standard of practice, and what the code mean for clients and employers.

PUT 805.2 Advanced Midwifery

This module will commence with a critical review of the forms of evidence that underpin professional practice in health and social care. The ideology of evidence-based practice will

be analyzed and its impact on practice evaluated, including an examination of the barriers to using evidence in practice.

The module will cover **(1) Evidence for Health and Social Care, (2) promotion of normal childbirth, (3) Facilitation of complex birth and (4) Building a project on advancing global best clinical practice.**

For promoting normal birth, the module addresses one major National and International concerns about childbirth and the rising rate of intervention. The module will provide underpinning knowledge and confidence required to modify the situation by exploring how best to promote change in prenatal, intrapartum, and postnatal periods using existing knowledge and skills. Both international and local perspectives shall be analyzed, while deepening the students understanding of concept of normal childbirth.

For facilitation of complex birth for women with social, emotional, and physical needs, the module explores the roles of the midwife in addressing them. Direct and indirect causes of maternal death are examined, while considering wider influences on maternal mortality and morbidity. The module will explore strategies for the maintenance of normality within the complex situations. Students are expected to apply clinical practice and develop skills for caring for women with complex needs.

For developing a project for advancing clinical practice, the project will enable students to demonstrate ability to synthesis learning from other modules. The student is expected to plan and write up a work-based project demonstrating the ability to raise a significant and meaningful questions in relation to a chosen topic expanding existing knowledge to contribute to the development of best practice. The project can take a number of forms including:

- Empirical research
- Modified Systematic Review
- Audit or service evaluation
- Critical review of literature

Whichever option is chosen, the focus is an issue related to advancing practice and in the completed project the student must demonstrate how knowledge gained could be used to advance practice.

PUT 806.2 Advanced Neonatology and Child Care

The course aims at providing the midwife with in-depth knowledge base on the care of newborn, the health assessment and specialist healthcare. National standards for neonatal care, ward management of a neonate

PUT 809 Advanced Child Health Nursing

This module will commence with a critical review of the forms of evidence that underpin child health nursing care. The ideology of evidence-based practice will be analyzed and its impact on practice evaluated, including an examination of the barriers to using evidence in practice. The module will cover **(1) Theories and trends in child health nursing (2) Care of the child (3) Sick and vulnerable child (4) School health**. For promoting child health nursing care, the module addresses National and International essentials of Global Child Health and International Child Mental Health. Both international and local perspectives shall be analyzed, while deepening the students understanding of concept of child health nursing. Direct and indirect causes of child death are examined, while considering wider influences on child mortality and morbidity. Students are expected to apply clinical practice and develop skills for caring for children with complex needs.

For developing a project for advancing clinical practice, the project will enable students to demonstrate ability to synthesis learning from other modules. The student is expected to plan and write up a work-based project demonstrating the ability to raise a significant and meaningful questions in relation to a chosen topic expanding existing knowledge to contribute to the development of best practice. The project can take a number of forms including:

- Empirical research
- Modified Systematic Review
- Audit or service evaluation
- Critical review of literature

Whichever option is chosen, the focus is an issue related to advancing practice and in the completed project the student must demonstrate how knowledge gained could be used to advance practice in child health nursing.

PUT 818 Internship

The students would be exposed to practical training in public health programmes with the relevant industries and sector

PUT 807 Seminar

This seminar is designed to provide opportunities for students to pursue in depth study in a selected topic or area in public health nursing. Models and/theories will be evaluated for their usefulness in public health nursing.

PUT 808 Dissertation

The candidate must design and execute an acceptable original project in any area related to public health nursing under supervision of an academic member of staff. For these projects, students will carry out original research. They will thus be exposed to practical research methods such as the design of empirical studies, questionnaire design, data collection, collation, analysis interpretation, and reporting. Referencing shall be the APA style. Ethical approval **MUST** be obtained from the Research and Ethics Committee of the University. Defense of completed project shall be done at date fixed by the departmental graduate committee and according to the guidelines set by the graduate school. Project shall be submitted in quarto size paper in **BLACK** bounded format and duly certified by project supervisor and must be submitted before the closing date given by the Centre

PUT 901- Entrepreneurship (3 units)

This course teaches how to recognise, analyse and develop business opportunities. It will expose students to the various aspects of commerce – accounting, finance, marketing, management as well as the relevant legal and regulatory frameworks. The course will also introduce the students on

- Ways of commercializing their research outputs and how they can develop knowledge enterprise.
- Understanding the dynamic role of entrepreneurship and small businesses
- Organizing and Managing a Small Business
- Financial Planning and Control
- Forms of Ownership for Small Business
- Strategic Marketing Planning
- New Product or Service Development
- Business Plan Creation
- Challenges of doing business in Nigeria and other developing countries
- Research as an enterprise

PUT 902 - Advanced Biostatistics and Data Science (3 units)

This course teaches the concepts of biostatistics and the application of biostatistics in real world issues. Statistical methods and principles necessary for understanding and interpreting data used in public health and policy evaluation and formation. Topics include:

- Descriptive statistics, graphical data summary, sampling, statistical comparison of groups, correlation, and regression.
- Probability and advanced statistical theories
- parametric and non-parametric statistics,
- Poisson distribution, Regression modeling, statistical software appreciation and bioinformatics.

- Data Science introduces the concept and tools needed in turning open and real-world data into solving real world problems via mastering data communication, data investigation, data wrangling, cleaning, sampling, exploratory analysis and data Visualization skills.
- Students will learn the powerful statistical program in R and how to use R for effective data analysis and statistical programming. The course will also cover practical issues in statistical computing with R, especially in reading data into R, accessing R packages, writing R functions, debugging, profiling R code, and organizing and commenting R code.

PUT 903 – ICT, Technical Writing & Presentation Skills (3 units)

The purpose of the course is to familiarize the participants with academic writing, grammar & syntax, critical thinking and problem-solving skills, summarizing, paraphrasing journal critique techniques and preparation of manuscripts and dissertation reports. Preparation and presentation at conferences and scientific meetings.

Participants would also be exposed to various statements/guidelines/checklists for reporting academic manuscripts such as:

- CASP – Critical Appraisal Skill Program
- CONSORT – Consolidated Standards of Reporting Trials
- PRISMA – Preferred Reporting Items for Systematic Reviews and Meta-Analysis
- ENTREQ – Enhancing Transparency in Reporting the synthesis of Qualitative research
- COREQ – Consolidated criteria for Reporting Qualitative Research
- CARE – Case Report guidelines
- SQUIRE – Standards for Quality Improvement Reporting Excellence
- STROBE – Strengthening the Reporting of Observational Studies in Epidemiology

ICT and Presentation Skills

Writing a Draft Journal Article

PUT 904: Environmental Epidemiology, Exposure Science & Risk Assessment

The candidate will study the principles and practice of advanced epidemiology and general concepts of assessing environmental exposures to chemicals in human populations. This course will also teach natural and environmental toxicants; food toxicology and carcinogens; mutagens, teratogens, allergens; neurotoxins, endocrine disruptors; detoxification of toxicants; microbial and insects' metabolism of xenobiotics; metabolism as a determinant of toxicity and assessment of toxicity; metabolism of hydrocarbons and other toxicants; human exposure to environmental contaminants;

Course Content

- Introduction to principles and practice of epidemiology
- Confounders, effect modification/interaction, causal inferences, outbreak investigations,
- Geo-mapping/GIS, surveillance, receiver-operating characteristics curve, and surveys
- The design of ecologic and personal monitoring studies
- The techniques and equipment used for sampling and analysis, and interpretation of data.
- The linkages among external concentrations, spatial and temporal parameters,
- Risk assessment: concept and models
- Recent topics in risk assessments
- Food safety;

- Modern environmental health hazards in non-communicable diseases
- Biomonitoring; metals in diseases; metal toxicology: lead, mercury, cadmium, arsenic, chromium, nickel, vanadium, cobalt, manganese, iron, copper, etc;
- Persistent organic pollutants (POPs) and dioxins
- Plastics toxicology
- Soot and aerosol toxicology; ozone, a criteria air pollutant; Natural antidotes; Unraveling toxic mechanisms
- Biomarkers for toxic effects; predictive toxicology; regulatory aspects; introduction to systems biology; definition of fundamental concepts;
- Cognitive effects of early exposure to environmental toxins, such as hydrocarbons, heavy metals, methylmercury, and other environmental toxicants on children and infants including exposure via breast milk

PUT 906 – Research Methods (3 units)

This course acquaints the students with principles and practice of advanced research methods in public health practice. Broad areas include systematic review, meta-analysis, meta-synthesis, quantitative and qualitative surveys, advanced literature search and data synthesis

Course Content

- Research Process, Designs, and Human Subjects Protection
- Research Question and Literature Review
- Data Collection and SPSS
- Descriptive Data Analysis
- Inferential Data Analysis
- Reporting the Results
- Interpreting the Results
- Thinking Skills for conduct of research

PUT 914: Advanced Midwifery Care

This course aims to familiarize students with evidence synthesis and evaluating elements of research designs midwifery practice, familiarizes them with trade off involved in these choices and enabling them to make conscious design choices for their research. The course provides comprehensive training on good research practice, critical evaluation of major theories, concepts, frameworks and paradigms in midwifery practice. It will provide students with sufficient insight to organize practical and ethical aspect of their research. The course covers the knowledge base for evidence-based midwifery, the role of mixed method research, practicalities of mixed methods research for evidence-based midwifery, quality of research and clinical research issues and methods.

PUT 914: Advanced Child Health Nursing

This course aims to familiarize students with evidence synthesis and evaluating elements of research designs in child health nursing, familiarizes them with trade off involved in these choices and enabling them to make conscious design choices for their research. The course provides comprehensive training on good research practice, critical evaluation of major theories, concepts, frameworks and paradigms in child health nursing practice. It will provide students with sufficient insight to organize practical and ethical aspect of their research. The course covers the knowledge base for evidence-based child health nursing, the role of mixed method research, practicalities of mixed methods research for evidence-based child health nursing, quality of research and clinical research issues and methods.

PUT 905 - Seminar (3 Units)

Seminar presentation on specified aspects of research will be presented such as literature review, public health significance, key findings and implications and finally present research for external defense.

PUT 907 – Research Project (12 Units)

The dissertation will be an outline PhD proposal and a small piece of empirical work. The research proposal should indicate what the PhD might be along with, what the empirical work might be. The candidate's research will be supervised by academic and/or industry member of staff. The format of the report shall be in accordance with the existing guidelines from the School of Graduate Studies.

Centre Registration

Students who have been admitted into any of the training programme in PUTOR are expected to undertake a non-audit cause tagged 'foundation to graduate studies in PUTOR' This follows their acceptance of admission and required registration. The students are expected to come along for registration with

- Admission letter
- Copies of their credentials – original and photocopies
- Evidence of payment of all fees and dues.

The Centre's registration process would involve filling of necessary forms and submitting relevant documents which would all be contained in the student's file in the Centre. Candidates are expected to come with all their academic credentials and evidence of release (for those in paid employments)

Academic Regulations

General objectives of courses

All courses offered shall explore:

- New developments in technology, policy and process;
- New concepts and practices in education for sustainable development;
- Address regional, national and global perspectives and consider issues bordering on bioethics, poverty eradication, development and growth, unemployment and employability, energy crises, overpopulation, etc.

Academic session

An academic session consists of two semesters. Each semester normally comprises of 17 weeks of teaching and examination.

Modular training system

The courses shall run on modular basis but still based on the course unit system. All courses are designed as modules that would start and end anytime within the session/semester. Typically, each course would be assigned 1-month block period for teaching and examination shall come any time after the completion of each course. Credit weights shall be attached to each course.

Definition of credit unit

Credits is weights attached to a course. One credit is equivalent to 15 hours class contacts (e.g. one hour per week per 15 weeks of lectures or tutorial). In addition to the class contact hours, all students are expected to invest on assigned minimum private study hour to make the best of every course.

Timetable

Lecture timetables are released at least two weeks before the first day of lectures. For large classes, the different streams shall be allocated the same slot on the timetable and the streams taught in parallel classes running at different venues

Training Methods

A blended approach involving several innovative learning and instructional strategies are deployed in the Centre of Excellence in order to achieve the learning objectives of each modules. The specific strategies applicable to each module as stated in the description of the module are based on the needs to enhance students' participation based on recognised learning styles.

- Didactic lectures
- Tutorials and Discussions
- Group activities
- Seminars
- Field visits to places of public health importance including health-related institutions and industries
- Competency-based learning and reflection
- Community-based field training - Health surveys involving households, under-fives, primary school, and secondary school in both rural and urban communities; outbreak investigation, job setting – real situations or through simulations
- Research project
- Practical – both public health-related and computer training
- Self-directed learning.

Attendance and Participation

Logbook and attendance.

It is the responsibility of the student to document all training activities and progression in the manual or electronic logbook that would be used throughout their training and ensures that he/she:

- Attends all lectures, which may be signed by the respective instructor(s) in his/her logbook.
- Attends all clinical field activities that are carried out and should be signed by the supervisors
- Attends and participates actively in all group activities including community service
- Completes a project approved by the Centre and duly certified by the project supervisor

Attendance at all training activities is mandatory and only students that make at least seventy-five percent (75%) attendance and participation in all activities, duly certified by lecturer/supervisor shall be eligible to sit for the examination.

Regulations during lectures and visits

In the course of attending any outside visit or post, kindly note that you [course member] are ambassadors of the university. Please remember the following:-

- a. Punctuality is essential, and you must be in the venue at least 5 minutes prior to the visit's commencing. If you are late for a session you may not enter the room but wait for the next break.
- b. You should attend for the whole of the visit and may not leave early. If you cannot attend the whole session, please do not attend.
- c. Please do not use laptops to surf the internet or make/answer phone calls during lectures/visits. All phones must either be switched off or be on silent mode.
- d. No talking during the lectures. Talking disrupts the class and may distract the presenter
- e. No eating or drinking of anything other than what may be provided at specified times
- f. Do not ask unnecessary questions. Question sessions are designed to give opportunities for clarifications of certain aspects of the visit you have not understood and not opportunities for general inquiries. You can consult other available resources for answers to some of the questions you may have outside of the presentation.

All students are expected to attend and participate fully in all components of the course for which they are registered unless excused, for good cause. The University's regulation is that all students obtain 75% attendance record and complete all the assessments associated with the course. Failure to make up the attendance or complete assessments will mean that the student will not normally be eligible for the award of a degree of the University other than at the discretion of the examiners and college authorities.

Dissertation

The candidate must design and execute an acceptable original project in any area related to his/her discipline under supervision of academic staff and in some cases additional supervision from industry/sector expert. The project would commence during the first year of the programme for PhD students. The details of the preparation, submission and examination of thesis in the Centre are contained in the Centre's Guide to Dissertation.

Seminar

Postgraduate students are expected to prepare and present some seminars in the course of their training. Some of these seminars are related to the educational components of the candidates' thesis/dissertation and are presented before the entire faculty and students in the Centre.

Instructions for the seminar

Students are to note the following salient information with respect to the seminar:

- Drop two loose copies of the work (in words) with the Centre's Academic Coordinator and send a copy by email to academic@aceputoruniport.edu.ng not later than two weeks to the date fixed for the presentation
- Venue and date for the presentation will be sent to all the candidates along with other useful information on the seminar about two weeks to the date of the seminar.
- Students are to confirm their eligibility for participation in a seminar or report any change in their circumstance to the respective programme coordinator at least 4 days to the date of the seminar.
- Presentations shall be by power points and shall last for maximum of **15 minutes** while the subsequent discussions shall last for a maximum of **20 minutes**
- For group presentations, all members of the group may not necessarily be part of the presentation but must be involved in the subsequent discourse.
- Discussions would be based on the broad areas related to the subject being presented
- Candidates are to report to the venue of the presentation in formal dressing at least one hour to the time and ensure that all logistics and technical aspects of the presentations have been sorted.

Seminar scoring

Scores would be assigned as detailed below

- Internal assessors scores
- Participating assessors scores

While the scores of the internal assessors may be based on the technical considerations (structure and content) before the presentation, the participating assessors' scores may include considerations to actual presentation and discussion

Examinations

Assessment planning procedures

All taught courses are examined in accordance with the university's regulations on assessment. The date, venue and structure of the final examination for each module shall be included in the course schedule sent to students at least two weeks before the commencement of the module. The examination questions are prepared by the responsible instructors at the end of the various courses. Invigilation of final examination shall be arranged by the programme coordinating unit. It is pertinent to note that the date and venue for examination can be adjusted with the consent of both the instructors and students.

Grading during course

Continuous Assessment (30 %). This can be in various forms such as:

- Attendance at classes
- Seminar presentation
- Assignments and coursework during lectures or postings
- Participation and performance during classwork or practical activities
- Written assessments

Grading during final examination

Final Examination at the end of the posting (70 %)

- Shall be in the form of Essay, MCQs, Practical, and Orals and would be 70%.

Pass mark

The minimum pass mark in any course shall be 50%

Grading system

Grading of courses shall be by a combination of percentage marks and letter grades translated into a graduates' system of Grade Point Equivalents (GPE).

Computation of Grade Point Average

Every course carries affixed number of credit units (CU), one credit unit being when a class meets for one hour every week for one semester, or three hours every week in the laboratory, workshop or field.

Quality point (QP) are derived by multiplying the credit units for the course by the Grade points; earned by the students: e.g., in a course with 3 Credit Units in which a student earned a B with 4 Grade Points; the Quality Point is $3 \times 4 = 12$.

Grade Point Average (GPA) is derived by dividing the Quality Points for the semester by the Credit Units for the semester: e.g., in a semester where the students earned 56 Quality Points for 18 Credit Units, the GPA is $56 \div 18 = 3.11$.

Cumulative Grade Point Average (CGPA) is derived by adding the Total Quality Points (TQP) to date and dividing by the Total Credit Units (TCU) to date: e.g., if the TQP is 228 and the TCU is 68, then the CGPA is $228 \div 68 = 3.35$

Detailed examples of how to calculate GPA and CGPA are shown below

Grade obtained in all approved courses of a student's prescribed programme, excluding audited courses, shall be used to compute the GPA.

When a student transfers from a faculty to the Centre, only the grade obtained in the courses in the new programme of study will be used to compute the CGPA. Courses which were completed before the change of programme will be treated as audited courses.

When a student transfers from another University, only the grades obtained at the University of Port Harcourt will be used to compute the CGPA.

Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade Point Equivalent as in the table below:

(i) Credit units	(ii) Scores	(iii) Letter Grades	(iv) Grade Points (GP)	(v) Average (GPA)
Vary according to contact hours assigned to each course or according to load carried by students	≥ 70 60 – 69 50 – 59 0 - 49	A B C F	5 4 3 0	Derived by multiplying i and iv and dividing by Total Credit Units

Examination resit policy

A resit means that a student had failed a course and is required to undertake a second attempt of that course without further teaching input. The programme allows resit of continuous assessment and examination. The resit examinations is completely a different piece of assessment and shall be arranged within three months of seating for the original examination. Scores of examinations undertaken during resit shall be capped at 50%. Students are not allowed to resit courses which they have passed. If the mark attained during the resit is lower than that of the first attempt, the resit score will still be recorded. Any candidate who fails to attempt a resit assessment during the allotted period without prior approval from the Centre administration will earn a mark of “0”. A student who successfully applied for exemption from the original scheduled examination based on extenuating circumstances shall be accorded a ‘first attempt’ status and have the full marks recorded during the resit examination. In the event of another fail during the resit examination, a student would be allowed to repeat the course during the next opportunity the course is taken. This is subject to payment of tuition fee for the additional year and the discretion of the Centre Academic Board. The latter is without prejudice to the University regulation on the length of stay of students in various programmes in the University.

Other regulations of examination

In accordance with the Statement of Academic Policy of the University herein stated in this Regulation, the following terms shall mean

- I Invigilators: These are those who conduct examinations.
- ii Supervisor: This is the most senior lecturer among the Invigilators
- iii Examiners: These are the course lecturers.
- iv Examination Officers(s): The examination officer(s) oversee(s) the conduct of all examinations in the Department and upload(s) Senate approved results on the University portal.

- The examination timetable shall be released at least three weeks before the scheduled date of the start of examinations. Scheduled times and dates for examinations must be adhered to. If it is found necessary to reschedule an examination, this must be with the permission of the Academic Coordinator and Centre Leader.

- Examiners should ensure that the question papers are prepared under conditions of maximum security and are ready on time. For all examinations, well-packaged question papers must be accompanied by a list of Supervisors, Invigilators and the relevant forms. The Examiners should ensure that the question papers, adequately packaged and sealed, are submitted to the Supervisor, at least, one hour before the start of the examination.
- Subject only to administrative supervision by the office of the Centre Leader, the conduct of course examinations shall be the responsibility of the Course or Programme Coordinator.
- For each examination, there should be a Supervisor and enough Invigilators, including both male and female Invigilators.
- It is the responsibility of the academic coordinator to appoint Supervisors and Invigilators. The list should be forwarded to the Centre Leader not later than one week before the examinations. Students should be seated according to their registration numbers, and they should be invigilated by academic staff from the Centre.
- Supervisors should be appointed from the rank of Senior Lecturer, and above and Invigilators should be other members of academic staff. Part-time teachers, where necessary, are also regarded as Examiners.
- Supervisors must identify and check students into the examination hall using the authenticated register of students for that course. The student must show the invigilator his/her registration/identity card on entry to every examination. He/she must leave this on the desk throughout the examination for easy inspection by the invigilator.
- All examination scripts used by the students must be endorsed by the Supervisor at least 30 minutes after the commencement of the examination.
- The Invigilator must ensure that no student removes from the examination venue any paper or other examination material except the printed question papers where it is allowed. Answer booklets are the property of the University and must not be in the possession of students.
- During examination, the security department should beef up security especially around the examination Centre to ensure that those not involved in the examination are not allowed to loiter around the examination halls.
- No unregistered student is authorized to take any examination.
- A student should be in the examination room at least 30 minutes before the start of the examination. A student who is up to 30 minutes late shall be admitted but shall not be given any extra time. A student who arrives more than 30 minutes after the start of the examination shall not be admitted. A student may be allowed to leave the examination room temporarily before the end of the examination, but must NOT:
 - do so during the first hour of the examination except in cases of emergency like illness;
 - do so unaccompanied OR with his/her scripts.
- Students must write their names, registration numbers and sign the attendance register within the first hour of the examination.
- Students must write their registration numbers (not name) at the appropriate places on the cover and pages of the answer booklet.
- No student shall bring in any handbag, mobile phone, briefcase, books, notebooks, or papers etc. into the examination hall.
- No student shall directly or indirectly give or accept any assistance during an examination.
- Students shall stop writing at the end of the allotted time for an examination at the instruction of the Supervisor or Invigilator(s).
- Anybody who disrupts an on-going examination shall face appropriate disciplinary action.

- At the end of the examination, the Supervisor/Invigilator shall ensure that the answer scripts are checked, properly packaged, and returned along with relevant forms to the Examiner.
- A member of staff who fails to turn up for invigilation shall be queried for this act in the first instance. If this is repeated during another period of examination, the member of staff will lose the next promotion and be warned in writing by the Vice-Chancellor.
- The Centre Leader shall report any defaulting Invigilator to the Provost/Dean, whose responsibility it is to forward the report to the Vice-Chancellor.
- These examination regulations apply to all students studying for the award of University of Port Harcourt Degree, Certificate and Diploma.

Code of conduct during Examination

1. It is the responsibility of each individual student intending to take any university examination to ascertain the date, time and the venue of the examination as indicated in the examination timetable. Candidates must present themselves at the examination venue thirty (30) minutes to the scheduled time of commencement of the examination.
2. Candidates will not be admitted to examination hall after the examination has been in progress for thirty (30) minutes. Candidates will not also be allowed to leave the examination hall during the first thirty (30) minutes and the last fifteen (15) minutes of an examination.
3. Candidates will not be permitted to start an examination until formally instructed to do so by the Examiner/Invigilator in-charge of the examination.
4. Candidates wishing to leave the examination hall must obtain the express permission of the examiner/invigilator before doing so. Any candidate permitted to leave an examination hall temporarily must hand over his/her question paper(s) and answer script(s) to the examiner/invigilator and must be accompanied by the examiner/invigilator or a person appointed by the examiner/invigilator.
5. Candidates may take printed materials or manuscripts into an examination hall when it has been previously announced in the examination timetable and when it is stated in the instructions to the question paper that such materials may be used.
6. All briefcases and other materials not associated with the examination must be deposited at a designated place. Candidates will however, be allowed to use their own mathematical instruments/tables and such other aids for drawing as the examination/invigilators may permit.
7. The use of mobile phone, electronic programmable calculator, information storage devices calculator instruction manuals, textbooks, atlases, lecture notebooks, etc shall not be allowed in the examination halls.
8. Candidates must sit at the desk assigned to them by the invigilator. The university administration will not condone any swapping of seats by candidates.
9. It is compulsory for candidates to sign the examination attendance register when the examiners/invigilators present to them during the examination
10. Candidature must ensure that their answer scripts are handed over to the examiner/invigilator before leaving the examination hall
11. Smoking, chewing of gums and the consumption of food and drinks are not permitted during the examination
12. All questions in written examination must be answered in simple English unless instructions on the question paper indicate otherwise
13. It is an academic offence punishable by expulsion from the university for any candidate(s) to prevent other candidate(s) from taking scheduled university examinations or cause obstruction to examination processes.

14. Any candidate unable to sit for an examination on account of illness duly certified by a medical authority approved by the University's Director of Medical Services may be allowed to take the examination at the next period as first attempt. The affected candidate shall notify the Dean, School of Graduate Studies through the Centre Leader of this fact and shall submit a valid medical certificate to be authenticated by the Director of Medical Services.

Documentations related to examination

At the commencement of examination

The following materials should be made available before commencement of each examination

1. The answer sheets
2. The question papers
3. The course evaluation form
4. The student attendance sheet which should be signed by all students present for the examination
5. The invigilators' attendance sheets should be signed by all invigilators (academic and non-teaching) present during the examination
6. Incident sheet for examination misconduct

Immediately after the examination

1. The answer sheets should be counted by at least two invigilators who must sign to authenticate the number of scripts on the envelop meant for each question.
2. The course evaluation forms should also be counted and packed in a separate envelop
3. A copy of the question paper, the students' attendance sheet, the invigilators' attendance sheet, the completed course evaluation forms, filled incident sheet for examination misconduct (if any) should be sent to the Centre leader through the secretariat staff present during the examination

Two weeks after examination

The marked scripts, marking scheme and result should be handed over to the programme coordinator by the course coordinator. Lecturers and coordinators who have submitted their marked scripts, marking scheme and results would be paid all entitlements immediately.

Four weeks after examination

The programme coordinator sends the marked scripts, marking scheme and results to the Centre leader.

Documents kept in the Centre's record each course

1. Question paper
2. Marking scheme
3. Result
4. Signed attendance sheet by students
5. Signed attendance sheet by supervisors
6. Completed course evaluation forms

7. Completed examination misconduct incident form

DETAILED COURSE DESCRIPTION



PGD NURSING SCIENCE

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

PRE-REQUISITES:	Bachelor of Nursing Science / RN, RM with B.Sc. in Health-related Field / HND Public Health Nursing		
MODULE DESCRIPTION:	The course aims at providing the nurse with in-depth knowledge of the application of Nursing Process approach in the management of clients (adult and children) with acute and chronic disease conditions affecting all system and conditions affecting the special senses. Exploration of concepts of critical thinking, evidence-based practice and reflective nursing care.		
MODULE AIMS	Participants completing this module at the highest level of achievement should be able to:		
	<ol style="list-style-type: none"> 1. Assess and manage adult and children health care 2. Approach adult and children specialist healthcare in line with the National standard 		
INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:			
COGNITIVE:	<ol style="list-style-type: none"> 1. Show in-depth knowledge base on the care of medical/surgical conditions in adults/children 2. Show good knowledge in management of acute and Chronic disease condition affecting all systems 3. Understand the specialist healthcare management of conditions affecting the special senses. 4. Understand the application of nursing process approach in health assessment and care of adults/children. 5. Evaluate and critically appraise use of evidence-based and reflective practice in managing clients. 		
PSYCHOMOTOR:	<ol style="list-style-type: none"> 1. Ability to use nursing process competently to deliver medical /surgical nursing care. 2. Use effectively research evidence, information in the care and management of adult and children 3. Perform health assessment and specialist care 		
AFFECTIVE	<ol style="list-style-type: none"> 1. Develop a positive attitude towards health care of the neonate 2. Show self-reliance when undertaking specialist neonate health assessment. 3. Appreciate the nature of newborn health issues and practices 4. Demonstrate belief in contemporary issues in neonate-based health care research 		
MODULE EXECUTION PLAN:	<p>This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration, and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.</p>		
TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS			
	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Not Applicable	20
3	Seminar presentation (SP)	Not Applicable	-

4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Concept, Principles and ethical-legal decision making in medical-surgical care nursing	20	
2	Lecture	Assessment and management of selected Acute/Chronic medical-surgical conditions	20	
	Course paper/assignment		60	
3	Lecture	Contemporary issues in critical care (Gerontology, palliative and rehabilitative care)	10	
4	Lecture	Specialist healthcare in management of children	20	
5	Lecture	Evidence-base and reflective leadership practice enhancement for adult and children care.	20	
	Tutorial/ Assignment		40	
	Self-directed learning		80	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



PGD NURSING SCIENCE

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

Nursing

MODULE DESCRIPTION: This course is designed to enable the students identify basic concepts and principles of primary health care as it relates to midwifery practice in the community. Covers knowledge in the delivery and care of individuals and expectant families in both urban and rural areas of the community and use of delivery kit. It provides in-depth knowledge in the care of the expectant families in the community as well as utilizing available resources in planning and management of midwifery services. It also high light the role of the midwife in the health care team within the community.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

1. Assess and manage the expectant family in the community
2. Approach maternal newborn care in the community in line with the National standard

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Show good knowledge of basic concepts /principles of primary health care in community midwifery practice.
2. Show in-depth knowledge in care delivery to individuals /expectant families in urban and rural communities.
3. Understand the use of available resources in planning and management of midwifery services
4. Understand the midwife's role and responsibilities in the health care team in the community.
5. Evaluate and critically appraise use of evidence-based and reflective practice in managing clients.

PSYCHOMOTOR:

1. Ability to use nursing process competently to deliver individualized care to expectant families.
2. Perform health assessment and appropriately manage maternal health care services in communities
3. Use effectively information, education and communication strategies to eliminate harmful practices.

AFFECTIVE

1. Develop a positive behavioural attitude towards care of the expectant mother in the community
2. Show self-reliance when undertaking maternal newborn assessment and care in rural communities.
3. Demonstrate belief in culture sensitive care of individuals and families in urban and rural communities
4. Show understanding of the two-way referral system in community midwifery practice.

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Not Applicable	20
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Applicable	50

5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Review of Concept and Principles of primary health care (PHC) and the role of the community midwife in PHC	20	
2	Lecture	Community entry, advocacy, organization of community midwifery services and the use of management, information system (MIS) in community midwifery practice.	20	
	Course paper/assignment		60	
3	Lecture	Maternal newborn health care of the expectant family in urban and rural communities.	10	
4	Lecture	Specialist community health care and application transcultural theories in the management of expectant families.	20	
5	Lecture	Evidence-base and reflective leadership practice enhancement in maternal newborn care.	20	
	Tutorial/ Assignment		40	
	Self-directed learning		80	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination time table which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



PGD IN NURSING SCIENCE

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

UNIVERSITY OF PORT HARCOURT

PRE-REQUISITES:

Bachelor of Nursing Science / RN, RM with B.Sc. in Health-related Field / HND Public Health Nursing

MODULE DESCRIPTION: The course focuses on planning, implementation and evaluation of institutional and community mental health care services. The rehabilitation of the mentally ill and preventive mental health measures (primary, secondary and tertiary) will be reviewed. The roles of the traditional healers in society and effects of urban- rural migration on mental health, typology of crisis and crisis intervention in psychiatric nursing care will also be discussed as well as the role mental/psychiatric health care play in schools, industries and homes.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

1. Assess and manage mental health disorder in health facilities and communities.
2. Approach community preventive and rehabilitative mental health care in line with National Standard.

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Show good knowledge of concepts, models and personality disorders using the life cycle approach
2. Show in-depth knowledge of psychopathology and management of mental health/psychiatric disorders
3. Understand roles of the nurse in rehabilitation of mentally ill and preventive measures in community.
4. Understand roles of traditional healers in society, typology of crisis and its intervention in psychiatric care
5. Evaluate and critically appraise team collaboration in mental health care services in Nigeria

PSYCHOMOTOR:

1. Ability to use nursing process competently in assessment of the mentally ill in institutions/community.
2. Use effectively research evidence, information in the management of mental health/psychiatric disorders
3. Perform health assessment and specialist care in children /adolescence with personality disorders

AFFECTIVE

1. Develop a positive attitude towards health care of the mentally- ill in the society
2. Show self-reliance when undertaking specialist mental health care assessment of children /adolescence
3. Appreciate the nature of teenage/adolescence mental health issues and practices globally
4. Demonstrate belief in contemporary issues in mental health /psychiatry evidence - based health care research.

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Not Applicable	20

3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Concepts, principles and life cycle approaches to management of mental health/psychiatric disorders	20	
2	Lecture	Psychopathology of mental health/Psychiatric disorder. Nursing management of selected mental health/psychiatric disorder in adults.	20	
	Course paper/assignment		60	
3	Lecture	Contemporary trends and evidence- based health care /research in mental health and psychiatry nursing	10	
4	Lecture	Specialist management of children and adolescence with mental health/psychiatric disorders	20	
5	Lecture	Community mental health, mental health team collaboration and National standards for adult and adolescence care.	20	
	Tutorial/ Assignment		40	
	Self-directed learning		80	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



PGD IN NURSING SCIENCE

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

UNIVERSITY OF PORT HARCOURT

PRE-REQUISITES:

Bachelor of Nursing Science / RN, RM with B.Sc. in Health-related Field / HND Public Health Nursing

MODULE DESCRIPTION: This course entails further development of student's knowledge and skills in the planning, organization and administration of community and primary health care services. It emphasizes the application of integrated knowledge in the development, implementation and evaluation of community health nursing and primary health care programmes, using a model of Community Health Planning cycle of "Need Assessment or Community Health diagnosis, development of care plans, implementation of care.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

1. Assess, plan and organize community/Public health care services.
2. Approach community services in line with the community health planning cycle of 'Needs' assessment.

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE

1. Show in-depth knowledge in planning, organization and administration of community/public health services
2. Show good knowledge in the use of "Needs" assessment in diagnosing and developing community care plan
3. Understand the application of integrated strategies in implementation of public health programmes
4. Evaluate and critically appraise use of evidence-based community/ public health care services.

PSYCHOMOTOR:

1. Ability to use community health nursing models in care delivery.
2. Use effectively community health planning cycle of "Needs" assessment
3. Perform community health surveillance, survey and evidence-based research.

AFFECTIVE

1. Develop a positive behavioural attitude towards community participation in health programmes
2. Show self-reliance when undertaking community needs assessment and education on health issues
3. Appreciate team collaboration in implementation and evaluation of public health care.

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Not Applicable	20
3	Seminar presentation (SP)	Not Applicable	-

4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	
1	Lecture	Review Concepts and models in community/public health care.	20	
2	Lecture	Planning, organization and administration of community and primary health care services	20	
	Course paper/assignment		60	
3	Lecture	Use of models of Community Health Planning cycle of “Need Assessment for Community Health diagnosis and development of care plans	10	
4	Lecture	Collaborative and integration strategies in implementation and evaluation of community/public healthcare services	20	
5	Lecture	Community/public health surveillance, survey and evidence-based research.	20	
	Tutorial/ Assignment		40	
	Self-directed learning		80	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for ‘Pass’ in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



PGD IN NURSING SCIENCE

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

PRE-REQUISITES:

Bachelor of Nursing Science / RN, RM with B.Sc. in Health-related Field / HND Public Health Nursing

MODULE DESCRIPTION: The course will introduce the students to the principles and concepts that guide the practice of epidemiology. Emphasis will be placed on factors that influence the distribution and serve as determinants and deterrents of health-related events. Disease outbreak investigation and the application of epidemiologic principles in the control of diseases of public health importance will also be taught.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

1. Assess and investigate factors that influence outbreak of diseases in a community
2. Approach the control of diseases of public health importance using epidemiological principles.

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Show in-depth knowledge of concepts guiding epidemiological practice in public health
2. Show good knowledge of determinants and deterrents of health-related events in urban/rural communities.
3. Understand the epidemiologic principles applied in control of diseases of public health importance.

PSYCHOMOTOR:

1. Ability to competently apply epidemiologic principles in disease control
2. Perform health assessment and investigation to isolate determinants and deterrents of diseases
3. Use effectively research evidence for evaluation and preventive measures in disease control.

AFFECTIVE

1. Develop a positive attitude towards community participation in disease surveillance
2. Show self-reliance when applying disease control and preventive measures.
3. Demonstrate belief in research on contemporary issues of public health importance.

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Not Applicable	20
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80

7	Group activities	Applicable	30	
CONTENT/ACTIVITY SCHEDULE				
	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Concept and Principles guiding practice of epidemiology	20	
2	Lecture	Community assessment/ investigations in epidemiology. Determinants and deterrents influencing distribution of vectors	10	
	Course paper/assignment		60	
3	Lecture	Specialist healthcare in management of disease outbreak. Application of epidemiologic principles in disease control	20	
4	Lecture	. Contemporary issues critical to disease prevention and rehabilitation measures (individual, family, community, policy implementation issues).	20	
5	Lecture	Evidence-based epidemiological research and its impact in public health (Role of the Nurse).	20	
	Tutorial/ Assignment		40	
	Self-directed learning		80	
MODULE ASSESSMENT				
<u>FORMATIVE</u>				
This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.				
<u>SUMMATIVE</u>				
This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.				
<u>RESIT EXAMINATION</u>				
A student who fails to obtain a mean score of 50% and./or fail to satisfy the requirement for ‘Pass’ in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.				



PGD IN NURSING SCIENCE

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

UNIVERSITY OF PORT HARCOURT

PRE-REQUISITES:

Bachelor of Nursing Science / RN, RM with B.Sc. in Health-related Field / HND Public Health Nursing

MODULE DESCRIPTION: The course focuses on the techniques and theories of teaching and administration in the practice of nursing, and effective teaching and administration are taught. The role of the nurse in the teaching of nursing students and clients is emphasized, also the administration of the health area facilities/resource management principles and techniques, problem solving, leadership dynamics effective communication. Other topics covered are factors in the teaching learning process and contemporary issues in nursing administration.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

1. Discuss techniques of effective teaching and administration in nursing practice
2. Apply management principles and techniques in communication, problem solving, and leadership

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Show in-depth knowledge base on techniques and theories of teaching and administration in nursing.
2. Show good knowledge of management principles and techniques in problem solving.
3. Understand the appropriateness of leadership dynamics in managing health facilities / resources.
4. Understand the importance effective communication in nursing administration.
5. Evaluate and critically appraise contemporary issues in teaching learning process in nursing.

PSYCHOMOTOR:

1. Ability to use the techniques and theories of teaching to educate clients
2. Use effectively therapeutic communication skills in clinical nursing administration
3. Perform health evaluation of students and or clients using the teaching learning process

AFFECTIVE

1. Develop a positive leadership trait in managing human and material resources
2. Show competence in bridging theory-practice gap through effective student teaching.
4. Demonstrate confidence in handling contemporary issues in nursing administration

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Not Applicable	20
3	Seminar presentation (SP)	Not Applicable	-

4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	
1	Lecture	Principles and theories of teaching and learning in nursing education and administration	20	
2	Lecture	Administration of health facilities/resource management principles and techniques and problem solving	20	
	Course paper/assignment		60	
3	Lecture	Leadership dynamics and effective communication in nursing education and administration	10	
4	Lecture	Contemporary issues in Nursing Education and Administration. The role of the nurse in the teaching learning process.	20	
5	Lecture	Evidence –based research on Determinants and deterrent factors in the teaching learning process.	20	
	Tutorial/ Assignment		40	
	Self-directed learning		80	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

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PGD IN NURSING SCIENCE

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

PRE-REQUISITES:

Bachelor of Nursing Science/ RN, RM with B.Sc. in Health-Related Field/ HND Public Health Nursing

MODULE DESCRIPTION: This course is designed to prepare students to recognize those conditions that complicate or suggest deviation from normal during pregnancy, labor and puerperium. Obstetric emergencies in pregnancy and labor, obstetric interventions and management of abnormalities affecting the neonate. It highlights the midwife's role and responsibilities in early diagnosis, appropriate intervention and referral when necessary. Family care studies on abnormal midwifery is essential

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

3. Assess and manage risk factors that complicate pregnancy, labor and puerperium
4. Approach maternal newborn care emergencies in line with the EmOC guideline

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Show in-depth knowledge base of risk factors that complicate normal pregnancy, labor and puerperium.
2. Show good knowledge or competence in managing conditions that complicate normal childbearing process
3. Understand obstetric emergencies and management based the Emergency Obstetric Care (EmOC) guidelines
4. Understand obstetric interventions and management of abnormalities affecting the neonate.
5. Evaluate and critically appraise midwife's role and responsibilities in early diagnosis, intervention and Referral of mother and or infant.

PSYCHOMOTOR:

1. Ability to use nursing process competently to deliver obstetric nursing care to childbearing family.
2. Use effectively evidence –base and reflective practice in care of the mother and infant.
3. Perform health assessment and specialist care of the childbearing family

AFFECTIVE

1. Develop a positive attitude towards obstetric care of women during pregnancy, labor and puerperium.
2. Show self-reliance when undertaking specialist emergency obstetric assessment. and interventions
3. Appreciate the nature of newborn health issues and practices
4. Demonstrate belief in contemporary issues in maternal newborn health care research

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Not Applicable	20
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Applicable	50

5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	
1	Lecture	Concept, Principles and ethical-legal decision making in obstetric care	20	
2	Lecture	Review of abnormalities, risk factors and conditions that complicate pregnancy	20	
	Course paper/assignment		60	
3	Lecture	Contemporary issues critical in the management of abnormalities in labour and puerperium.	10	
4	Lecture	Specialist care of the neonate and management of infant health	20	
5	Lecture	Evidence-base and reflective leadership practice enhancement for care of the mother, infant and family (childbearing family).	20	
	Tutorial/ Assignment		40	
	Self-directed learning		80	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



PGD IN NURSING SCIENCE

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

MODULE DESCRIPTION: The course provides opportunity for the students to have hands on experiences and apply the concept and theoretical aspect of nursing using a simulation and a real-life situation in the laboratory and designated practice centers/clinics.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

5. Apply concepts and theories of nursing in real-life situations in laboratory and practice centres
6. Acquire practical experiences in various aspects of nursing using simulation.

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Show in-depth knowledge base on use of nursing process approach in health assessment and management
2. Show good practical knowledge in management of acute and Chronic disease condition affecting all systems
3. Understand the specialist healthcare management in various practice centres
4. Evaluate and critically appraise clinical nursing practice in various settings

PSYCHOMOTOR:

1. Ability to use nursing process competently nursing care all categories of clients.
2. Use effectively research evidence and information in practice centres/clinic
3. Perform health assessment using simulations

AFFECTIVE

1. Develop a positive attitude towards collaborative teamwork in various practice centres/clinic
2. Show self-reliance when undertaking physical and laboratory health assessment.
3. Demonstrate competence in managerial and leadership roles in practice settings.

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 2 days (Friday and Saturday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 2-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Not Applicable	20
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

ACTIVITY	TOPIC	CONTACT	INSTRUCTOR
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	TYPE		HOURS	
1	Lecture	Concept, Principles and ethical-legal decision making in medical-surgical care nursing	20	
2	Lecture	Assessment and management of selected Acute/Chronic medical-surgical conditions	20	
	Course paper/assignment		60	
3	Lecture	Contemporary issues in critical care (Gerontology, palliative and rehabilitative care)	10	
4	Lecture	Specialist healthcare in management of children	20	
5	Lecture	Evidence-base and reflective leadership practice enhancement for adult and children care.	20	
	Tutorial/ Assignment		40	
	Self-directed learning		80	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and./or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



PGD IN NURSING SCIENCE

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

MODULE DESCRIPTION: Seminar topic related to public health nursing and in the candidate's area of interest will be developed and presented in a report and examined orally by a panel of internal examiners. The students are expected to undertake a detailed empirical review of current articles on the basic concepts that are related to seminar topic.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

1. Develop and present papers on public health nursing related issues
2. Review and critique empirical current public health nursing related articles.

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to

COGNITIVE:

1. Show in-depth knowledge base on the review and critiquing of empirical study articles
2. Show good knowledge in development and presentation of seminar paper on health issues.
3. Evaluate and critically appraise public health nursing related issues for paper presentation.

PSYCHOMOTOR:

1. Ability to develop and present viable empirical articles or papers.
2. Perform
3. Perform health assessment and specialist care

AFFECTIVE

1. Develop a positive attitude towards health care of the neonate
2. Show self-reliance when undertaking specialist neonate health assessment.
3. Appreciate the nature of newborn health issues and practices
4. Demonstrate belief in contemporary issues in neonate-based health care research

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 2 days (Friday and Saturday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 2-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Not Applicable	20
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE				
	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Concept, Principles and ethical-legal decision making in medical-surgical care nursing	20	
2	Lecture	Assessment and management of selected Acute/Chronic medical-surgical conditions	20	
	Course paper/assignment		60	
3	Lecture	Contemporary issues in critical care (Gerontology, palliative and rehabilitative care)	10	
4	Lecture	Specialist healthcare in management of children	20	
5	Lecture	Evidence-base and reflective leadership practice enhancement for adult and children care.	20	
	Tutorial/ Assignment		40	
	Self-directed learning		80	
MODULE ASSESSMENT				
<u>FORMATIVE</u>				
This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.				
<u>SUMMATIVE</u>				
This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.				
<u>RESIT EXAMINATION</u>				
A student who fails to obtain a mean score of 50% and./or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.				



PGD IN NURSING SCIENCE

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

Health Nursing

MODULE DESCRIPTION: The course incorporates computer and information technology computer appreciation and information management system, data information management cycle, documentation and record keeping, eHealth, including mHealth, facility and home-based records, and the Integrated Disease Surveillance and Notification System, internet sources of health information, support system for service and research, computerized decision into nursing practice. The course is designed to provide the student with adequate knowledge and skills required to carry out research study, and to apply statistics and statistical packages in nursing research. It will also teach the students how the information obtained from the analysis of health data can be used to detect health problems, define priorities, identify innovative solutions and allocate resources to improve health outcomes.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

3. Assess and manage facility and home-based data using eHealth and mHealth technology.
4. Apply statistics and statistical packages in nursing research

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Show good knowledge base on research methodology
3. Understand the incorporation of computer and information technology into nursing practice.
4. Understand the application of eHealth and mHealth in nursing education and clinical practice
5. Evaluate and critically appraise use of integrated surveillance and notification system.

PSYCHOMOTOR:

1. Ability to use electronic and mobile health in nursing education and clinical practice.
2. Use effectively research evidence/ information to identify innovations to improve health outcomes
3. Perform health assessment and surveillance using internet sources of health information.

AFFECTIVE

1. Develop a positive behavioural attitude towards Telehealth Nursing technology in client care
2. Show self-reliance when using statistics and statistical packages in analysis of research studies.
3. Demonstrate competence in skills required in eHealth disease surveillance and notification system.

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Not Applicable	20
3	Seminar presentation (SP)	Not Applicable	-

4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	ICT and Research Methodology	20	
2	Lecture	Advanced Statistics and statistical packages in Health technology	20	
	Course paper/assignment		60	
3	Lecture	Contemporary issues in Integrated Disease Surveillance and Notification System.	10	
4	Lecture	Documentation/record keeping in eHealth and mHealth management technology	20	
5	Lecture	Utilization of Evidence-based research finding in education and clinical nursing practice.	20	
	Tutorial/ Assignment		40	
	Self-directed learning		80	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



MASTERS IN MIDWIFERY/CHILD CARE

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE LOCATION UNIVERSITY OF PORT HARCOURT		No. OF WEEKS: 2		
PRE-REQUISITES:		Bachelor of Nursing Science		
MODULE DESCRIPTION The purpose of the course is to familiarize the students with the key concept of professional ethical- legal systems and approaches to midwifery practice and child health nursing. Ethic and midwifery issues in contemporary practice. Ethic and issues in child health nursing. The course will cover legal system and accountability of the midwife, and child health nurse, client rights, litigation and accountability and statutory provisions. Introduces students to Nigeria legal system; the rights and responsibilities of client and midwife and child health nurse in health system; Undertake selected legal case studies with its implications on midwifery practice and child health nursing practice				
MODULE AIMS Participants completing this module at the highest level of achievement should be able to: <div><div>1.</div><div>Understand the key concept of professional ethical- legal systems and its approaches to midwifery practice and child health practice</div></div> <div><div>2.</div><div>Demonstrate in her practice the rights and responsibilities of her professional ethical-legal rights of her clients and self</div></div>				
INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:				
COGNITIVE: Show good understanding of the concept of professional ethical- legal systems and approaches to midwifery practice and child health practice 2. Evaluate critically accountability of the midwife, child health nurse, client rights, litigation and accountability and statutory provision				
PSYCHOMOTOR: <div><div>1.</div><div>Demonstrate some selected legal case studies with its implications on midwifery practice and child health practice</div></div>				
AFFECTIVE 1. Develop a positive attitude to the use of right ethics of midwifery and child health nursing in the contemporary practice 2. Show self-reliance and accountability when undertaking professional duties. 3. Demonstrate belief in Nigeria legal system; the rights and responsibilities of client and midwife and child health nurse in health system;				
MODULE EXECUTION PLAN: This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 4 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students’ experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.				
TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS				
	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours	
1	Lectures (L)	Not Applicable	30	
2	Tutorials (T)	Applicable	-	
3	Seminar presentation (SP)	Not Applicable	-	
4	Course paper/assignment (CP/A)	Applicable	10	
5	Practical/demonstrations (PR)	Not Applicable	-	
6	Self-directed learning	Applicable	40	
7	Group activities	Applicable	10	
CONTENT/ACTIVITY SCHEDULE				
	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUC TOR
1	Lecture	Concept of professional ethical- legal systems and approaches to midwifery practice and child health practice	6	
2	Lecture	Ethic and midwifery issues in contemporary practice. Ethics and child health nursing issues in contemporary practice	5	

3	Lecture	Legal system and accountability of the midwife, child health nurse, client rights, litigation and accountability and statutory provisions.	3	
4	Lecture	Introduction to Nigeria legal system; the rights and responsibilities of client and midwife, client and child health nurse in health system;	5	
5	Lecture	Undertake selected legal case studies with its implications on midwifery and child health nursing practice.	3	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, and discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination within three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



MASTERS IN MIDWIFERY/CHILD NURSING

MODULE TEMPLATE

UNIVERSITY OF PORT HARCOURT

PRE-REQUISITES:

Bachelor of Nursing Science

MODULE DESCRIPTION

The students will pursue in-depth study in a selected topic area in community-based health care. Models/theories will be evaluated for their usefulness in community-based health care. The nature of community health issues; community health practices, contemporary issues in community-based health care research; information and management systems in community-based health care practice; concepts of epidemiology; determinant of disease and health; epidemiological theories; specific epidemiological case studies; principles and practice of disease control, health education, community health nutrition and environmental health programmes.

MODULE AIMS				
Participants completing this module at the highest level of achievement should be able to:				
<div><div>1. Assess and manage community health issues as it regards to midwifery and child health nursing</div><div>2. Approach community health care intervention with core knowledge and skills</div></div>				
INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:				
COGNITIVE:				
<div><div>1. Show good knowledge on the use of theories/Models in community-based health care</div><div>2. Understand the nature of community health issues relating to midwifery and child health nursing practices</div><div>3. Understand the principles and practice disease control.</div><div>4. Evaluate and critically appraise epidemiological case studies</div></div>				
PSYCHOMOTOR:				
<div><div>1. Ability to use models and theories to underpin community health care.</div><div>2. Use effectively research evidence, information and management system in community health care practice.</div><div>3. Perform health education, community health nutrition and environmental health programme</div></div>				
AFFECTIVE				
<div><div>1. Develop a positive attitude towards community health care</div><div>2. Show self-reliance when undertaking community health care.</div><div>3. Appreciate the nature of community health issues and practices</div><div>4. Demonstrate belief in contemporary issues in community-based health care research information</div></div>				
MODULE EXECUTION PLAN:				
This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students’ experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.				
TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS				
	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours	
1	Lectures (L)	Applicable	45	
2	Tutorials (T)	Not Applicable	-	
3	Seminar presentation (SP)	Not Applicable	-	
4	Course paper/assignment (CP/A)	Applicable	20	
5	Practical/demonstrations (PR)	Not Applicable	-	
6	Self-directed learning	Applicable	50	
7	Group activities	Applicable	20	
CONTENT/ACTIVITY SCHEDULE				
	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Models/theories and its usefulness in community-based health care in relation to midwifery and child health nursing practices	6	
			5	
2	Lecture	The nature of community health issues and community health practices	6	
3	Lecture	Contemporary issues in community-based health care research; information	5	
4	Lecture	Management systems in community-based health care practice	6	

5	Lecture	Concepts of epidemiology; determinant of disease and health; epidemiological theories; specific epidemiological case studies	6 5	
6	Lecture	Principles and practice of disease control, health education, community health nutrition and environmental health programmes.	6	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and./or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



MASTERS IN MIDWIFERY /CHILD HEALTH NURSING.

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

UNIVERSITY OF PORT HARCOURT

PRE-REQUISITES: Bachelor of Nursing Science

MODULE DESCRIPTION

The course is designed to enhance the provision of midwifery/ child health nursing for women and their new born, families and relevant communities. It intends to improve existing skills and abilities in midwifery and child health nursing interventions and activities that are vital for the provision of professional midwifery and child health nursing care for childbearing family. Use of Models of community midwifery and child health nursing care. Also, development of leadership, consulting, coordinating and decision-making skills in the community

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

- Provide standard and acceptable midwifery and child health nursing care to women, newborn, families and relevant communities

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Show good knowledge of midwifery and child health nursing within a relevant community.
2. Understand the use of Models of community midwifery and child health nursing care.
3. Evaluate and critically appraise existing skills and abilities in midwifery and child health interventions.

PSYCHOMOTOR:

1. Demonstrate ability to use Models of community midwifery care and models of child health nursing care
2. Interpret key concepts of midwifery and child health nursing care interventions and activities that are vital for the provision of professional midwifery and child health nursing care for childbearing family
3. Perform consultation, coordination and decision-making making in the community
4. Create leadership and decision-making skills in the community

AFFECTIVE

1. Develop a good attitude towards the provision of midwifery/ child health nursing care for women and their newborn, families and relevant communities.
2. Improved appetite for writing and reading academic texts
3. Show self-reliance when caring for women and the newborn.
4. Demonstrate belief in the provision of professional midwifery and child health nursing care for childbearing family and the use of Models of community midwifery care.

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 4 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-week duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours	
1	Lectures (L)	Applicable	45	
2	Tutorials (T)	Applicable	10	
3	Seminar presentation (SP)	Not Applicable	-	
4	Course paper/assignment (CP/A)	Applicable	15	
5	Practical/demonstrations (PR)	Not Applicable	-	
6	Self-directed learning	Applicable	50	
7	Group activities	Applicable	15	
CONTENT/ACTIVITY SCHEDULE				
	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	The community and Fundamentals of community midwifery and child health nursing	8	
2	Lecture	Models of community midwifery and child health nursing care and its uses	8	
3	Lecture	Concept of midwifery/ child health nursing	6	
4	Lecture	Midwifery and child health services for childbearing families	6	
5	Lecture	Care of women, new born and their families and communities	8	
6	Lecture	Leadership, Consultation, and Decision making in the community	7	
MODULE ASSESSMENT				
<u>FORMATIVE</u>				
This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.				
<u>SUMMATIVE</u>				
This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions and computer-based practical examination. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination time table which shall be released as at when due.				
<u>RESIT EXAMINATION</u>				
A student who fails to obtain a mean score of 50% and./or fail to satisfy the requirement for ‘Pass’ in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.				



MODULE TEMPLATE

PUT 804	in maternity care	UNITS: 4
MODULE LOCATION UNIVERSITY OF PORT HARCOURT		No. OF WEEKS: 4
PRE-REQUISITES:	BNSc Nursing	
MODULE DESCRIPTION		
The course explores both individual professional accountability and organizational professional leadership. It covers, leadership in healthcare and examines their impact on organization including wider considerations in the external environment This module will enable students to assess and analyze leadership theories and styles, barriers to midwifery leadership and ways to overcome the barriers, and the roles that leaders and managers play in a range of organizational contexts and to apply the principles and techniques of leadership and management in a range of contexts. The course exposes students to various approaches to improvement of leadership, management and teamwork, management styles in midwifery. The course also explores leadership competency model, the code and professional standard of practice, and what the code mean for clients and employers.		
MODULE AIMS		
Participants completing this module at the highest level of achievement should be able to:		
<div><div>1.</div><div>Approach her professional duties with core knowledge and skills in professional accountability and organizational professional leadership.</div></div> <div><div>2.</div><div>Use various recommended leadership theories and styles effectively</div></div> <div><div>3.</div><div>Demonstrate leadership competency model, the code and professional standard practice</div></div>		
INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:		
COGNITIVE:		
<div><div>1.</div><div>Show good knowledge on the use of leadership theories and styles</div></div> <div><div>2.</div><div>Understand how to practice effectively providing professional accountability and organizational professional leadership.</div></div> <div><div>3.</div><div>Understand how to use various leadership approaches to improve management and teamwork</div></div> <div><div>4.</div><div>Evaluate and critically appraise leadership in midwifery, barriers to midwifery leadership and ways to overcome</div></div>		
PSYCHOMOTOR:		
<div><div>1.</div><div>Ability to use leadership theories and styles in the conduct of her professional practices</div></div> <div><div>2.</div><div>Demonstrate the effective use of management and teamwork management style in midwifery</div></div> <div><div>3.</div><div>Perform leadership competency and professional standard of practice</div></div> <div><div>4.</div><div>Create and interpret individual professional accountability and organizational professional leadership of case scenario</div></div>		
AFFECTIVE		
<div><div>1.</div><div>Develop a positive attitude to the use professional accountability and organizational professional leadership</div></div> <div><div>3.</div><div>Show self-reliance and accountability when undertaking maternal care</div></div> <div><div>4.</div><div>Cherish academic discourse, reviews and criticisms</div></div> <div><div>5.</div><div>Demonstrate belief in professional leadership rigor and code and professional standard of practice</div></div>		
MODULE EXECUTION PLAN:		
This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-weeks duration of the course. Each lecturer shall ensure		

formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	60
2	Tutorials (T)	Not Applicable	-
3	Seminar presentation (SP)	Applicable	20
4	Course paper/assignment (CP/A)	Applicable	20
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	60
7	Group activities	Applicable	20

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Professional Leadership in Healthcare and management of change	10	
2	Lecture	Professional accountability and organizational professional leadership	10	
3	Lecture	Barriers to midwifery leadership and ways to overcome the barriers.	10	
4	Lecture	Leadership theories and styles and Communication for effective leadership in the workplace	10	
5	Lecture	Approaches to improvement of leadership, management and team work.	10	
6	Lecture	Leadership competency model, the code and professional standard of practice, and what the code mean for clients and employers.	10	
7	Seminar Presentation	Seminar on leadership in Midwifery	20	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and./or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



MASTERS IN FERTILITY NURSING

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

PRE-REQUISITES:

BNSc Nursing or Midwifery

MODULE

DESCRIPTION

This module will commence with a critical review of the forms of evidence that underpin professional practice in health and social care. The ideology of evidence-based practice will be analyzed and its impact on practice evaluated, including an examination of the barriers to using evidence in practice.

The module will cover **(1) Evidence for Health and Social Care, (2) promotion of normal childbirth, (3) Facilitation of complex birth and (4) Building a project on advancing global best clinical practice.**

For promoting normal birth, the module addresses one major National and International concerns about childbirth and the rising rate of intervention. The module will provide underpinning knowledge and confidence required to modify the situation by exploring how best to promote change in prenatal, intrapartum, and postnatal periods using existing knowledge and skills. Both international and local perspectives shall be analyzed, while deepening the students understanding of concept of normal childbirth. For facilitation of complex birth for women with social, emotional, and physical needs, the module explores the roles of the midwife in addressing them. Direct and indirect causes of maternal death are examined, while considering wider influences on maternal mortality and morbidity. The module will explore strategies for the maintenance of normality within the complex situations. Students are expected to apply clinical practice and develop skills for caring for women with complex needs.

For developing a project for advancing clinical practice, the project will enable students to demonstrate ability to synthesis learning from other modules. The student is expected to plan and write up a work-based project demonstrating the ability to raise a significant and meaningful questions in relation to a chosen topic expanding existing knowledge to contribute to the development of best practice. The project can take several forms including:

- Empirical research
- Modified Systematic Review
- Audit or service evaluation
- Critical review of literature

Whichever option is chosen, the focus is an issue related to advancing practice and in the completed project the student must demonstrate how knowledge gained could be used to advance practice.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

1. Improve the knowledge and competence of midwifery specialist in maternal and child health care.
2. Provide the holistic care to the childbearing family as a unit.
3. Synthesize Implementation and evaluation of models of maternity care including perspectives on childbirth and assessment of fetal wellbeing

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Synthesize the evidence for health and social care
2. Show understanding on how best to promote change in prenatal, intrapartum and postnatal periods using existing knowledge and skills.
3. Evaluate and critically appraise the facilitation of complex birth for women with complex social, emotional and physical needs.

PSYCHOMOTOR:

1. Ability to **demonstrate promotion of normal childbirth,**
2. Use effectively the identified strategies for the maintenance of normality within the complex situations.
3. Perform best clinical practice when caring for women with complex needs.
4. Demonstrate the ability to raise a significant and meaningful questions in relation to a chosen topic expanding existing knowledge to contribute to the development of best practice.

AFFECTIVE

1. Develop a positive attitude to promotion of normal child birth

2. Improved interest and concerns for facilitating complex birth within social, emotional and physical needs
3. Show self-reliance when undertaking normal birth and complex birth.
4. Demonstrate belief in the role of the midwife addressing the issue of complex birth.

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 8 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 8-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Applicable	20
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Evidence for Health and Social Care,	20	
2	Course paper/assignment	Evidence for Health and social care	40	
3	Lecture	Promotion of normal childbirth and trends in global best practices	35	
4	Lecture	Facilitation of complex birth	35	
5	Tutorial/ Assignment	Project on advancing clinical practice.	80	
6	Self-directed learning		100	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion, and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions, and computer-based practical examination. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



MASTERS IN FERTILITY NURSING

HOST- AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

MODULE CODE: PUT 805 (B)	MODULE TITLE: Advanced Child Health Nursing
MODULE LOCATION UNIVERSITY OF PORT HARCOURT	No. OF WEEKS: 8
PRE-REQUISITES:	BNSc Nursing or Midwifery
MODULE <p>This module will commence with a critical review of the forms of evidence that underpin child health nursing care. The ideology of evidence-based practice will be analyzed and its impact on practice evaluated, including an examination of the barriers to using evidence in practice.</p> <p>The module will cover (1) Theories and trends in child health nursing (2) Care of the child (3) Sick and vulnerable child (4) School health.</p> <p>For promoting child health nursing care, the module addresses National and International essentials of Global Child Health and International Child Mental Health. Both international and local perspectives shall be analyzed, while deepening the students understanding of concept of child health nursing. Direct and indirect causes of child death are examined, while considering wider influences on child mortality and morbidity. Students are expected to apply clinical practice and develop skills for caring for children with complex needs.</p> <p>For developing a project for advancing clinical practice, the project will enable students to demonstrate ability to synthesis learning from other modules. The student is expected to plan and write up a work-based project demonstrating the ability to raise a significant and meaningful questions in relation to a chosen topic expanding existing knowledge to contribute to the development of best practice. The project can take a number of forms including:</p> <ul style="list-style-type: none"> • Empirical research • Modified Systematic Review • Audit or service evaluation • Critical review of literature <p>Whichever option is chosen, the focus is an issue related to advancing practice and in the completed project the student must demonstrate how knowledge gained could be used to advance practice in child health nursing.</p>	DESCRIPTION
MODULE AIMS Participants completing this module at the highest level of achievement should be able to: <ol style="list-style-type: none"> 1. Improve the knowledge and competence of child health nurse specialist in child health care. 2. Provide the holistic care to the children well or sick as vulnerable group. 3. Synthesize Implementation and evaluation of models and theories of care including perspectives on assessment of child wellbeing. 	
INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:	
COGNITIVE: <ol style="list-style-type: none"> 1. Synthesize the evidence for child health nursing care 2. Show understanding on how best to promote change in the wellbeing of children using existing knowledge and skills. 3. Evaluate and critically appraise the facilitation of complex need of sick and vulnerable children 	
PSYCHOMOTOR: <ol style="list-style-type: none"> 1. Ability to demonstrate promotion of evidenced based child health nursing care 2. Use effectively the identified strategies for the maintenance and protection of the child within the complex situations. 3. Perform best clinical practice when caring for children with complex needs. 4. Demonstrate the ability to raise a significant and meaningful questions in relation to a chosen topic expanding existing knowledge to contribute to the development of best practice. 	

AFFECTIVE

1. Develop a positive attitude to promotion of child health care
2. Improved interest and concerns for facilitating child health nursing care
3. Show self-reliance when undertaking child health nursing care.
4. Demonstrate belief in the role of the child health nurse specialist in addressing the issue of complex needs.

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 4 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 2 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 8-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Applicable	20
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCT OR
1	Lecture	Theories and Trends in child health nursing i - Introduction to Child Development. ii - Child Health Epidemiology iii- Public health issues and Health Promotion in Child Health iv -Contemporary issues in child health nursing	20	
2	Course paper/assignment	Evidence for Child Health nursing	50	
3	Lecture	Care of the child i- Child protection ii -Essentials of Global Child Health iii -International Child Mental Health iv -Advanced Clinical Management of the Child	35	
4	Lecture	a) Sick/Vulnerable child i-Recognition and Identification of the vulnerable child ii.- Attitudes, Programmes and Policies for Children with Special Health Care Needs ii -Recognition and management of a Sick Child b) School Health i-Care of the exceptional child ii-School health-based nutrition iii- Assessment and management of emergencies iv-Identification and report of outbreak of communicable disease and school health referral	35	
5	Tutorial/ Assignment	Project on advancing clinical practice in child health nursing	80	
6	Self-directed learning		100	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions and computer-based practical examination. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



MASTERS IN FERTILITY NURSING

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

PRE-REQUISITES:

Bachelor of Nursing Science

MODULE DESCRIPTION: The course aims at providing the midwife with in-depth knowledge base on the care of newborn, the health assessment and specialist healthcare. National standards for neonatal care, ward management of a neonate

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

1. Assess and manage newborn health care
2. Approach newborn specialist healthcare in line with the National standard

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Show in-depth knowledge base on the care of newborn
2. Show good knowledge on the use of National standards for neonatal care
3. Understand the newborn specialist healthcare management of a neonate.
4. Understand the principles and practice of health assessment of the newborn
5. Evaluate and critically appraise neonatal care and management

PSYCHOMOTOR:

1. Ability to use National standards for neonatal care.
2. Use effectively research evidence, information in the care and management of the newborn
3. Perform health assessment and specialist care

AFFECTIVE

1. Develop a positive attitude towards health care of the neonate
2. Show self-reliance when undertaking specialist neonate health assessment.
3. Appreciate the nature of newborn health issues and practices
4. Demonstrate belief in contemporary issues in neonate-based health care research

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 8-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Not Applicable	20
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

ACTIVITY	TOPIC	CONTACT	INSTRUCTOR
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	TYPE		HOURS	
1	Lecture	The newborn care (health assessment of the neonate etc)	20	
2	Lecture	The New normal in the care of the newborn	20	
	Course paper/assignment		60	
3	Lecture	Contemporary issues in neonatal based health care research; information	10	
4	Lecture	Specialist healthcare of a neonate/ ward management of a neonate	20	
5	Lecture	National standards for neonatal care.	20	
	Tutorial/ Assignment		40	
	Self-directed learning		80	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and./or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



MASTERS IN FERTILITY NURSING

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

MODULE DESCRIPTION: This seminar is designed to provide opportunities for students to pursue in depth study in a selected topic area in midwifery. Models/theories will be evaluated for their usefulness in midwifery.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

1. Demonstrate in-depth knowledge in a selected topic area in midwifery.
2. Explore and evaluate models/ theories useful in midwifery

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Show in-depth knowledge in a selected topic area in midwifery base on the care of newborn
2. Show good knowledge on the use of models/theories relevant to midwifery
3. Evaluate and critically appraise models/theories relevant to midwifery

PSYCHOMOTOR:

1. Ability to use models/theories to underpin the seminar topic
2. Perform a scholarly seminar presentation on relevant midwifery topic

AFFECTIVE

1. Develop a positive attitude towards seminar presentation in the area of midwifery.
2. Show self-reliance when undertaking seminar session.
3. Appreciate the nature of seminar discussion regarding midwifery issues

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving tutorial, self-study. Additional learning experiences shall be in form of group-based tutorial, and individual assignments on selected topic which shall hold once a week for the entire 2-weeks duration of the course. Lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Not Applicable	
2	Tutorials (T)	Applicable	30
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Not Applicable	
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	60
7	Group activities	Not Applicable	

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Tutorial	Seminar writing	15	
2	Tutorial	Seminar presentation	15	
3	Self-directed learning		60	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final presentation of the seminar topic. The seminar assessment score would constitute the final examination score.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and./or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-presentation examination within three months later. However, during the three months of preparation, the student must be given opportunity for individual tutorial. The same criteria for the main presentation shall apply to the re-presentation.



MASTERS IN FERTILITY NURSING

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

UNIVERSITY OF PORT HARCOURT

PRE-REQUISITES: BNSc Nursing or Midwifery

MODULE DESCRIPTION

This is a continuation of the course on ICT and research methodology. The candidate must design and execute an acceptable original project in any area related to midwifery care under supervision of an academic member of staff.

For these projects, students will carry out original research. They will thus be exposed to practical research methods such as the design of empirical studies, questionnaire design, data collection, collation, analysis interpretation, and reporting. Referencing shall be the APA style. Ethical approval MUST be obtained from the Research and Ethics Committee of the College. Defense of completed project shall be done at date fixed by ACE-PUTOR academic board and according to the guidelines set by the graduate school. Project shall be submitted in quarto size paper in PURPLE bounded format and duly certified by project supervisor and must be submitted before the closing date given by the ACE- PUTOR.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:
Execute an acceptable original project in any area related to midwifery care under supervision

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Synthesize the evidence for best practice on midwifery and child health care.

PSYCHOMOTOR:

1. Demonstrate contribution to the body of knowledge in relation to midwifery and child health care

AFFECTIVE

1. Show self-reliance when undertaking an empirical research study.

MODULE EXECUTION PLAN:

Student will present research topics of their interest in approval. A team of two supervisors will be assigned to each student. Supervisory meeting with the student and supervisors should be done monthly. Records of supervisory meetings will be kept by the students signed and dated by the supervisors.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Not Applicable	-
2	Tutorials (T)	Not Applicable	-
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Not Applicable	-
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Not Applicable	-
7	Group activities	Not Applicable	-

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture			
2	Course paper/assignment			
3	Lecture			
4	Lecture			

5	Tutorial/ Assignment			
6	Self-directed learning			
MODULE ASSESSMENT				
<u>FORMATIVE</u>				
<u>SUMMATIVE</u>				
<u>RESIT EXAMINATION</u>				



Section 1:01 MASTER'S PROGRAMME
HOST: AFRICA CENTRE OF EXCELLENCE IN PUBLIC HEALTH AND

COURSE TEMPLATE

UNIVERSITY OF PORT HARCOURT

PRE-REQUISITES:	i. Bachelor of Nursing Science with cumulative grade point average of not less than ii. 3.00 {second class lower division}. ii. Bachelor of Science in Midwifery with cumulative grade point of not less than 3.00 {second class lower division}. iii. Postgraduate Diploma in Nursing with a CGPA of not less than 3.50 on a 5-point scale {upper credit}.
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COURSE DESCRIPTION. The course will analyze theories in public health nursing and their application at different levels of health care. In addition, it will provide in-depth knowledge on elements of programme design, planning, implementation and evaluation process in public health settings.

COURSE AIMS

Participants completing this module at the highest level of achievement should be able to:

- i. Analyze theories in public health nursing and their application at different levels.**
- ii Identify and Describe the elements of programme design, planning, implementation and evaluation process in public health nursing.**

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

- i. Outline theories in public health nursing
- ii. Analyze each of the theories
- iii. Show the application of the theories in public health nursing
- iv. List the elements of programme design, planning, implementation and evaluation process in public health nursing
- v. Explain the elements of programme design, Planning, Implementation and evaluation process in public health nursing.

PSYCHOMOTOR:

- I. Design a public health nursing programme showing different phases

AFFECTIVE

- i. Demonstrate belief in the importance of public health nursing theories and their application
- ii. Appreciate the phases of programme development for public health interventions

COURSE EXECUTION PLAN:

The execution of the course content will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-week duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
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1	Lectures (L)	Applicable	20
2	Tutorials (T)	Applicable	6
3	Seminar presentation (SP)	Applicable	6
4	Course paper/assignment (CP/A)	Applicable	40
5	Practical/demonstrations (PR)	Applicable	8
6	Self-directed learning	Applicable	40
7	Group activities	Applicable	10

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Theories in public health nursing/ Relevance of nursing theories.	20	
2	Lecture	Role and function of public health nursing in primary and secondary prevention at the state and national levels.	20	
3	Lecture	Elements of programme design, planning implantation and evaluation process in public health settings.	20	
4	Lecture	Development of public health programme	20	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions and computer-based practical examination. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released at least 2 weeks before the examination date.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.

Article I



Section 1:02 MASTER'S PROGRAMME

HOST: AFRICA CENTRE OF EXCELLENCE IN PUBLIC HEALTH AND TOXICOLOGICAL RESEARCH (PUTOR)

- Bachelor of Nursing Science with cumulative grade point average of not less than ii. 3.00 {second class lower division}.
- Bachelor of Science in Midwifery with cumulative grade point of not less than 3.00 {second class lower division}.
- Postgraduate Diploma in Nursing with a CGPA of not less than 3.50 on a 5-point scale {upper credit}.

MODULE DESCRIPTION: The course aims at providing the public health nurse with in-depth knowledge base on the principles and strategies of health education in disease control, behavioural change, health promotion approaches, evaluation of health education programmes and design of educational materials for health. In addition, the course aims at providing in- depth knowledge on classifications of food /nutrition in vulnerable groups, values of common foods in Nigeria, relationship between culture, nutrition and infection; weaning practices, the national breastfeeding policy; food hygiene and toxicology and applied dietetics

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to;

- i. Describe the principles and strategies of health education in disease control
- ii. Explain the principles of learning, behavioural change and health promotion approaches
- iii. Analyze evaluation process in health education programmes
- iv. Design relevant educational materials for health programmes
- v. Understand the classifications, functions and components of food; values of common Nigerian foods and nutrition in vulnerable group
- vi. Assess the relationship between culture, nutrition and infection
- vii. Understand the national policy on breast feeding
- viii. Describe food hygiene and toxicology
- ix. Explain the concept of applied dietetics

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE

- i. Show in – depth knowledge base on the principles of learning, behavioural change and health promotion approaches
- ii. Understand the designing, planning, implementation and evaluation process in health education programmes
- iii. Understand the classification, functions and components of food, values of common Nigerian foods and nutrition in vulnerable groups
- iv. Explain food hygiene and toxicology
- v. Describe the concept of applied dietetics

PSYCHOMOTOR:

- i. Design relevant educational materials for health programmes
- ii. Identify relationship between culture, nutrition and infection
- iii. Use the national breast-feeding policy for client care
- iv. Develop a health education programme

AFFECTIVE

- i. Develop a positive attitude toward development of health education and promotion programmes
- ii. Show self – reliance in designing, planning, implementation and evaluation process in public health nursing
- iii. Appreciate culture diversities in nutrition and infection
- iv. Demonstrate support for national breast-feeding policy

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be **13** lectures covering **21** topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for **5** days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire **2-weeks** duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Not Applicable	20
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE				
	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Overview of health education / principal's method and strategies of health education in control of disease.	20	
2	Lecture	Principals of learning and behavioral change / health promotion approaches	20	
3	Lecture/practical	Evaluation of health programmes	20	
4	Lecture/practical	Designing educational materials for health	20	
5	Lecture	Overview on classification of food, functions and components/ nutrition in vulnerable groups, values of common Nigerian foods.	20	
6	Lecture	Culture and nutrition; beliefs, taboos, infection and nutrition.	20	
7	Lecture	Breastfeeding and weaning practices; the national breastfeeding policy	20	
8	Lecture	Food hygiene and toxicology/ applied dietetics	20	
MODULE ASSESSMENT				
<u>FORMATIVE</u>				
This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.				
<u>SUMMATIVE</u>				
This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.				
<u>RESIT EXAMINATION</u>				
A student who fails to obtain a mean score of 50% and./or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.				



Section 1:03 MASTER'S PROGRAMME

HOST: AFRICA CERE OF EXCELLENCE IN PUBLIC HEALTH AND

- Bachelor of Nursing Science with cumulative grade point average of not less than ii. 3.00 {second class lower division}.
- ii. Bachelor of Science in Midwifery with cumulative grade point of not less than 3.00 {second class lower division}.
- iii. Postgraduate Diploma in Nursing with a CGPA of not less than 3.50 on a 5-point scale {upper credit}.

COURSE DESCRIPTION This course will teach the impact of the environment and occupational activities on human health. It will explore how the physical and biological hazards found in the environment affect human health; and the sustainable ways of managing the hazards, to safeguard the health of the present and future generation. The course will also introduce the student to the ecological zones of the Niger delta region, and the other geo-political regions of Nigeria, to understand the interactions between the human population and the environment and explore sustainable ways of ensuring health in the different ecological zones. The course will also introduce the students to the principles and practice of occupational health nursing, health problems of urbanization and industrialization, laws, regulations and codes of practices governing the health, safety and welfare of workers at workplaces and the role of the public health nurse in occupational health.

COURSE AIMS

Participants completing this module at the highest level of achievement should be able to:

- i. Assess types of hazards and their management / Environmental Impact Assessment (EIA)
- ii. Analyze the interaction between human population and environment in the geo – political zones of Nigeria
- iii Explain principles and practice of occupational health nursing
- iv. Identify the problem of urbanization and industrialization / occupational and environmental health laws, regulations and code of practice in Nigeria
- v. Understand the role of a public health nurse in occupational health practice

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

- i. Show in – depth knowledge on types of hazards and their management/Environmental impact Assessment
- ii. Compared the interaction between human population and environment in the geo – political zones of Nigeria
- iii. Understand the principles and practice of occupational health nursing
- iv. List the problems of urbanization /industrialization/occupational and environmental health laws, regulations and code of practice in Nigeria
- v. Comprehend the role of a public health nurse in occupational health practice

PSYCHOMOTOR:

- i. Relate the occupational and environmental health laws regulations and code of practice to problems of urbanization / industrialization in Nigeria

AFFECTIVE

- i. Appreciate the interaction between human population and environment in the geo – political zones of Nigeria
- ii. Show self – reliance when undertaking environmental impact assessment [EIA]
- iii. Demonstrate support for management of problems of urbanization in Nigeria

COURSE EXECUTION PLAN:

The execution of the course content will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week

for the entire 4-week duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	20
2	Tutorials (T)	Applicable	6
3	Seminar presentation (SP)	Applicable	6
4	Course paper/assignment (CP/A)	Applicable	40
5	Practical/demonstrations (PR)	Applicable	8
6	Self-directed learning	Applicable	40
7	Group activities	Applicable	10

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Overview of occupational and environmental health.	20	
2	Lecture	Hazards and their management / environmental impact assessment.	20	
3	Lecture	Principles and practice of occupational health nursing.	20	
4	Lecture	Analysis of interaction between human population and environment in the geo-political zones of Nigeria	20	
5	Lecture	Problems of urbanization and industrialization / occupational and environmental health laws, regulations, and code of practice.	20	
6	Lecture	Role of public health nurse in occupational health.	20	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions and computer-based practical examination. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released at least 2 weeks before the examination date.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and./or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



Section 1:04

MASTER'S PROGRAMME

HOST: AFRICA CENTRE OF EXCELLENCE IN PUBLIC HEALTH AND

PRE-REQUISITES:	i. Bachelor of Nursing Science with cumulative grade point average of not less than ii. 3.00 {second class lower division}. ii. Bachelor of Science in Midwifery with cumulative grade point of not less than 3.00 {second class lower division}. iii. Postgraduate Diploma in Nursing with a CGPA of not less than 3.50 on a 5-point scale {upper credit}.
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COURSE DESCRIPTION This course will acquaint the students with the requisite knowledge on philosophy and principles of rehabilitation, rehabilitation techniques, process and barriers, rehabilitation team. Introduction to Social Medicine; Social problems in the community Health assessments e.g., HDI, QALY, DALY; Social Deviance; Alcoholism; Drug Abuse; Smoking; The Aged, Adolescents and their health needs. Social Welfare Services in Nigeria and Other Countries; The Underprivileged in the Society. Violence: Classification and Causes, Violence Against Women, Domestic violence e.g., battered wife syndrome, rape etc, harmful practices against women, Drug abuse, community mental health nursing interventions. Disability, Handicap, Impairment; Classification, Causes and care of the Handicapped. Care of the terminally ill and hospice care; Voluntary Agencies in health and social services; Emergency preparedness at Federal, State and Local Government Levels

COURSE AIMS

Participants completing this module at the highest level of achievement should be able to:

- Evaluate the philosophy and types of rehabilitations
- Understand rehabilitation techniques, process, barriers and composition of a rehabilitation team
- Analyze the social problems in community health
- Assess in detail the Aged, Adolescents and their health needs / social welfare services for them
- Describe violence and other related women issues
- Explain drug abuse / community mental health nursing interventions
- Explain handicap – causes, classifications and care
- Evaluate care of terminally ill role of voluntary agencies
- Understand emergency preparedness at Federal, State and Local Government Area levels (L.G.A)

COGNITIVE:

- Understand the philosophy and types of rehabilitation
- Comprehend the rehabilitation techniques, process, barriers and compositions of a rehabilitative team
- Identify the social problems in community health
- Understand the causes, classifications and care of the handicapped
- Identify community mental health nursing interventions for drug abuse
- List types of violence and women related issues
- Appraise care of terminally ill and role of voluntary Agencies
- Interpret emergency preparedness at different levels

PSYCHOMOTOR:

- Demonstrate care of Aged and Adolescents
- Develop a flow chart of emergency preparedness at Federal, State and L.G.A level

AFFECTIVE

- Develop a positive attitude toward care of Aged and Adolescents
- Appreciate the challenges faced by the handicapped
- Demonstrate support for prevention of violence and other women related issues

COURSE EXECUTION PLAN:

The execution of the course content will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-week duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	20

2	Tutorials (T)	Applicable	6
3	Seminar presentation (SP)	Applicable	6
4	Course paper/assignment (CP/A)	Applicable	40
5	Practical/demonstrations (PR)	Applicable	8
6	Self-directed learning	Applicable	40
7	Group activities	Applicable	10

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Philosophy and principles of rehabilitation, rehabilitation techniques process and barriers/rehabilitation team.	20	
2	Lecture	Social problems in community health.	20	
3	Lecture/term papers	The Aged, adolescents and their health needs/ social welfare services for them.	20	
4	Lecture	Violence, types and women affairs	20	
5	Lecture	Drug abuse / community mental health nursing interventions.	20	
6	Lecture	Handicap, causes, classification and care.	20	
7	Lecture	Care of terminally ill / voluntary agencies	20	
8	Lecture	Emergency preparedness at federal, state, and local government area levels.	20	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions and computer-based practical examination. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released at least 2 weeks before the examination date.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



Section 1.05 MASTER'S PROGRAMME HOST: AFRICA CENTRE OF EXCELLENCE IN PUBLIC HEALTH AND TOXICOLOGICAL RESEARCH (PUTOR)

REQUISITES:

- division}.
- ii. Bachelor of Science in Midwifery with cumulative grade point of not less than 3.00 {second class lower division}.
- iii. Postgraduate Diploma in Nursing with a CGPA of not less than 3.50 on a 5-point scale {upper credit}.

COURSE DESCRIPTION This course will teach the concepts of human needs and development throughout the life cycle though with emphasis on women and children's health issues. These will include Gender Equity, Equality and Women Empowerment, Safe

Motherhood initiative, Family Planning – Information and services, Prevention and management of Infertility and sexual dysfunction in both men and women, abortions and post abortion care, Prevention and Management of reproductive tract infections and sexually transmitted infections including HIV/AIDS.

Broad areas covered include - Introduction to Family Health; Concept, Components and Objectives; Measurements in Family Health; Health Problems and Health Needs of Mothers and Children; Determinants of Health of Mothers and Children; Family Health Practice; birth preparedness and complication readiness, Maternal Health Care Services, Infant Welfare Clinic; Organization and Evaluation of Family Health Programmes; Immunization Programmes; Population Dynamics and Family Planning; The “At Risk” Concept in MCH; Safe Motherhood Initiative; Integrated Management of Neonatal and Childhood Illnesses; School Health - Aims and Objectives; The School Health Programme

COURSE AIMS

Participants completing this module at the highest level of achievement should be able to:

- i. Understand the scope of family health
- ii. Show how to carry out basic calculations maternal and child health issues such as: maternal mortality rates, infant mortality rates, abortion rate
- iii. Explain the determinants of mothers and children health / immunization and pre – conception care
- iv. Analyze the organization/ evaluation of infants’ welfare clinics and family health programmes
- v. Evaluate safe motherhood initiatives / integrated management of maternal, neonates and childhood diseases.
- vi. Understand gender issues and women empowerment in Nigeria
- vii. Describe population dynamics in relation to family planning
- viii. Evaluate school health programme in Nigeria

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

- i. Describe the scope of family health
- ii. Understand the formulae to calculate maternal and infants’ rates
- iii. Summarize the determinants of mothers and children health
- iv. Explain current immunization schedule / pre – conception care
- v. Show in – depth knowledge on organization and family health programmes
- vi. Understand population dynamics in relation family planning
- vii. Interpret gender and women empowerment problems in Nigeria
- viii. Explain school health programme in Nigeria

PSYCHOMOTOR:

- i. Measure maternal mortality rate, net reproductive rate; infant mortality, neonatal, post neonatal mortality rates, live births, crude rates
- ii. Use evidence – based information in integrated management of maternal and children’s diseases
- iii. Show organization and evaluation of infants’ welfare client and family health programmes

AFFECTIVE

- i. Develop a positive attitude towards effective implementation of safe motherhood programme
- ii. Appreciate gender and women empowerment problems in Nigeria
- iii. Demonstrate support for effective implementation of family planning programme
- iv. Display willingness to be an advocate in positively, re – positioning school health programme in Nigeria

COURSE EXECUTION PLAN:

The execution of the course content will use a blended approach to learning involving lectures, e-learning, self-study, demonstration and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 2 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 4-week duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students’ experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	20
2	Tutorials (T)	Applicable	6

3	Seminar presentation (SP)	Applicable	6
4	Course paper/assignment (CP/A)	Applicable	40
5	Practical/demonstrations (PR)	Applicable	8
6	Self-directed learning	Applicable	40
7	Group activities	Applicable	10

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Overview of family health/ measurement in women and children health issues	20	
2	Lecture	Determination of mothers and children's health / immunization	20	
3	Lecture	Organization and evaluation infant welfare clinics / and family health programmes	20	
4	Lecture	Safe motherhood initiatives/ integrated management of maternal, neonates and childhood disease.	20	
5	Lecture	Gender equality, equity and women empowerment	20	
6	Lecture	Population dynamics and family planning.	20	
7	Lecture	School health programme in Nigeria.	20	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions and computer-based practical examination. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released at least 2 weeks before the examination date.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and./or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



PhD MIDWIFERY

MODULE TEMPLATE

MODULE DESCRIPTION

This module aims to equip students with the knowledge and skills required to lead practice change, follow a career in research and strategic levels in today's midwifery and healthcare services. Develop, deliver and direct high-quality midwifery services, helping the drive towards improving maternity and health outcomes for women and their families.

This module will extend the students' knowledge of global maternal and newborn health issues through exploration of current evidence and a critique of social policy. Students will compare and contrast healthcare systems and practices in an international context. They will gain an understanding of the current debates in global health development and how they apply to the delivery of midwifery care. This includes examining the cultural and social challenges to accessing maternity care and identifying alternative clinical management of adverse events and emergencies in a low resource setting. The module also considers the role of women's and/or human rights and feminism in the context of global maternal health.

The course provides comprehensive training on good research practice, critical evaluation of major theories, concepts, frameworks and paradigms in midwifery practice. The course covers the knowledge base for evidence-based midwifery, the role of mixed method research, practicalities of mixed methods research for evidence-based midwifery, quality of research and clinical research issue

The module will provide underpinning knowledge and confidence required to modify the situation by exploring how best to promote change in prenatal, intrapartum and postnatal periods using existing evidence, the module explores the roles of the midwife in addressing them.

Students are expected to apply clinical practice and develop skills for caring for women with complex needs.

And developing a project for advancing clinical practice, the project will enable students to demonstrate ability to synthesis learning from other modules. The student is expected to plan and write up a work-based project demonstrating the ability to raise a significant and meaningful questions in relation to a chosen topic expanding existing knowledge to contribute to the development of best practice. The project can take a number of forms including:

- Empirical research
- Modified Systematic Review
- Audit or service evaluation
- Critical review of literature

Whichever option is chosen, the focus is an issue related to advancing practice and in the completed project the student must demonstrate how knowledge gained could be used to advance practice.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

1. **To equip students with knowledge and skill required to lead practice change.**
2. Develop, deliver and direct high-quality midwifery services informed by current evidence.

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Synthesize the evidence for health and social care
2. Show understanding on how best to promote change in prenatal, intrapartum and postnatal periods using existing evidence.
3. Gain an understanding of the current debates in global health development as it regards to childbirth

PSYCHOMOTOR:

1. Ability to **demonstrate promotion of evidence-based midwifery care**
2. Demonstrate the ability to raise a significant and meaningful questions in relation to a chosen topic expanding existing knowledge to contribute to the development of best practice.

AFFECTIVE

1. Develop a positive attitude to promotion of evidenced based midwifery care
2. Improved interest and concerns for facilitating complex birth within social, emotional and physical needs

3. Show self-reliance when undertaking appraisal of current evidence.
4. Demonstrate belief in the role of the midwife addressing care.

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 8 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 8-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Applicable	20
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	Cultural and social challenges to accessing maternity care and identifying alternative clinical management of adverse events and emergencies in a low resource setting.	20	
2	Course paper/assignment	Students will compare and contrast healthcare systems and practices in an international context	40	
3	Lecture	Global maternal and newborn health issues through exploration of current evidence and a critique of social policy.	35	
4	Lecture	The current debates in global health development and how they apply to the delivery of midwifery care. Critical evaluation of major theories, concepts, frameworks and paradigms in midwifery practice.	35	
5	Tutorial/ Assignment	a) The role of women's and/or human rights and feminism in the context of global maternal health. b) Practicalities of mixed methods research for evidence-based midwifery	80	
6	Self-directed learning		100	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions, and computer-based practical examination. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be

given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



PhD MIDWIFERY

HOST: AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

PRE-REQUISITES:

MODULE DESCRIPTION

This course will teach the distribution, determinants and deterrents of health conditions that are predominantly caused by the physical environment of the community. It would also examine the control efforts and recent global, national and subnational innovations for improving maternal and child health conditions.

This course will provide the students with an understanding of the nature of the physical, social and biological environment, human ecology, the relationship between unhealthy housing, air pollution and environmental toxicants and its health implication especially to mothers and children. It would examine the sources of the environmental health problems, the relevant policies and legislations, and the efforts to ensure healthy housing for all, and the control of air pollution other environmental toxicants.

The course will teach the relevant local, national and international policies and legislations used to ensure environmental health. It will give the students the basic understanding of the policies and legislations, how the policies and legislations can be proposed, amended and put into action; and the various safeguards put in place to prevent the arbitrary use of the policies and legislations in relation to safety of individual health. Natural and environmental toxicants; Food toxicology and carcinogens; Mutagens, teratogens, allergens; Neurotoxins, endocrine disruptors; Detoxification of toxicants; Microbial and insects' metabolism of xenobiotics; Metabolism as a determinant of toxicity and Assessment of toxicity; Metabolism of hydrocarbons and other toxicants; Human exposure to environmental contaminants.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

1. **Equip** students with the knowledge of the distribution, determinants and deterrents of health conditions that are predominantly caused by the physical environment of the community
2. Provide the students with an understanding of the nature of the physical, social and biological environment and human ecology

COGNITIVE:

1. Synthesize the evidence of relationship between human ecology and unhealthy housing, air pollution and environmental toxicants and its health implication especially to mothers and children
2. Show understanding on the nature of the physical, social and biological environment and human ecology

PSYCHOMOTOR:

1. Demonstrate ability to examine the sources of the environmental health problems, the relevant policies and legislations, and the efforts to ensure healthy housing for all, and the control of air pollution other environmental toxicants.
2. Demonstrate the ability to evaluate Food toxicology and carcinogens; Mutagens, teratogens, allergens; Neurotoxins, endocrine disruptors; Detoxification of toxicants; Microbial and insects' metabolism of xenobiotics; Metabolism as a determinant of toxicity and Assessment of toxicity; Metabolism of hydrocarbons and other toxicants; Human exposure to environmental contaminants

AFFECTIVE

1. Appreciate the relevant local, national and international policies and legislations used to ensure environmental health.
2. Develop a positive attitude to the basic policies and legislations, how the policies and legislations can be proposed, amended and put into action; and the various safeguards put in place to prevent the arbitrary use of the policies and legislations in relation to safety of individual health. Natural and environmental toxicants;

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 8 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 8-weeks duration of the course. Each

lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.				
TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS				
	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours	
1	Lectures (L)	Applicable	90	
2	Tutorials (T)	Applicable	20	
3	Seminar presentation (SP)	Not Applicable	-	
4	Course paper/assignment (CP/A)	Applicable	50	
5	Practical/demonstrations (PR)	Not Applicable	-	
6	Self-directed learning	Applicable	80	
7	Group activities	Applicable	30	
CONTENT/ACTIVITY SCHEDULE				
	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRUCTOR
1	Lecture	The distribution, determinants and deterrents of health conditions that are predominantly caused by the physical environment of the community. The control efforts and recent global, national and subnational innovations for improving maternal and child health conditions	20	
2	Course paper/assignment	a) The relevant local, national and international policies and legislations used to ensure environmental health. b) How the policies and legislations can be proposed, amended and put into action; and the various safeguards put in place to prevent the arbitrary use of the policies and legislations in relation to safety of individual health. Natural and environmental toxicants;	40	
3	Lecture	The nature of the physical, social and biological environment, human ecology, the relationship between unhealthy housing, air pollution and environmental toxicants and its health implication especially to mothers and children. The sources of the environmental health problems, the relevant policies and legislations, and the efforts to ensure healthy housing for all, and the control of air pollution other environmental toxicants.	35	
4	Lecture	Natural and environmental toxicants; Food toxicology and carcinogens; Mutagens, teratogens, allergens; Neurotoxins, endocrine disruptors; Detoxification of toxicants; Microbial and insects' metabolism of xenobiotics; Metabolism as a determinant of toxicity and Assessment of toxicity; Metabolism of hydrocarbons and other toxicants; Human exposure to environmental contaminants.	35	
5	Tutorial/ Assignment	Human exposure to environmental contaminant implication to child health.	80	
6	Self-directed learning		100	
MODULE ASSESSMENT				
<u>FORMATIVE</u>				
This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.				

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions and computer-based practical examination. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and./or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.



PhD MIDWIFERY

HOST- AFRICA CENTRE OF EXCELLENCE CENTRE FOR PUBLIC HEALTH

MODULE TEMPLATE

PRE-REQUISITES:

PhD Maternal and Child Health Nursing

MODULE DESCRIPTION

MODULE DESCRIPTION

This module aims to equip students with the knowledge and skills required to lead practice change, follow a career in research at strategic levels in today's child health nursing healthcare services. Develop, deliver and direct high-quality child health care helping the drive towards improving health outcomes for children and their families.

This module will extend the students' knowledge of global child and newborn health issues through exploration of current evidence and a critique of social policy. Students will compare and contrast healthcare systems and practices in an international context and will gain an understanding of the current debates in global health development and how they apply to the delivery of child health care. This includes examining the cultural and social challenges to accessing child nursing care and identifying alternative management of adverse events and emergencies in a low resource setting. The module also considers the role of children health in the context of global child health care.

The course provides comprehensive training on good research practice, critical evaluation of major theories, concepts, frameworks and paradigms in child nursing care practice. The course covers the knowledge base for evidence-based child healthcare, the role of research, method research, practicalities of mixed methods research for evidence-based child health care.

The module will provide underpinning knowledge and confidence required to modify the situation by exploring how best to bring about change in child health care prenatal, using existing evidence, the module explores the roles of the child health specialist in leading change.

Students are expected to apply clinical practice and develop skills for caring for children with complex needs.

And developing a project for advancing clinical practice, the project will enable students to demonstrate ability to synthesise knowledge from other modules. The student is expected to plan and write up a work-based project demonstrating the ability to raise a significant and meaningful questions in relation to a chosen topic expanding existing knowledge to contribute to the development of best practice. The project can take a number of forms including:

- Empirical research
- Modified Systematic Review
- Audit or service evaluation
- Critical review of literature

Whichever option is chosen, the focus is an issue related to advancing practice and in the completed project the student must demonstrate how knowledge gained could be used to advance practice.

MODULE AIMS

Participants completing this module at the highest level of achievement should be able to:

1. To equip students with knowledge and skill required to lead practice change.
2. Develop, deliver and direct high-quality services informed by current evidence.

INTENDED LEARNING OUTCOMES: On successful completion of this module student should be able to:

COGNITIVE:

1. Synthesize the evidence for health and social care
2. Show understanding on how best to promote change in child health care using existing knowledge and skills.

Gain an understanding of the current debates in global health development as it regards to child healthcare

PSYCHOMOTOR:

1. Ability to demonstrate promotion of evidence-based child health care
2. Demonstrate the ability to raise a significant and meaningful questions in relation to a chosen topic expanding existing knowledge to contribute to the development of best practice.

AFFECTIVE

1. Develop a positive attitude to promotion of evidenced based child health care
2. Improved interest and concerns for facilitating the best evidence health care of children within social, emotional and physical needs
3. Show self-reliance when undertaking appraisal of current evidence.

4. Demonstrate belief in the role of the child health nurse specialist in addressing care.

MODULE EXECUTION PLAN:

This module will use a blended approach to learning involving lectures, e-learning, self-study, and general discussion. There will be 13 lectures covering 21 topics to be delivered both online and, in a classroom, setting. The online aspect of the course shall commence 8 weeks before the classroom lectures. Students are expected to log-in and participate actively in all activities. The classroom lectures shall run for 5 days (Monday to Friday) between the hours of 9 am and 5 pm. Additional learning experiences shall be in form of group-based tutorial, and individual assignments which shall hold once a week for the entire 8-weeks duration of the course. Each lecturer shall ensure formative assessment of students learning achievements as well as take feedback on students' experiences with each teaching contact. Assignments (formative and summative) shall comprise individual works and small group activities. Formative assessment shall be conducted to cover the entire module and a final summative assessment shall be undertaken by students which will cover the entire syllabus of the module.

TEACHING AND LEARNING EXPERIENCES WITH CONTACT HOURS

	Activity type	A (Applicable)/ N/A (Not applicable)	Contact hours
1	Lectures (L)	Applicable	90
2	Tutorials (T)	Applicable	20
3	Seminar presentation (SP)	Not Applicable	-
4	Course paper/assignment (CP/A)	Applicable	50
5	Practical/demonstrations (PR)	Not Applicable	-
6	Self-directed learning	Applicable	80
7	Group activities	Applicable	30

CONTENT/ACTIVITY SCHEDULE

	ACTIVITY TYPE	TOPIC	CONTACT HOURS	INSTRU CTOR
1	Lecture	Cultural and social challenges to accessing child health care and identifying alternative clinical management of adverse events and emergencies in a low resource setting	20	
2	Course paper/assignment	Students will compare and contrast healthcare systems and practices in an international context in relation to child health	40	
3	Lecture	Global child and newborn health issues through exploration of current evidence and a critique of social policy.	35	
4	Lecture	The current debates in global health development and how they apply to the delivery of child health care. Critical evaluation of major theories, concepts, frameworks and paradigms in child health nursing practice.	35	
5	Tutorial/ Assignment	c) The role of child health specialist in human rights in the context of global child health care d) Practicalities of mixed methods research for evidence-based child health nursing	80	
6	Self-directed learning		100	

MODULE ASSESSMENT

FORMATIVE

This shall be based on performance of the student in class participation, seminar presentation, discussion and home assignments. This is essentially for monitoring teaching and learning progress, feedback, and remediation.

SUMMATIVE

This shall be constituted by the final written examination which shall include multiple choice questions, essay-style questions and computer-based practical examination. The combination of these would constitute the final examination score. The date for the final examination shall be as scheduled in the session calendar and according to the examination timetable which shall be released as at when due.

RESIT EXAMINATION

A student who fails to obtain a mean score of 50% and/or fail to satisfy the requirement for 'Pass' in this module will be entitled to re-assessment in a re-sit examination with three months later. However, during the three months of preparation, the student must be given opportunity for fresh continuous assessment scores. The same criteria for the main examination shall apply to the re-sit examination.

Overstay

Candidates who at have stayed more than one year beyond the assigned number of years are deemed to have overstay. For a full-time PhD programme, this is equivalent to staying more than 4 years. According to the university's Senate, those deemed to have overstayed are meant to re-apply and start afresh if the candidate is still interested in obtaining a certificate at completion of the programme. This process would involve their getting a new form and new registration number as done by new students.

Completion of programme

A student is said to have completed his/her programme when s/he had successfully completed all the prescribed courses in the programme, undertaken an internship period and defended his/her thesis, carried out minor or major corrections as directed, have the work certified by the appropriate officers and submitted to the Centre for subsequent submission to the School of Graduate Studies.

Master's Degree students are expected to have at least one (1) article from their work in publishable format before their oral examination and attend a minimum of one (1) scientific conference. All PhD students are expected to have at least two (2) articles from their work in publishable format before their oral examination and attend a minimum of one (1) local and one (1) international scientific conference where s/he would present findings from their research

Temporal withdrawal from study

Any student who has a genuine reason(s) to apply for temporary withdrawal from study should apply to the university in writing through the Centre Leader stating the reason(s) for his/her application and needs to obtain approval from Senate.

The application should specify the period (session) to be away and the session for the resumption of study. The Centre Leader shall furnish the School of Graduate Studies with the CGPA of the student at the time of the request, and this must be presented to the Senate of the University. Temporary withdrawal from studies is only permitted for a period of not more than one academic session. This is however, after thorough investigations by an appropriately constituted committee by the University Senate.

Regulations, Procedures and other elements of the Programme

Submission of course work/assignment and presentations of seminars

The ability to present material lucidly is an increasingly important skill which must be acquired by professionals including our trainees. Consequently, course members are given opportunities to improve their communication skills during the course by being involved individually or in groups in presentations.

Where seminars on various topics or presentation of surveys and visits are done, written reports of such seminars shall be submitted in bound form to the department. The APA style of referencing (<http://www.apastyle.org/>) shall be used for all academic submission including the FINAL THESIS. All

submissions for assessment shall be done online and shall pass through the anti-plagiarism test of the Centre.

A penalty is applicable for late handing in of assignments which is equivalent to a 5% reduction per working day of delay. The penalty is subtracted from the final total mark of that assignment. Course paper/assignment can be submitted individually or collected by the course representative before the deadline and submitted to the course instructor. Where it becomes difficult to get the course instructor, they can be dropped with the secretary in the departmental office. Please note that the date of submission in this case is taken as when it is dropped with any responsible officer of the programme.

Assessment planning procedures

All concluded modules are examined in accordance with the university's practice. The date, venue and structure of the final examination for each module shall be included in the course schedule sent to students at least two weeks before the commencement of the module. The examination questions are prepared by the responsible instructors at the end of the various courses. Invigilation of final examination shall be arranged by the programme coordinating unit. It is pertinent to note that the date and venue for examination can be adjusted with the consent of both the instructors and students.

Results of examination

Results of every examination are approved by the Centre's Academic Board. Although students' scores are expected to be turned in within one month of conclusion of the various examinations, these results shall only be made official after being

endorsed by the Centre Academic Board. The dates for the meeting of the Centre Academic Board each session shall be communicated to all stakeholders. Approved results by the Centre shall be handed over to the Centre's head of administration who

FEATURED NEWS

Misconduct Senate Expels Seven Students, As NOTAP Registers Five New UniPort Patents ...Approves Results, New Programmes



449 Senate in session

By Otikor Samuel

In response to established cases of gross misconduct against them in separate investigations, the Senate has summarily expelled seven students to serve as a deterrent to others. Of the seven, four were expelled for attempted tampering with the anti-plagiarism scan aimed at ascertaining the originality of students' research. Two of the expelled students were involved in examination malpractices, one of them was caught while extorting money from his fellow students.

learning and participation in this class and integrity in your behavior in and out of the classroom. Plagiarism, cheating, and other misconduct are serious violations of your contract as a student. Plagiarism is to steal and pass off (the ideas or words of another) as one's own: use (another's production) without crediting the source.

shall send the required copies of these results to the school of graduate studies, other relevant units of the university and place these results on the notice board. The Centre's academic coordinator shall also ensure that all results are archived in the Centre and on students' portals.

Plagiarism and academic misconduct

As a student in this course you are expected to maintain high degrees of professionalism, commitment to active

According to *Merriam-Webster Encyclopaedia*, it is to commit literary theft: present as new and original an idea or product derived from an existing source

The Centre and the University accepts plagiarism as:-

“The use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of others as one's own in any work submitted for assessment or presented for publication. To copy sentences, phrases or even striking expressions without acknowledgement of source (either by inadequate citation or failure to indicate verbatim quotations) is Plagiarism; to paraphrase without acknowledgement is also plagiarism”.

The Centre and indeed the university take a profoundly serious view of plagiarism and regards it in the same way as it regards cheating in written examinations. While it is perfectly correct to reference others work in theses and assessments, it is unacceptable to "lift" or copy tracts of other work from literature on (or) the internet.

Furthermore, while it is acceptable to seek the advice of university staff and other course members on assignment work, it is generally unacceptable (unless otherwise advised by university staff) to submit identical work for assessment. If you are found to have collaborated in circumstances where it is not permitted or to have plagiarized someone else's work, the likely outcome is that you will get zero marked for that subject (seminar or project) or in more serious cases, you could be referred for further disciplinary actions by the university. In any case, the process is very unpleasant and could have severe implications for your future career prospects. If you are in any doubt about either plagiarism or collaboration, you must seek the advice of your

supervisor or the academic member of the programme who is responsible for teaching research methods.

Examination Malpractices

According to the university's regulation, any graduate student found cheating in any examination shall be expelled from the university.

Abuse and sexual harassment

The Centre and indeed the University view abuse and sexual harassment as profoundly serious offences. The details of what constitute these offences and how cases are handled by the Centre are available in the [Gender violence and related offense policy](#) document of the Centre.

Research governance

Research forms part of the training of all postgraduate students in the University of Port Harcourt. As such, all master's and PhD students are expected to undertake an independent, original research in various areas of study. They are also expected to publish, present aspects of the findings of their research in local and international conferences and before graduation, defend the report before a Board of Examiners.

Students' engagements during training

Students belong to different training groups and are involved in several activities during their study in the Centre. It is recommended that each student keeps a detailed inventory of their

activities alongside their reports on their progress. The typical spectrum of these involvement is shown in the figure below:

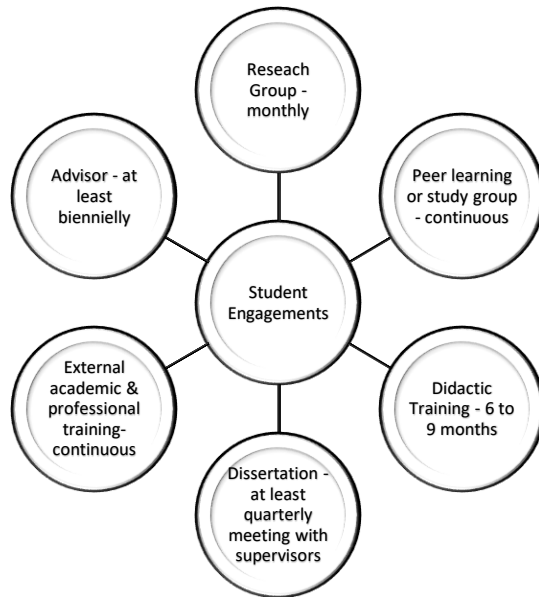


Figure 1. Students' involvements during training

Research Groups

The research groups occasionally undertake specialized methodological training, collaborative research, evidence synthesis. Despite the expediency for individualized research, the complementary skills that come to bear in group research offers promise of tremendous benefits in tackling complex and important problems, producing high quality work with group members learning from each other. Additionally, the research group is a perfect forum for discussing individual research. The current research groups in the Centre include – Environmental health, toxicology, nutrition and nursing. Others available in the University of Port Harcourt School of Public Health include

health services/systems, population/reproductive health and epidemiology research groups. There is a broad range of cross-cutting activities between these centres and with the departments of Preventive and Social Medicine, Biochemistry, Experimental Pharmacology, Nursing, Centre for Health and Development and Centre for Marine Pollution and Seafoods Safety. Students in this Centre are permitted to attend academic and professional trainings/seminars holding in any of these collaborating units. Details of this can be found in the Research Guidelines available at

https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/ACE%20PUTOR/ACE-PUTOR%20Research%20Guideline.pdf

Research ethics

All postgraduate students must request for and receive approval for the research proposal before proceeding on field work. The research protocol is submitted to the University's research ethics committee in the required format (see ACE-PUTOR Research Guidelines) after the oral presentation and defense of the proposal before the Centre's Academic Board. Three hard copies and a CD copy of the research proposal is submitted to the secretary of the research ethics committee and decisions on ethics applications are normally made within two months.

Scholarships

Scholarships are provided each year to deserving students who apply for full time study and have no means of meeting up with the cost of their education. This decided through a merit-based

screening procedure. These are of two categories – regional and local.

The benefit package from each of these scholarships are different and may also vary from session to session. It shall commonly include payment of tuition and students' accommodation. The number of national scholarship slots shall be divided equally between males and females and shall only be available for full-time students with excellent academic track records including performance in the entry screening exercise. As this is reserved for indigent students, every student who requires a scholarship, applies to the Centre Leader stating their economic status and how the scholarship would assist their academic pursuit. All applications shall be screened by 'Scholarship Screening Committee' whose membership include Deputy Centre Leader, The Academic Coordinator, Student Support Officer and the representative from the School of Graduate Studies.

Without prejudice to the existing policy, the Centre Management and based on the availability of funding, some/all full-time national and regional PhD students can receive automatic scholarships from the Centre. Additionally, fulltime regional master's students will also automatically receive scholarship from the Centre. Finally, all regional students are entitled to free hostel accommodation within the University and would have their residency permit done by the Centre.

Financial Support

Besides scholarships, students are also entitled to other financial support for internship, research and conference attendance. Internship placement are often secured by the Centre in industries, sectors and government agencies relevant to the

research work of the students. The Centre's merit-based system accommodates sponsorship for 1-month internship for the best student (by CGPA) in the early training anywhere in the world including Europe and America. The price tag is currently fixed at \$4,000 (four thousand dollars). The second and third best students are permitted to do same within the African region with a support of \$2,000 (two thousand dollars). The rest can either do so in Rivers state with a support of N50,000 (fifty thousand naira only) or outside Rivers but within the country with a sponsorship support of N100,000 (one hundred thousand naira only). These provisions are however subject to the availability of funds and the financial regulations in the University.

Research support is provided for eligible masters and PhD students whose research topics are deemed to be relevant to the public health effects of environmental pollution especially from oil and gas activities. Students who are interested in this support are required to apply with details of their research proposal including the cost of the elements of their work the funding will cover. The cost element can also include cost of attendance of conference, publication of their research or other forms of dissemination of their research finding. The decisions on who qualifies for this support are made annually by a team headed by the Centre's applied research coordinator. Other members of this assessment team include the research team leaders from the various collaborating departments. Where applicable, the current ceiling for such support is N100,000 (One hundred thousand naira only) for master-level students and N300,000 (three hundred thousand naira only) for PhD students. These provisions are however subject to the availability of funds and approval by the University.

In exceptional cases, additional funding can be made available to deserving students who:

- a) Wish to present their research findings in international conference.
- b) Have developed or are in the process of developing a patent or commercializing their research.

Request of such nature shall be directed to the Centre Leader and decisions are made on a case to case basis by the Centre Steering Committee

The ceiling for all routine supports given by the Centre Management shall be decided annually by the Centre's steering committee and communicated to prospective students during the application process. The request, disbursement and retirements of all expenses from these supports shall be in accordance to the Centre's financial management regulations.

Disability support

Nigeria ratified the United Nations Convention on the Rights of People with Disabilities (CRPD) in 2007 and subsequently signed into law the Discrimination against Persons with Disability (Prohibition) Act in 2019. The law prohibits discrimination against persons with disability by service providers and imposes sanctions including fines and prison sentences on those who contravene it. The Centre has responsibility under the act to make reasonable adjustments in all its activities to ensure that candidates with additional support needs are not disadvantaged for reasons related to their long-term medical condition, physical, visual and hearing impairments, specific learning difficulties and/or disability. The Centre management shall ensure that

students with disabilities are given special attention during enrolment, allocation of accommodation spaces, design and construction of lecture halls and provision of essential health services. Candidates with such needs are however expected to inform the Centre's management of arrangements and adjustments that need to be made to enable their full participation in lectures and examination. Further advice and support are available from supportaceptor@uniport.edu.ng

Some of the important help and support contacts for the students are presented below:

Contacts	Need	Response time
infoaceputor@uniport.edu.ng	For general information about the centre, programmes and events, linkages	24 hours
admissionaceputor@uniport.edu.ng	Inquiries on admission into degree programmes and short courses	48 hours
academicsaceputor@uniport.edu.ng	Information on academic issues, lecture schedules, modules and programmes feedback	72 hours
researchaceputor@uniport.edu.ng	For support on research and submission of research presentation (research proposal, draft thesis etc) or research outputs such as conference abstract, proceedings, journal articles.	48 hours
supportaceputor@uniport.edu.ng adminaceputor@uniport.edu.ng	Students' support, complaints, scholarships, accommodation, harassment, theft	24 hours
financeaceputor@uniport.edu.ng	Making payments, checking balance due	48 hours
technicalaceputor@uniport.edu.ng	Use of ICT during modules and other activities, special technical assistance	24 hours

Student retention and progress monitoring

Our students are our greatest ambassadors and so we welcome every opportunity to share knowledge and impact them positively. Plans for retention and support of the students commence even before enrolment and cut across the traditional three main categories – social integration, academic integration and monitoring progress of the students' pathway.

Our academic advisory committee provide on-going service to intending students on the challenges of university life and provide online and onsite educational material bordering on questions and answer that may pose a challenge to the intending students.

A general orientation is conducted annually for all fresh students of the Centre in addition to the non-credit module on *introduction to graduate studies*. This is to ensure that all fresh students quickly get adapted to their new learning environment, meet with the faculties and promote organisational integration.

The orientation also provides an opportunity for the management of the Centre to collate the expectations of the new students and understand how to adapt the programme as much as possible to the need of individual student. It has been stated earlier that the Centre plans to provide enhanced scholarships and assistance to disadvantaged students especially foreign and female students through its welfare committee.

Each admitted student is provided a pathway which shows an interactive timeline of his or her key progression milestone specific to the research programme. Candidates who have an interruption, extension or changed their milestones would need to

update their new progression milestone deadlines with the Postgraduate committee in the department.

In addition, current students are encouraged to form associations that would serve as a medium to share experiences and support themselves. Regular interactions between alumni and current students are arranged to provide additional support and social integration for the students especially the foreign students.

Accommodation

Accommodation within campus are often very competitive to get. Foreign students are provided shared spaces at available international Students hostels located along the East-West Road. Nigerian students are accommodated in the various postgraduate hostels in the University. The Centre's students support officer would be of help to students who desire to be accommodated on campus.

Fee payment

Students are classified as private or sponsored based on fee payment. The fees payable by these categories are published before the start of the new session and are not subject to changes for that session. Students are expected to pay school fees annually and for the duration of their programmes. For programmes lasting more than a session, the school fee schedule at commencement shall remain unchanged through the stay of the student.

Payment of school fees is flexible, can be done in installments but should be completed before the end of third quarter of the session. Students can make arrangements for a personalized payment plan

by communicating with the finance officers at finance@aceputoruniport.edu.ng

Students who fail to complete their annual payments at the end of the 3rd quarter of each session shall be asked to withdraw from their academic programme. The deadlines for such payments shall be sent to all students at the commencement of the session. Sponsored candidates would have to present their letter of sponsorship from the sponsoring institution, but they are still required to liaise with their sponsors for the payment of required fees. Stated fees are only for all activities done within the Centre, there may be other fees applicable, and students are advised to seek clarifications from the office of the Dean of Students' Affairs before making additional payments.

Deferment of Admission

In line with the general regulation and statement of academic policies of the university, a candidate who has been admitted and is found qualified to be registered can defer the admission to the next academic year (for only one year) after payment of acceptance fee. The candidate must however, go through the clearance and deferment procedures at the Centre and the School of Graduate Studies.

Community service

This is a field project directed towards service to the community or the university and is an integral part of all degree programmes. The objective of the project is to involve both staff and students in a practical with some of the problems of society as well as with efforts to provide solutions to them and inculcate and develop in both staff and students a consciousness of their responsibilities to

society and the satisfaction of rendering services to others. Students' projects shall be of practical nature, require the application of some of the skills acquired during training and involve manual work. Although no credit unit is attached to this, all students are expected to undertake it individually or in groups. The community service unit of the university may be involved and can even coordinate the students' community service.

University Resource Centres

Library

The University of Port Harcourt boost of one of the biggest and most equipped libraries in Nigeria. This is called the Donald Ekong Library in the University Park opposite the Senate Building. The library provides books, non-book/electronic resources and ancillary services which are invaluable in extending and supporting the university's programmes of teaching, learning and Research.



The Donald E.U. Ekong Library complex is made up of two wings A with three floors and B with two floors. Wing A has the Documents unit and the Knowledge Commons on the first floor. The second floor of wing A house the

University Librarian's office, Technical Services Department, Finance Office and the Archives. The third floor houses the Thesis/Dissertation unit and the Research Commons

The main entrance and exit points to the library are on the ground floor of wing B. The Reference unit, offices and some book stack rooms are on the first floor of wing B. The other book stack rooms including offices, Elsevier E-Training Room, VTLS Cataloguing Room and the Server Room are located on the second floor of wing B.

Library Resources

Reference Books- Including dictionaries and encyclopedias, handbooks, Annuals, gazettes, biographies- essential for basic background information to all subjects Available in the REFERENCE section

Books on the open shelves- Includes a vast array of materials waiting on the open shelves. Use these materials to supplement your required reading and to write papers and assignments

Journals- Magazines and periodicals on the shelves to complement the electronic resources available. Journals are in the research section.

Electronic resources- Thousands of electronic journals can be accessed through our various database. The list of titles to which the library provides access can be found via the library's homepage. These databases provide access to full text journals on your PC.

Documents - Where you can find classified information concerning government agencies, International organisations e.g. WHO, UNITED NATIONS They also include statistical documents, material published by NGO'S, Census, Legislation etc.

Archives – Provides documents and materials in retrospect concerning the University. It also contains back sets of journals and other materials.

Day Care Centre



The University of Port Harcourt Day Care Centre is situated at University Park of the University. The Day Care Centre is a school that houses crèche, nursery and primary.

This Centre was built, owned, and being managed by the University of Port Harcourt Women Association (UPWA) which is often headed by the wife of any sitting Vice-Chancellor. The mandate of the Centre is to groom children of staff and non-staff from kindergarten level to primary and make some revenue for the University. Female postgraduate students with young kids can visit the Centre and make arrangement for the care of their ward will they are busy with their studies. The school can be accessed through the entrance gate of the University Park and is close to the University Health Centre. The premise is fenced to protect the children from dangers and all parents and guardian must show their ID card before they could be allowed to come in and carry their wards or children.

Exchange and Linkage Office



The Exchange and Linkage office of the University of Port Harcourt is situated at the University Park of the University close to the entrance gate of the

University Park. The office is headed by a director who oversees the activities of the office on behalf of the Vice-Chancellor.

The mandate of the Unit is to serve as a link between the University of Port Harcourt and external agencies within and outside the Country. The Unit support the development of MoUs involving the university and support the settlement including acquisition of residency permits for non-Nigerian students who are undertaking academic programmes lasting more than a year in the University of Port Harcourt. The unit serve as a one-stop station for all information and support required by non-Nigerian students. The Exchange and Linkage Unit can be accessed by local and foreign students at any time by showing their ID cards to the desk officer as a means of identification.

Guidance and Counselling Centre

The Guidance and Counselling Centre of the University of Port Harcourt is situated at University Park of the University near the Sport's Complex and opposite the Convocation Arena. The Centre is headed by a Director. Guidance and Counselling Centre was set up in 2017. The mandate of the Centre is to build self-confidence, self-motivation as well as supporting services that will better the life of staff and students. The Centre offers counsel to students on how to cultivate a good reading culture. It also organizes seminars and train students on how to handle personal issues and avoid self-inflicted harm including suicide. Guidance and Counseling Unit of University of Port Harcourt provides services for both staff and students at the university. Staff of the unit are available to counsel staff and students and provide other support. Those who need their services can contact them through supportaceptutor@uniport.edu.ng. The Guidance and Counselling Centre is physically accessible to students any time. Students

need to go with their ID cards and meet the desk officer of the Centre.

The Information Communication Technology Centre (ICTC)



The University of Port Harcourt has an Information Communication Technology (ICT) Centre located in the University Park near the University of Port Harcourt

Teaching Hospital entrance gate just opposite Nelson Mandela Hostel.

The mandate of the Centre is to assist the students solve IT related issues bordering on their academics and payment of surcharges to the University. The Centre organizes periodic seminars and computer training for students and staff who are interested in improving their computer skills. The Centre drives the current virtual transformation in the university system and provides the facilities and expertise for the conduct of online examinations for students in the University using computer based test (CBT) as well as organize Post UTME examinations for the incoming students that have just passed JAMB. Students can access the Centre physically with their ID card through the front desk officer.

University of Port Harcourt Sports Facilities



Sport facilities are available in all campuses of the University of Port

Harcourt, but the main sport complex and stadium is situated at the University Park of the University and can be accessed through the East-West Road Gate of the University. This Sports complex houses lots of sporting facilities like the stadium, long tennis court, basketball court, changing rooms for athletes, table tennis court, karate court, swimming pool, track and football pitch, hotel and hostels to accommodate national and international athletes during sporting events etc.

The complex also hosts a sport institute which has been operational since 2014. All these facilities have contributed immensely towards the back-to-back wining of major sporting events by the University, organized by Nigerian University Game Association (NUGA), West Africa University Game (WAUG). The sporting facilities can be accessed freely by students and staff by showing their ID cards to the security staff manning the entrance to the complex. It is customary to see thousands of people engaging in various sporting activities at weekends, especially Saturdays.

Student Affairs Department

The University of Port Harcourt has a Student Affairs Department located at Choba Park of the University. Choba Park was the earliest site of the University when it was first established in 1975. The department which is headed by a Dean of Students' Affairs is fully responsible for all issues relating to students' accommodation, unionism on campus and shortlisting of students for participation in the one-year mandatory National Youth Service Corp Programme. The Students can physically access the Student Affairs department by identifying themselves with student ID card anytime and lay their complaint. They can also access information and direct their complaint to the Dean through his phone number or the University email.

The University Health Centre



This is popularly known as the OB Lulu Briggs Health Centre after the name of the late philanthropist who donated the Centre to the University. The facility is

visibly located by the Delta gate into the University Park, opposite the Exchange and Linkage Office. All students and staff are eligible to receive primary care at this facility so long as they are duly registered with the Centre. The health insurance premium for the students are often included in the payment of their tuition and this entitles the students to a full package of comprehensive primary medical care and referral for specialist care at accredited facilities under the National Health Insurance Scheme.



Language Laboratory

The University has a language laboratory located in the complex for the African Centre of Excellence in Oilfield

Chemical Research (ACE-CEFOR). This laboratory which has a capacity of training 30 students in a session is run in collaboration with the University School for languages Studies as a Language appreciation class especially for the regional students. Also, short term courses in foreign languages are also conducted.

Students' specific issues

Students' voice

Each year the course members elect a representative who acts as a channel of communication between the course members and the staff, passing on comments or ideas about the course and associated issues. The Centre highly recommends this practice, as it helps to create a co-operative staff-course member rapport and provides the course members with a voice concerning matters that directly affect them. Occasionally, course members' representatives are invited to attend meetings of the Centre's Management Committee and are also co-opted into ad-hoc or statutory committees of the Centre. Students are also free to join any of the students' unions or clubs registered by the school authority. The details of registered unions can be obtained from the office of the Dean of Student Affairs.

Absence

From the point of view of management of the course, it is advisable for course members to inform the course instructors/coordinators if they are going to be absent for more than 2 days by completing the absence form attached in the appendix.

Illness

It is important in the case of illness for course members to immediately complete the Absence Form and forward it to the course instructor. Please remember to keep a personal copy of

completed forms and sickness absenteeism is only valid when authenticated by the Director of Medical Services in the university. All registered students can access comprehensive health service from the University's Health Centre as the Centre undertakes to subscribe for students' health insurance under the Tertiary Institutions Social Health Insurance Programme (TISHIP). Referral to specialists can also be made from the health centre. Students should ensure that they have their health card when they visit the health centre for routine and emergency care.

Student Advisor

All students are assigned advisors at the beginning of their programme. The relationship between the student and the advisor is pastoral and expected to be structured and formal. The report on the meeting of students and their advisors are made available to the Centre Management Committee. The advisor will support the student (especially foreign students) with the right information and career guidance that would assist them to navigate the university system successfully. The interaction between the advisor and the student shall be continuous, consistent and require the generation of periodic feedback. The advisor shall play a pastoral role in mentoring and assisting the growth and development of the students; ensuring that the student's academic pathways is maintained; assist in resolving logistical issues that the student may be faced with. The PhD students are expected to meet at least twice a year with their advisors and the interaction between the advisor and the student would be documented on the e-progress report.

Mentoring

Students are expected to join any of the mentoring schemes run under the various research groups in the Centre. These are suitable for all health care research whether from clinical or non-clinical backgrounds.

Research Groups

Typically, all students belong to one of the several research groups in the Centre. Although these research groups were established to entrench strategic thinking and long-term perspectives to research, they are also involved in routine short-term research. The membership of the research group includes academic lecturers, industry/sector experts, resident doctors, other health professionals, postgraduate students, undergraduate students. These group meet regularly for learning and undertaking collaborative research. Postgraduate students can also seek assistance on their dissertation from the group.

Annual Academic Progress Report

The yearly academic report on each graduate student is prepared either by the student's advisors for part-time master's students and both the advisor and main supervisors for PhD students. This report is sent through the Centre's Academic Coordinator to the Centre Leader and Dean of the School of Graduate Studies. This report will show the academic standing of each student and determine what judgment to pass on each student at the appropriate time. This is to ensure that there is no permanent residency for any student.

Guidelines on Research Management

1. Africa Centre of Excellence in Public Health and Toxicological Research (ACE-PUTOR) Research

Guidelines

https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/ACE%20PUTOR/ACE-PUTOR%20Research%20Guideline.pdf

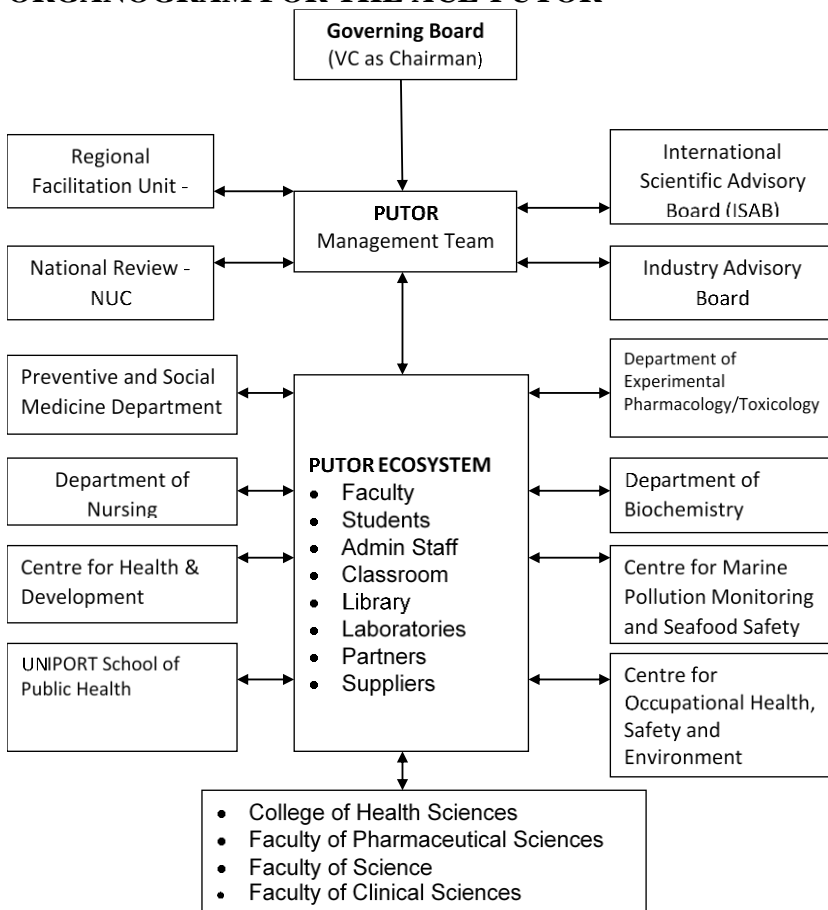
2. The University of Port Harcourt Sexual Harassment Policy -
[https://www.aceputoruniport.edu.ng/putor/public/sub/pdf/PUTOR%20SEXUAL%20HARRASSMENT%20POLICY\(1\).pdf](https://www.aceputoruniport.edu.ng/putor/public/sub/pdf/PUTOR%20SEXUAL%20HARRASSMENT%20POLICY(1).pdf)
3. Africa Centre of Excellence in Public Health and Toxicological Research Environment and Social Safeguard Management Policy -
https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/ACE%20PUTOR/PUTOR%20Environmental%20Safeguards%20plan.pdf
4. Africa Centre of Excellence in Public Health and Toxicological Research Policy on Students' Scholarship and Staff Incentives -
<https://www.aceputoruniport.edu.ng/putor/public/sub/pdf/ACE-PUTOR%20Policy%20on%20Student%20Scholarship%20and%20Faculty%20Incentive.pdf>
5. University of Port Harcourt Intellectual Property Policy -
[https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/SP-2012-2013-027Fiv%20\(Intellectual%20Property%20Policy\).pdf](https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/SP-2012-2013-027Fiv%20(Intellectual%20Property%20Policy).pdf)
6. University of Port Harcourt Standard Operating Policy for Research Ethics Committee -
https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/SP-2012-2013-

[027Fv%20\(Standard%20Operating%20Procedures%20Research%20Ethics%20Committee\).pdf](#)

7. University of Port Harcourt Research Management Policy -
[https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/SP-2012-2013-027Fii%20\(Research%20Management%20Policy\).pdf](#)
8. University of Port Harcourt Research Management Policy and Strategy -
[https://www.aceputoruniport.edu.ng/putor/public/policy_guidelines/UNIPORT/UNIPORT%20Draft%20Research%20Management%20Policies.pdf](#)

Centre and Programme Administration

CENTRE COORDINATION AND MANAGEMENT ORGANOGRAM FOR THE ACE-PUTOR



The Centre Management Committee

This comprises the Centre Leader, the Centre Deputy Leader, the Centre's Administrative Team Leader, the Academic Program Coordinator, the Applied Research Coordinator, the Partnership Coordinator, Project auditor and the Financial Management Coordinator. These meet monthly and take decisions on the day to day administration of all the activities carried out under the Centre

The functions of the management Committee include:

- Planning and coordinating review meetings and activities of the ACE project;
- Managing the project administration, preparing reports & presentations; providing management information accordingly;
- Develop methodologies for planning and implementation of project activities;
- Tracking progress against project plan and allocated budget;
- Development of project concept notes and terms of reference for project activities;
- Development of project annual work plan for NUC, ACE, and collating of work and procurement plans of all the ACEs for submission to World Bank and Association of African Universities.
- Draw-up budget estimates for line activities in the Work Plan and other ACE activities;
- Participate in meetings to share perspective as well as work collaboratively to contribute to achieving the Project Management team's planned objectives and outcomes.

MEMBERS OF THE PUTOR MANAGEMENT COMMITTEE

Name	Designation
Daprim Ogaji	Centre Leader
Orish Orisakwe	Deputy Centre Leader
Onyewuchi Akaranta	ACE-IMPACT Coordinator
Kingsley Patrick-Iwuanyanwu	M&E Officer/Academic Programme Coordinator
Oluseye Babatunde	Applied Research Coordinator
Faith Diorgu	Partnership Coordinator
Best Ordinioha	Coordinator, Public Health
Catherine Ikewuchi	Coordinator, Nutritional Biochemistry/Toxicology
Anthonet Ezejiofor	Coordinator, Experimental Pharmacology/Toxicology
Josephine Gbobbo	Coordinator, Nursing/Midwifery
Nengi Isagua	Project Accountant
Anselem Umor	Project Auditor
William Wordi	Communication Officer
Nicholas Abule	Procurement Officer
Confidence Igwe	Head of Admin/Desk Officer

The Centre Academic Board

The members include

1. Professor Benedict Nduka (Chairman)
2. The Deputy Centre Leader (Deputy Chairman)
3. Provost, College of Health Sciences
4. The Centre Leader
5. Dean, Faculty of Clinical Sciences
6. Dean, Faculty of Science

7. Dean, Faculty of Pharmaceutical Sciences
8. Director, Centre for Marine Pollution Monitoring and Seafood Safety
9. Chairman, Graduate Studies Committee, School of Public Health
10. Chairman, Graduate Studies Committee, Department of Nursing Science
11. Chairman, Graduate Studies Committee, Department of Biochemistry
12. Chairman, Graduate Studies Committee, Department of Experimental Pharmacology

Terms of reference of the Academic Board:

1. Coordinate and control the quality of postgraduate tuition in the Centre
2. Require regular attendance of students during lectures and other academic activities
3. Review application for postgraduate admission and make recommendation to the Centre and the host university's School of Graduate Studies.
4. Promote group and multi-disciplinary academic training programmes in the Centre
5. Carry out other functions assigned to it by the Centre's Board and School of Graduate Studies

Partners and internship locations

The centre has established relationships with the following organizations where students field visits and attachment would be done:

INDUSTRY/INSTITUTION

Nigerian Institutions
Industry
BOSKEL Nigeria Limited
African Biosciences Ltd
Nestle Nigeria Plc
International Breweries Ltd
Shell - Occupational Health Department
Shell - Community Health Department
Cadbury Nigeria Plc
DUFIL-PRIMA FOODS LIMITED
Shell - Department of Environment
Research Institutes
National Institute for Pharmaceutical Research & Development
Centre for Clinical Research (UPTH)
Institute of Maternal and Child Health (UNIPORT)
Non-governmental Organisations
Hope and Care Foundation
Rhema Care Integrated Development Centre
Preventive and Public Health Consult
Youth PRO-FILE
World Health Organization
AFRICARE
FHI 360
United Nations Office on Drugs & Crime (UPTH Training Centre)
Nigerian academic institutions
University of Nigeria, Nsukka (Faculty of Pharmacy)

Nigeria Field Epidemiology and Laboratory Training Programme
University of Benin - Reproductive Health and Innovation
Hospitals
Rivers State Hospitals' Management Board
University of Port Harcourt Teaching Hospital
Rivers State University Teaching Hospital
Nigeria, Liquefied Natural Gas Company (Clinic)
RNZ Occupational Specialist Hospital
Nigeria National Petroleum Corporation (Clinic)
Chevron Nigeria Limited (Clinic)
Exxon Mobil Producing Unlimited (Clinic)
Government Agencies
National Agency for Food and Drug Administration and Control
Nigeria Center for Disease Control
Rivers State Ministry of Health
Rivers State Ministry of Environment
Bayelsa State Ministry of Health
Rivers State Primary Health Care Management Board
Rivers State Waste Management Agency
Federal Ministry of Health, Abuja
National Oil Spill Regulatory Agency
National Environmental Standards and Regulation Agency
National Primary Health Care Development Agency
Standards Organisation of Nigeria
Nigerian Meteorological Agency
National Population Commission

Councils and Associations
Nursing and Midwifery Council of Nigeria
Association of Public Health Physicians of Nigeria
Environmental Health Officers Registration Council of Nigeria
International Institutions
Universities
University of Ottawa - School of Nursing
Ensign College of Public Health
University of Sierra Leone
Durham University - Research Development Unit
University of South Australia - School of Nursing and Midwifery
Florida International University - Nicole Wertheim College of Nursing and Health Sciences
University of Toronto - Dalla Lana School of Public Health
State University of New York College at Cortland - Health Department,
University of Malawi - Public Health and Herbal Medicine

Academic staff associated with the training

SN	NAME	QUALIFICATIONS	DESIGNATION	STATUS	SPECIALISATION
1	Prof B. Ordinioha	MB, BS, FMCPh	Professor	Full time	Environmental Health
2	Prof C.I. Tobin-West	MD, MPH, FMCPh	Professor	Full time	Epidemiology
3	Prof John Ikimalo	MBBS, FWACS, FICS	Professor	Full time	Fertility medicine/IVF
4	Prof Rosemary Ogu	MBBS, MSc, FWACS, FICS	Professor	Full time	Maternal Health
5	Prof Josephine Etowa	PhD Nursing	Professor of nursing	VISITING	Public Health Nursing
6	Dr Faith Diorgu	PhD Midwifery, PhD Edu. Psych; M.Sc Midwifery, M.Ed Edu. Psych.; B.Sc Nursing	Senior lecturer/HoD	Full time	Midwifery
7	Prof O.B. Babatunde	MBBS, Cert. Epid, FWACP	Professor	Full time	Epidemiology
8	Prof D.S. Ogaji	MBBS, MQI, PhD, MNIM, FMCPh	Professor	Full time	Health Systems
9	Prof. A. Nte	MBBS, FWACP	Professor	Full time	Nutrition and Social Paediatrics
10	Prof. N. Akani	MBBS, FMCpaed	Professor	Full time	Child & Adolescent Health
11	Prof. N. Orazulike	MBBS, FWACS, FICS, Dip HSM	Professor	Full time	Reproductive Health
12	Dr Goodluck Azuonwu	Ph.D(Epid), MPh, BSc Nsg, RPHN, RN	Lecturer I	Full time	Public Health (Epidemiology)
13	Dr Eunice Osuala	Ph.D, MSc Comm.Hlt, Nsg,BSc, RN, RM, RPHN	Senior Lecturer	Visiting	Community Health Nursing
14	Dr Affiong Ekpenyong	Ph.D (Demography), MSc(Comm Hlt Nsg), MSc (Public Admin), PGDE, BSc Nsg, RPHN, CHO, RN, RM.	Senior Lecturer CRS (CHST) Cal.	Visiting	Community Health Nursing

SN	NAME	QUALIFICATIONS	DESIGNATION	STATUS	SPECIALISATION
15	Mrs.Minna Longjohn	MPh, BSc (Nsg Edu), RN, RM, RPHN, FWACN, FAIPHP.	Lecturer 1	Full time	Public Health
16	Mrs Chikaebere Ukwu	MPh, BNsc, PGDE, PGD(HHSA), RN, RM, RPHN, FWACN, FAIPHP	ADNS (UPTH)	Visiting	Public Health
17	Mrs Margret Dan-Patrick	MSc (MCH Nsg), BSc (NsgEdu), RPHN, RM, RN, FWACN,	Lecturer 1	Full time	Maternal and Child Health.
18	Mrs Mercy B. Effiong	MSc (Comm.Hlt Nsg), BSc, RPHN, RNEd RM, RN.	Lecturer 1	Visiting	Community Health Nursing
19	Mr Solomon Egwuonu	MSc (Comm.HltNsg), BSc.NSg, PGDE, RPHN, RN, RNT, FCAI, FIHNR.	Lecturer 1	Visiting	Community Health Nursing
20	Mr Tari Amakoro	MSc (Comm.Hlt Nsg), BNsc, PGDE, RPHN, RN.	Lecturer 11	Visiting	Community Health Nursing
21	Mr Lamawal Arunibebi	MSc (Comm.Hlt Nsg), BNsc, PGDE, RPHN, RN.	Lecturer 11	Visiting	Community Health Nursing
22	Mrs Jane Baridah Kue	MSc (Comm.Hlt Nsg), BNsc, PGDE, RPHN, RN, RM	Lecturer II	Visiting	Community Health Nursing
23	Miss Theresa Timothy	MPH, BSc. Nsg, RPHN, RN, RM	DDNS/Desk Officer,	Visiting	Public Health

SN	NAME	QUALIFICATIONS	DESIGNATION	STATUS	SPECIALISATION
			Family Planning		
24	Dr J. Craig Phillips	PhD Nursing	Associate Professor	Visiting	Nursing Education/ research
25	Dr Jean Hannan	PhD Nursing	Associate professor	Visiting	Nursing Education and research
26	Dr Chioma Ndikom	PhD MCH Nursing, M.Sc MCH Nursing, B.Sc. Nursing	Senior Lecturer	Visiting	Maternal and Child Health Nursing
27	Dr Aluko Joel Ojo	PhD Midwifery/ Neonatology, MSc MCH, BSc Nursing	Senior lecturer	Visiting	Midwifery /Neonatology
28	Dr Olayinka Onasoga	PhD. MCH Nursing, MSc MCH Nursing, BSc Nursing	Lecturer 1	Visiting	Maternal and child health nursing
29	Dr Splendor Chikodili	PhD MCH Nursing, MSc MCH Nursing, BSc. Nursing	Senior lecturer	Visiting	Maternal and child health nursing
30	Prof. Mary Steen	PhD Midwifery	Professor of midwifery	Visiting	Midwifery
31	Dr C. Boskel	PhD	Industry	Part-time	Entrepreneurship

Support Staff

Name	Designation
Confidence Igwe	Head of Admin/Desk Officer
Rossana Worlu	Students' support officer
Dr Daniel Ekpah	Head, IT
Collins	IT Support
Dr Nengi Isaqua	Finance Officer
Aselemi Umor	Internal Auditor
Uchenna Otamiri	Technical Assistant
Blessing Andy	Secretary
Chisa Anwuri	Cleaner
Roseline Amadi	Cleaner

Forms

Students' evaluation

Students are required to evaluate and provide electronic and confidential feedback on every module they have completed and later the entire programme at completion of their academic programme with the Centre. These evaluations are strictly for quality improvement purposes and must be filled online or using available paper forms which should be submitted by the course representative to the academic programme coordinator of the Centre at the end of the course

**Africa Centre of Excellence in Public Health and
Toxicological Research
University of Port Harcourt
Student Feedback Form – Training Course**

Programme: (a) PGD (b) MSc (c) PhD (d) Short course
Specialty: (a) Nursing (b) Environmental Health (c)
Environmental Toxicology (d) Nutritional Biochemistry
Title of course:
Course code:
Course delivery (a) Virtual only (b) face-to-face only (c)
blended

Kindly take few moments and complete this feedback form indicated by a ✓ in the relevant column

*Rating guide: 3 = excellent 4 = very good 3 = good
2 = acceptable 1 = poor*

Rating	1	2	3	4	5
Appropriateness of the course to current training					
Effectiveness of the course to future work					
Teaching methods used were appropriate and supported learning					

Students were encouraged to participate during lectures						
Consistency of the course workload compared to other courses						
Examination format						
Extent your expectation for undertaking the course was met						
Overall learning experience						
Logistics	Virtual learning environment (LMS)					
	Physical learning environment					
	Lecture schedule					
	Exam schedule					
	Overall logistics related to this course					
Course Faculty	Evaluation of individual instructor (poor) to 5 (excellent)		Rating from 1			
	Name of instructor being evaluated					
	Punctuality of the instructor					
	Expertise of the instructor					
	Teaching skills of the instructor					
	Teaching methods					
	Course materials					
	Engagement with students					
	Responsiveness to students' needs					
	Grade course assessments (formative and summative)					
Overall teaching effectiveness						

Further suggestions (Twigs & Roses)

Name of Student: _____

E-mail: _____

_____ (Optional)

Thank you for participating, we appreciate your feedback.
Report of Students' Evaluation of System, Courses and Instructors

2021 System Evaluation	
Criteria	% Good-Excellent
Ease of making application for study programme	83.7
Registration process	98.0
Response to students' inquiries	89.8
Promptness in communication	95.9
Ease of navigating through website	91.8
Informativeness of website	93.9
Ease of using ICT platform	75.5
Ease of making payment	83.7
Virtual Learning Environment	85.7
Physical Learning Environment	81.6

Sessional Comparison

Criteria	% Students rating session as good-excellent		
	2018/2019	2019/2020	2020/2021
Appropriateness of course	99.5	99.3	99.3
Usefulness to future works	99.2	99.3	98.4
Teaching Methods	96.5	99.1	98.6
Students' Participation	97.8	99.4	96.8
Course workload	97.8	98.4	95.2

Exam Format	94	96.3	89.9
Met Expectations	94.9	97.7	95.6
Overall Learning	96.2	98.7	97
Virtual Learning Env't	96.5	98.3	96.6
Physical Learning Env't	98.6	96.9	78.4
Lecture Schedule	99.2	97.7	94.4
Exam Schedule	97.6	96.7	90.7
Overall Logistics	97.3	98.2	96.4

Comparison across levels

Criteria	% Good-excellent across levels	
	MSc	PhD
Appropriateness of course	99.3	99.5
Usefulness to future works	98.9	99.5
Teaching Methods	98.2	99
Students' Participation	98.1	99
Course workload	97.2	98.1
Examination Format	93.9	92.8
Met Expectations	96.6	94.7
Overall Learning	97.4	98.6
Virtual Learning Environment	97.2	98.1
Physical Learning Environment	90.9	94.2
Lecture Schedule	96.9	97.6
Exam Schedule	95.3	93.2
Overall Logistics	97.2	98.6

MSc Instructors

Lecturer	Sex	Criteria - % of students that gave rating of good-excellent								
		Punctuality	Expertise	Teaching Skills	Teaching Methods	Course materials	Student Engagement	Responsiveness to students	Assessment	Overall effectiveness
Osaro Chenya	Female	97.8	97.8	97.8	98.6	97.1	98.6	98.6	93.5	100
Patricia Gbobbo	Female	100	98.6	98.6	99.3	97.8	98.6	99.3	97.8	99.3
Daniel Ekpah	Male	98.3	99.2	99.2	98.3	95.8	96.6	95.8	95	96.6
Adedayo Tella	Female	100	97.6	100	97.6	97.6	88.1	90.5	90.5	92.9
Chizoma Ndikom	Female	100	100	99.1	99.1	98.3	98.3	99.1	99.1	100
Chukwuogu	Male	100	100	100	100	99.2	99.2	98.3	99.2	98.3
Faith Diorgu	Female	100	100	99.6	100	99.6	98.7	98.7	98.7	99.6
Joel Aluko	Male	94.3	95.6	95.3	95.9	95.3	95.9	95.9	93.8	95.9
Splendid Chikaidili	Female	100	100	99.1	100	98.3	100	100	99.1	99.1
Elizabeth Oduali	Female	98.2	97.7	97.7	98.4	97.5	98.6	98	97.7	98.2
Josephine Gbobbo	Female	100	99.6	100	97.5	98.4	100	100	97.3	98.2
Seye Babatunde	Male	97.4	96.1	94.8	92.2	90.9	98.2	97.5	88.3	93.5
Josephine Etowa	Female	97.6	97.2	97.6	97.2	96.2	94.8	95.8	95.8	96.7
Mary Steen	Female	96.9	96.9	95.9	95.9	94.9	93.9	95.9	95.9	94.9

PhD Instructors

Lecturer	Sex	Level	Criteria - % of students that gave rating of good-excellent								
			Punctuali ty	Expertise	Teaching Skills	Teaching Methods	Course materials	Students Engagem ent	Responsi veness to sudents	Assessm ent	Overall effective ness
Anthonet Ezejiofor	Female	PhD	98.1	98.1	100	100	98.1	100	100	98.1	100
Barile Baridam	Male	PhD	96.9	90.6	78.1	78.1	87.5	78.1	71.9	71.9	84.4
Catherine Ikewuchi	Female	PhD	100	100	100	100	100	100	100	94.1	94.1
Daprim Ogaji	Male	PhD	100	100	100	100	100	100	100	100	100
Enembe Okokon	Male	PhD	100	100	100	100	100	100	100	100	100
Jones Ayuwo	Male	PhD	90.9	90.9	87.9	90.9	90.9	90.9	87.9	87.9	90.9
K. Patrick-Iwuanyan	Male	PhD	96.2	94.2	96.2	96.2	88.5	94.2	96.2	94.2	96.2
Ken Ezealisiji	Male	PhD	92.9	92.9	92.9	92.9	92.9	92.9	92.9	85.7	92.9
Omosivie Maduka	Female	PhD	92.9	92.9	92.9	92.9	92.9	92.9	92.9	92.9	92.9
Uchenna Ogoke	Female	PhD	96.7	96.7	96.7	93.3	96.7	93.3	93.3	93.3	93.2
Best Ordinioha	Male	PhD	100	100	93.8	93.8	100	100	100	100	93.8
Clifford Ofurum	Male	PhD	100	100	100	100	100	100	100	100	100
Eka Essien	Female	PhD	100	100	100	100	100	100	100	100	100
Ethelbert Nduka	Male	PhD	96.7	96.7	93.3	93.3	96.7	96.7	96.7	93.3	96.7
Ifeoma Ijeh	Female	PhD	100	100	100	100	100	100	100	100	100
Iyeopu Siminialaye	Male	PhD	100	100	100	100	100	100	100	100	100
Seye Babatunde	Male	PhD	100	100	100	100	96.6	100	100	96.6	100
Onyewuchi Akaranta	Male	PhD	98.3	100	100	100	100	100	100	100	100
Orish Orisakwe	Male	PhD	88.5	92.3	80.8	76.9	84.6	76.9	76.9	84.6	80.8

Comparison across levels

Criteria	% Good-excellent across levels	
	MSc	PhD
Appropriateness of course	99.3	99.5
Usefulness to future works	98.9	99.5
Teaching Methods	98.2	99
Students' Participation	98.1	99
Course workload	97.2	98.1
Exam Format	93.9	92.8
Met Expectations	96.6	94.7
Overall Learning	97.4	98.6
Virtual Learning Envt	97.2	98.1
Physical Learning Envt	90.9	94.2
Lecture Schedule	96.9	97.6

Exam Schedule	95.3	93.2
Overall Logistics	97.2	98.6

AFRICA CENTRE OF EXCELLENCE
CENTRE FOR PUBLIC HEALTH AND TOXICOLOGICAL
RESEARCH
UNIVERSITY OF PORT HARCOURT



ACE PUTOR
UNIPORT

System evaluation

This form is strictly for quality improvement purposes and should be completed at the end of every module after the assessment

System					
Please complete the following by clicking on the appropriate option.					
Questions	Rating 0 (very bad), 1 (bad), 2 (average), 3 (good), 4 (excellent)				
How would you evaluate the registration process?	1	2	3	4	5
How would you rate the response time to your requests?					
Did we communicate promptly with you?					
Could you find all the information you need on the web site?					
Was it easy to make a payment?					
Was it easy to apply for a programme?					
Is the website informative?					
How would you rate the VLE (Virtual Learning Environment)?					
Is the module ICT platform easy to use?					
How would you rate the Physical Learning Environment)?					
Were the facilities/equipment easy to use?					

How would you rate the support provided by the students' enrolment officer?					
Is "My Page" useful?					

General Comments

Use this area to leave your comments regarding our system

Thank you for your assessment

Feedback on field attachment¹

To be completed by supervisors of students in attachment for field/practical learning.

Please tick the most appropriate response using the following keys

A – Agree

U – Uncertain

D – Disagree

N – Not applicable

	A	U	D	N
I had a chance to discuss with the programme coordinators or was given details about my role as supervisors of the students doing an attachment in my organization				
I find the trainee well prepared for the attachment (background information and expectations)				
I believe that the trainee had a chance to observe our typical work situation (cases, problems)				
I think that the trainee understands better the opportunities and constraints involved in our work.				
I think that the trainee made the optimal use of the opportunities for learning we offered him.				
I think that the trainee has made satisfactory progress and accomplished the aims of the attachment.				

Comments:

¹Adapted from Self-assessment for teachers of health workers, (1982), WHO, Geneva

If you disagree with any of the statements made above, please offer your reasons. Also, if you think that some aspects of the attachment were especially useful, we would like to know about them (please use extra page if there is not enough space below)

.....
.....

Other suggestions.....
.....
.....

Would you recommend continuation of this internship scheme?
YES/NO/NOT SURE (circle whichever is appropriate)

Are you willing to help us again next year? YES/NO/NOT SURE (circle whichever is appropriate)

If yes, how many interns are you willing to accept?

Kindly state if there is any preferred timing for the intake of interns in your organization?

Absence form

Name:

Registration No:.....

Dates of absence:.....

Duration of absence.....

Reason(s) for absence.....

.....

Evidence(s) attached with application.....

.....

Course Member Signature: Date:.....

Instructor's Comment.....

.....

Date and signature.....

Centre Leader's Comment

Date and signature:



**AFRICA CENTRE OF EXCELLENCE FOR PUBLIC HEALTH
AND TOXICOLOGICAL RESEARCH
UNIVERSITY OF PORT HARCOURT
REPORT OF EXAMINATION MISCONDUCT**

NAME OF STUDENT/STAFF.....
STUDENT'S REGISTRATION MATRICULATION NUMBER....
STUDENT'S DEPARTMENT.....
COURSE NUMBER (if applicable).....
VENUE OF EXAMINATION (if applicable).....
LOCATION OF EXAMINATION
MISCONDUCT.....
DATE AND TIME OF EXAMINATION (if applicable).....
EXAMINATION OFFENCE (with evidence / statement if any).....
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.....
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.....
.....

CHIEF INVIGILATOR / INVIGILATOR'S SIGNATURE.....,,,...
WITNESS'S SIGNATURE (if
applicable).....
STUDENT'S COMMENT (if possible).....
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STUDENT'S SIGNATURE (if possible).....

AFRICA CENTRE OF EXCELLENCE
CENTRE FOR PUBLIC HEALTH AND
TOXICOLOGICAL RESEARCH
UNIVERSITY OF PORT HARCOURT



ACE
PUTOR **ATTENDANCE** **DURING** **INVIGILATION** **OF**
UNIPORT **EXAMINATION**

PROGRAMME: _____

COURSE TITLE: _____ **COURSE CODE:**

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START TIME: _____ **STOPPAGE TIME:** _____

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COURSE COORDINATOR SIGN:

Profiles of Centre's Administrators

Centre Leader



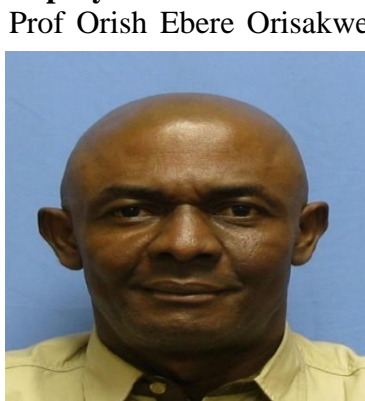
Prof. Daprim Ogaji was the former head of Department of Preventive and Social Medicine at the University of Port Harcourt and the Department of Community Medicine in the University of Port Harcourt Teaching Hospital. He graduated from the University of Port Harcourt and subsequently bagged - a Fellowship in Public Health from the National Postgraduate Medical College of Nigeria in 2006, master's in health quality improvement from the University of Helsinki and was later inducted into the Nigerian Institute of Management (Chartered). He is a Fellow of the International Society for Quality in Health Care and obtained a PhD in Medicine from the prestigious University of

Manchester. Daprim's teaching and research interests are focused on healthcare services research, quality improvement, improving access to healthcare, improving stakeholders' experiences, improving outcomes in the management of long-term conditions.

His methodological competences include quantitative research, evidence synthesis, health systems/programme evaluation, psychometrics and field trials. His professional competences span Health care, Public Health, Clinical Research, Medical Education, Health Management, Leadership, Health Policy, Quality Improvement, Global Health, Psychology, Qualitative Research, Applied Research, Community Health, Epidemiology, Primary Health Care, General Practice, Data Analysis, Health Promotion and Organisational Development

His involvement in the training of doctors, nurses and other allied health professionals over the years had resulted in the development of some taught postgraduate programmes in public health and the establishment of the World Bank funded African Centre of Excellence in Public Health and Toxicological Research in the University of Port Harcourt. Email: daprim.ogaji@uniport.edu.ng

Deputy Centre Leader



Prof Orish Ebere Orisakwe holds a PhD in Pharmacology & Toxicology of the University of Nigeria, Nsukka and his postdoctoral training in Health Canada. Author of over 250 publications, is the first Nigerian, European Registered Toxicologist ERT and the first African, Fellow of Academy of Toxicological Sciences ATS, USA. In 2017 alone, he had 17 articles cited in PUBMED. First African Speaker, Global Summit on Regulatory Science – Emerging Technologies for Food and Drug Safety (GSRS17), Brasilia, Brazil, September 18-20, 2017. He was coordinator of the African Society of Toxicological Sciences in Nigeria and presently one of the foundation mentors/President of West Africa Society of Toxicology and an

advisor of the Cameroon Society of Toxicological Sciences. He has served as a Visiting Professor to some universities in both Europe and the USA including developing programs in Global Health. Orish serves in the Editorial and Review boards of many PUBMED cited journals in USA and Europe. He is cited in many 'who is who' and several biographical reference listings in Environmental Toxicology, Public health and Risk Assessment. He is a scientific expert of the Joint FAO/WHO Committee on Food Additives, scientific expert for the World Health Organization WHO guideline development group – nutrition actions. He is a scientific

expert/consultant, Review of EFSA-FAO-WHO Developing a technical Guidance for Total Diet Study in Developing countries and consultant to International Council for Science (ICSU). Prof Orish is the first African to win the SOT Global Senior Scholar Exchange Program Award and a Visiting Scientist in US FDA. In 2012, with the help of his collaborators from both Europe and North America, he mounted the first MSc/PhD Toxicology program (University of Port Harcourt) as a stand-alone discipline in Africa. Orish has mentored many African Toxicologists. At the moment he serves a Visiting Scientist to US FDA where his current research is on the epigenetics of low dose metal mixture and non-alcoholic fatty liver disease NAFLD. Email: orish.orisakwe@uniport.edu.ng

Centre's Consultant



Professor Onyewuchi Akaranta is currently the Director, Science Institute and former Director, Centre for Research Management, (2010-2015), Exchange and Linkage Programmes Unit (2006 – 2010) at the University of Port Harcourt. He has held many academic and administrative positions at the University including Head of the department of Pure and Industrial Chemistry (1999 – 2001) and several committees in the University. He has also served as external examiner to a number of Nigerian Universities. Professor Akaranta is a fellow of Polymer Institute of Nigeria (PIN), a member of the Chemical Society of Nigeria (CSN), and Oil and Colour Chemists Association (OCCA) of United Kingdom. He is a member of West African Research and Innovation Management Association (WARIMA). He is listed in the Marquis Who is Who in Science and Engineering in 2003, 7th Edition. He obtained a B.Sc (2nd Class Upper Division) degree in Chemistry in 1978 from the University of Nigeria, Nsukka, M.Sc in Polymer Science and Technology in 1982 from Ahmadu Bello University, Zaria, and a Ph.D degree in Industrial Chemistry in 1995 from the University of Port Harcourt, Port Harcourt. Professor Akaranta has extensive experience in Agro-Wastes Utilization Value Addition. In 2007, he delivered an inaugural lecture titled, “Agro-Wastes Utilization: The Chemist’s Input”. For over thirty-five (35) years he has been conducting research on Conversion of Agro-Wastes to Industrial Raw Materials. Such raw materials have been used in the production of Adhesives, Ion Exchange Resins, Oilfield Chemicals, Paints and Paint Additives. He was the Project Manager, UniPort-World Bank STEP-B Project (2008 – 2013). He has published over 100 articles in reputable journals and authored several academic monographs. Email: onyewuchi.akaranta@uniport.edu.ng

Monitoring and Evaluation (M&E) officer/Academic Programme Coordinator



Dr. Kingsley Chukwuemeka Patrick-Iwuanyanwu is a Senior Lecturer in the Department of Biochemistry. He holds a PhD degree in Nutritional Biochemistry/Toxicology of the University of Port Harcourt, Nigeria. He is a scholar of the prestigious Harvard School of Public Health, Boston, USA in Analyzing risk: Principles, concepts and applications. Dr. Patrick-Iwuanyanwu is a recipient of The World Academy of Science-International Centre for Chemical and Biological Sciences (TWAS-ICCBS) Postgraduate fellowship award in 2009 to University of Karachi, Pakistan; He was among the 100 young scientists from around the world selected to attend The World Life Sciences Forum by BioVision (Lyon, France); He is a recipient of Society of Toxicology (SOT) /AstraZeneca IUTOX fellowship award in 2009; He is a member of the class of 2010 BioVision Alexandria.Nxt

fellows in **Alexandria, Egypt**. He served as a pioneer African representative and one of the founding Executive Members of Student Advisory Council (SAC) of Society of Environmental Toxicology and Chemistry (SETAC, EUROPE) from **2009-2011**. He was also a pioneer member of the Scientific Organizing Committee of the **SETAC EUROPE**-sponsored 1st Young Environmental Scientists (YES) meeting at the **University of Landau, Germany**.

Dr. Patrick-Iwuanyanwu is an author of several cited publications in peer-reviewed journals with research interests in the areas of Hepatotoxicity, Food safety, Risk assessments of toxicants and environmental pollutants in the food chain, Environmental Impact Assessment (EIA) surveys, Risk Assessment of hydrocarbon contamination and water soluble fraction of petroleum products, Evaluation of inhalation exposure of pollutants in the Environment using rat models, Reproductive toxicology, Exposure to contaminants and toxicological response of organisms at multiple tiers of biological organization (using experimental animal models) with a view to monitoring the source, fate, transport, and toxicity of contaminants. Dr. Patrick-Iwuanyanwu is a member of several professional bodies including Nigerian Society of Biochemistry and Molecular Biology (NSBMB); Africa Education Initiative (NEF, CT. USA); West African Society of Toxicology (WASOT); Society of Environmental Toxicology and Chemistry (SETAC, Europe); Society of Toxicology (SOT, Reston, USA); Society for Experimental Biology (SEB, UK). At the moment he is the Secretary General of West African Society of Toxicology (WASOT) and also serves as the Monitoring and evaluation (M&E) officer/ Academic programme coordinator of World Bank African Center of Excellence for Public Health and Toxicological Research (ACE-PUTOR), University of Port Harcourt. He is a mentor to many young early career toxicologists. E-mail: kc.patrick-iwuanyanwu@uniport.edu.ng; kc.patrick-iwuanyanwu@aceputoruniport@uniport.edu.ng

Partnership coordinator



Faith has a broad background in psychology, maternal and child health with specific training and expertise in phenomenology and survey research designs and thematic data analysis in qualitative studies. Faith have a vast amount of nursing and midwifery clinical/teaching experiences. Her wide remit of interests led her to undertake a second masters and PhD degrees in midwifery in the United Kingdom. Her important work is in the area of evidence-based practice in childbirth in Nigeria and Africa as vital in the promotion of women's autonomy and well-being during the birthing process. Her Ph.D study is titled "Perceptions and experiences of mothers, midwives, and obstetricians concerning birthing position and perineal trauma: A mixed methods study based in Nigeria", has led to excellent collaborative work undertaken in Port Harcourt, Nigeria. This collaborative work led to an on-going project "The making Normal Birth a Reality in Port Harcourt, Nigeria", which involves educating and training mothers, midwives, obstetricians and the community at large to implement evidence based normal birth practices which will enable women to birth in upright position to promote better health outcomes and reduce rates of perineal injuries. This led to her invention of a birthing chair to support women birth in various upright positions. She is also engaged in other collaborative studies with international counterparts as PI or co-investigator in Canada, UK, and Australia. Based on these previous experiences, She understands the importance of team work among project members and of building a realistic research plan, timeline, and budget to meet the target. Faith is *Nigeria's first doctorate in midwifery awarded by University of Chester UK and was*

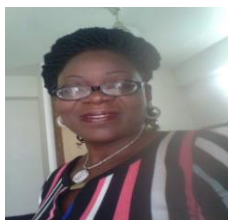
awarded the Alumni Laureate award of the University of Nottingham, UK in 2018. Email: faith.diorgu@uniport.edu.ng



PROF. OLUSEYE BOLARINWA BABATUNDE MBBS (Ilorin), PgCertEpid (Liverpool), MPH (Liverpool), FWACP, FRSP is a Public Health Physician and Infectious Disease & Clinical Epidemiologist with two decades of experience in the design and evaluation of public health interventions in Nigeria, and the Niger Delta in particular. He is a Senior Lecturer in Epidemiology and Medical Statistics in the University of Port Harcourt, and Honorary Consultant in Community Medicine at the University of Port Harcourt Teaching Hospital, Port Harcourt. Recently, he served as a National Professional Officer (Malaria) at the World Health Organization (on Secondment from UNIPORT); and he is the current Acting Director, Centre for Health and Development at the University of Port Harcourt.

Coordinator, Experimental Pharmacology/Toxicology

Dr Anthonet Ndidamaka Ezejiofor holds PhD in Pharmacology and Toxicology from Abia State



University, Uturu, Abia State, Nigeria. Author of over 60 publications, an award winner of 2012 Outstanding Women in Science-Third World Organization of Women in Science (TWOWS). A registered member of many international organizations including Society of Toxicology (SOT), African Society of Toxicological Sciences in Nigeria and West Africa Society of Toxicology (WASOT). Research Fellow of The World Academy of Science (TWAS), 2017/2018. Dr Anthonet serves in the Editorial and Review boards of many

journals in USA and Europe. Email: ndidiezejiofor@yahoo.com, anthonet.ezejiofor@uniport.edu.ng

Coordinator, Nutritional Biochemistry/toxicology



Ikewuchi, Catherine Chidinma is currently a Senior Lecturer in the Department of Biochemistry. She obtained her Ph.D in Nutritional Biochemistry/Toxicology from the University Port Harcourt. Her PhD work focused on the use of two plants in the management of some metabolic diseases such as diabetes mellitus, hypertension, hyperlipidaemia etc. Catherine is involved in the teaching and research activities at the Department of Biochemistry. She has extensive experience in teaching and research in the areas of Plant and Soil Biochemistry, Environmental Biochemistry, Nutritional Biochemistry and Toxicology and Industrial Biochemistry. Her research interest is in the investigation of the chemical compositions and toxicological/pharmacological profiles of nutritional and medicinal plants, and mushrooms as well as the management of non-communicable diseases (NCD) and metabolic disorders with our indigenous foods and vegetables. She has over 70 publications in peer-reviewed journals. She is an active member of the Society of Biochemists and Molecular Biologists of Nigeria (SBMBN). Email: catherine.ikewuchi@uniport.edu.ng



Coordinator, Public Health

Prof. Best Ordinioha is a Public Health Physician and Professor of Preventive and Social Medicine/Environmental Health at the Department of Preventive and Social Medicine, College of Health Sciences, University of Port Harcourt, Nigeria. He is also an honorary Consultant Community Physician at the University of Port Harcourt Teaching Hospital. He is a Fellow of the National

Postgraduate Medical College, Faculty of Public Health and has research and specialty interest in Environmental Health and Public Health Nutrition.

Applied Research Coordinator

Internal Auditor

Aselemi Godpower Umor is a Principal Internal Auditor with the Internal Audit Department of the



University of Port Harcourt with Membership of the Institute of Chartered Accountants of Nigeria (ICAN), a master's degree (UK) in Oil and Gas Accounting—with Distinction and a bachelor's degree in Accounting (Second Class upper). He has acquired years of experience with identifying potential risk areas in the course of audits and investigations; making sure controls are properly designed, implemented and operationally effective to mitigate risks. Email:

aselbest@gmail.com

Project Accountant

Nengi M. Isagua is a Chief Accountant in the Bursary Department of the University of Port



Harcourt. She is a member of the Institute of Chartered Accountants of Nigeria (ICAN) and the Chartered Institute of Taxation of Nigeria (CITN). With a master's degree and currently a doctoral student in the University of Port Harcourt, Nengi has vast audit experience from the public and private sectors. She is saddled with the responsibility of preparing annual budgets,



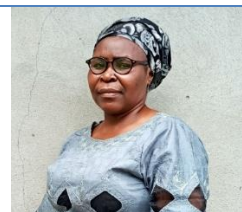

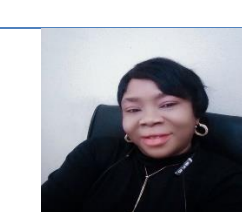

quarterly, half- yearly and yearly budget performance reports of the University, ensuring compliance in expenditure control for all payments in the University. Her areas of interest in research have been in 'financing of higher institutions in Nigeria, both in budgetary and Internally Generated Revenue in Universities. She has undergone several trainings including training on International Public Sector Accounting Standards (IPSAS) and attended various Accounting conferences. E-mail: nengi.isagua@uniport.edu.ng

ACE-PUTOR Procurement Officer



Engr Nicholas I. Abule is a Chief Engineer with the Works Department at the University of Port Harcourt and holds a bachelor's degree in civil engineering. He is a member of Nigeria society of engineers, a registered engineer (COREN) and a member of Nigeria Society of civil engineers. His area of expertise includes constructions, infrastructural development, maintenance, and management best practice.


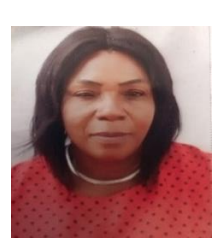
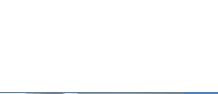


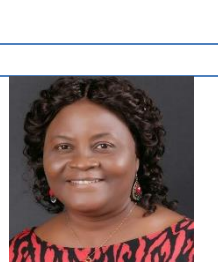

PROFILE OF MODULE INSTRUCTORS




	<p>Mrs. Eunice Udo-Peretomode</p> <p>Mrs. Eunice is an erudite scholar and a seasoned lecturer at the Department of Nursing Science, Faculty of Clinical Sciences, University of Port Harcourt, Port Harcourt Rivers State Nigeria. She has a Master degree from the premier and best University in Nigeria, University of Ibadan, with a bias in Medical Surgical Nursing. Her research focus is in oncology nursing and care of patients living with HIV/AIDS revealing innovative ways of improving the quality of life of patients in all domains.</p>
	<p>Mr. Maynard Aminaho</p> <p>Mr. Maynard Aminaho is a lecturer of Advanced Medical–Surgical nursing at the Department of Nursing Science, Faculty of Clinical Sciences, University of Port Harcourt. He has a Masters degree in Medical-Surgical Nursing awarded at Nnamdi Azikiwe University, Awka, Nigeria. He has also been awarded a second Masters degree in Midwifery and Child Health Nursing at African Centre of Excellence, University of Port Harcourt (ACE-PUTOR). Mr. Aminaho is currently undergoing PhD. Programme in Medical-Surgical Nursing.</p>
	<p>Mrs. Sabinah Obele Ngbala-Okpabi</p> <p>Mrs. Sabinah Obele Ngbala-Okpabi is lecturer in the Department of Nursing Science, Faculty of Clinical Sciences University of Port Harcourt. She has a master’s degree in Midwifery and Maternal and Child Health awarded at African Centre of Excellence, University of Port Harcourt and University of Ibadan, Oyo state, Nigeria respectively.</p>
	<p>Ms. Blessing Onyemachi</p> <p>Mrs. Blessing Onyemachi is a lecturer of Mental Health and Psychiatric Nursing, Human Behaviour in health and illness at the Department of Nursing, Faculty of Clinical Sciences University of Port-Harcourt. She has a master’s degree in Mental health and Psychiatry Nursing awarded at the University of Ibadan, Oyo, Nigeria and PhD in Nursing (in view) from the University of Nigeria.</p>
	<p>Mrs. Chioma Nkwocha</p> <p>Mrs. Chioma Nkwocha is lecturer in Community Health Nursing at the Department of Nursing Science, University of Port Harcourt. She has a master’s degree in Public Health awarded at the University of Port Harcourt, Choba Nigeria. PhD in Community/Public Health Nursing in view.</p>
	<p>Mr. Udo Orukwogu</p> <p>Mr. Udo Orukwogu is a lecturer at the Department of Nursing Science, Rivers State University Nkpolu Port Harcourt. He holds master’s degree in Public Health awarded at Teesside University, United Kingdom. He also has a second master’s degree in Nursing Science from University of Sunderland, United Kingdom. PhD in Community/Public Health Nursing in view.</p>

	<p>Dr. Goodluck Azuonwu Dr. Goodluck Azuonwu is lecturer in Community Health Nursing / Research at the Department of Nursing Science, University of Port Harcourt. He has BSc in Public Health Nursing awarded at the University of Nigerian Nsukka, Master's degree in Health Education and PhD in Epidemiology awarded at the University of Ibadan, Oyo State, Nigeria.</p>
	<p>Mr. Tari Amakoromo Mr. Tari Amakoromo is a lecturer at the Department of Nursing Science, Niger Delta University Wilberforce Island, Bayelsa State. He has a master's degree in Community Health Nursing awarded at University of Nigeria Nsukka, Nigeria. PhD in Nursing in View</p>
	<p>Dr. Abigail Horsfall Dr. Abigail Horsfall is a Senior lecturer of Nursing Education and Administration in the department of Nursing Science, Faculty of Clinical Sciences, University of Port Harcourt. She has master's in nursing education and PhD in Health Education.</p>
	<p>Mrs. Awoala George Akaranta Mrs. Awoala George Akaranta is lecturer in Nursing Education and Administration at the Department of Nursing Science, University of Port Harcourt. She has a master's degree in Educational Psychology awarded at the University of Port-Harcourt, Oyo state, Nigeria with PhD in view.</p>
	<p>Mr. Magnus Apuanu Mr. Magnus Apuanu is a lecturer at the Department of Nursing Science, Faculty of Clinical Sciences, University of Port Harcourt. He has MSc in Midwifery and Child Health Nursing, MSc in Occupational Health and Safety, MSc in Medical Education, Master of Public Administration (MPA), and a Master of Public Health (MPH). He is currently pursuing a postgraduate Fellowship in Maternal and Child Health Nursing at the West African Postgraduate College of Nursing, as well as a PhD in Child Health Nursing.</p>
	<p>Mr. Chinemerem Eleke Mr. Chinemerem Eleke is lecturer in Advanced Maternal and Child Health Nursing at the Department of Nursing Science, Faculty of Clinical Sciences University of Port Harcourt. He has a master's degree in Maternal and Child Nursing Informatics awarded at the University of Nigeria, Nsukka, Nigeria. Mr. C. Eleke is currently undergoing a PhD programme in Maternal and child Health.</p>

	<p>Mrs. Francisca Steve-Tamuno Mrs. Francisca Steve-Tamuno is a lecturer in Advanced Maternal and Child Health at the Department of Nursing Science, Faculty of Clinical Sciences, University of Port Harcourt. She has a master's degree in Midwifery awarded at African Centre of Excellence, University of Port Harcourt (ACE-PUTOR).</p>
	<p>Mr. Evans Peretomode Mr. Evans is a passionate lecturer at the Department of Nursing Science, Faculty of Clinical Sciences, University of Port Harcourt, Rivers State, Nigeria. He holds a Master of Science in Nursing Education degree from the prestigious University of Ibadan, Nigeria with specialization in palliative and end-of-life care. His research focus on palliative and end-of-life care is currently putting smiles on the faces of terminally ill patients as well as addressing societal needs in his country, including informing policy change in nursing curriculum, that is at par with globally recognized standards.</p>
	<p>Barr. Patricia Gbobo Mrs. Patricia Imade Gbobo is a barrister with LLB; BL, LLM. A Lecturer in the Faculty of Law University of Port Harcourt, she is also a full registered Nurse-Midwife with nursing profession closest to her heart</p>
	<p>Chanya Osaro Esq Magistrate Lady Chanya Gomba Osaro is a magistrate 1 of the High Court in Rivers State. She is also a full registered Nurse-Midwife and has a great passion for midwifery and child health nursing practice. Once a nurse always a nurse.</p>
	<p>Dr. J. Craig Phillips, an Associate Professor in the School of Nursing, Faculty of Health Sciences, University of Ottawa, Canada, has distinguished himself as a significant contributor to research aimed at eliminating stigma and consequently enhancing quality of life and wellbeing for individuals living with HIV. His more than 2 decades of work in clinical practice and research in acute care and community settings focus on the eco-social context of health as a human right. Combining training as a nurse, nurse practitioner, nurse educator, researcher, and administrator, with human rights legal training, experience and community-based approaches provides him with a theoretical and practical lens to analyze structural influences on health and healthcare providers. His research expertise in documenting social factors influencing health outcomes among marginalized and vulnerable populations, primarily persons living with HIV, in Canada and abroad has often been recognized. Dr. Phillips will continue his efforts to promote nursing care that is informed by human rights law and the principles of global health to achieve equitable healthcare for all.</p>
	<p>Mrs E. Oduali A registered nurse/midwife. She has bachelor's degree in nursing administration, a master's degree in Nursing administration and PhD candidate at the University of Ibadan, Oyo. Currently a lecturer in the Department of Nursing Science University of Port Harcourt. Quantitative research design biased.</p>
	<p>Mrs J. Gbobbo A registered nurse/midwife. She has bachelor's degree in nursing administration, a master's degree in Management and PhD in Medical/Surgical Nursing candidate at the University of KwaZulu- Natal Durban South Africa. Currently a lecturer in the Department of Nursing Science University of Port Harcourt. Qualitative and qualitative and quantitative research design biased.</p>

	<p>Dr. Chioma Ndikom Dr Chizoma Ndikom is a midwifery lecturer and maternal and child health nurse specialist at the Department of Nursing, University of Ibadan Oyo, Nigeria.</p>
	<p>Dr Splendor Chikodili Dr Splendor is a midwifery lecturer and maternal and child health nurse specialist at the Department of Nursing, University of Nigeria, Nsuka.</p>
	<p>Dr Faith Diorgu is a senior midwifery lecturer at the Department of Nursing Science, Faculty of Clinical Sciences, University of Port Harcourt. She is the Nigeria's first doctorate in midwifery awarded at University of Chester, United Kingdom. Her research focus is on maternal and child health. She is currently helping women in her country through her research and invention of a birthing device. Dr Faith also has a second doctorate degree in educational psychology.</p>
	<p>Dr Aluko Ojo Dr Aluko Joel Ojo is a senior lecturer in Midwifery at the Department of Nursing Science, University of Ilorin, Ilorin. He has doctorate degree in Advanced Midwifery and Neonatology awarded at the Western Cape, South Africa.</p>
	<p>Prof. Mary Steen Dr Mary Steen is a professor of Midwifery at the School of Nursing and Midwifery, University of South Australia. She is a senior research fellow and Chair of the mothers, Babies and Families Research Group. She facilitates the promotion of research and scholarly activities both national and internationally. Her main research focus is on midwifery and child health, and she is a freelance science writer.</p>
	<p>Amye Eden, is a lecturer in Midwifery at the University of South Australia at Clinical & Health Sciences, University of South Australia. She is a Registered Midwife and Clinical Facilitator.</p>
	<p>Dr Anthonia Chinweuba Dr Anthonia Chinweuba lecturer at the Department of Nursing Science, Faculty of Health Sciences And Technology, University of Nigeria. Her area of specialty is on maternal and child health. Has quantitative research design focus.</p>
	<p>Dr Olayinka Onasoga Dr Olayinka Onasoga is a senior lecturer in Midwifery at the Department of Nursing Science, University of Ilorin, Ilorin. She has doctorate degree in Advanced Midwifery and Neonatology awarded at the Western Cape, South Africa. Her research design focus is on</p>

	<p>Professor Josephine Etowa</p> <p>Professor Josephine Etowa is a staff of Department of Nursing Science, College of Health Sciences, University of Ottawa, Canada with specialization in Community Health Nursing. Her research focus is on public health issues.</p>
	<p>Dr. Affiong Ononyom Ekpeyong</p> <p>Dr. Affiong is a Senior lecturer in Department of Nursing Science. She is a registered Public Health Nurse and had influenced a lot of changes within and outside her work settle. She has some awards and publications. Her doctorate degree is in the area of demography and family health.</p>
	<p>both quantitative and qualitative approaches. Her main research focus is on midwifery and child health. Specifically, on feto-maternal health, neonatal health, adolescent health with intense passion for policy-oriented studies</p>
	<p>Dr Olabisi Ibitoye</p> <p>Dr Olabisi Ibitoye is a senior lecturer at the Department of Nursing Science, University of Medical Sciences , Ondo State Nigeria. He has doctorate degree in Nursing awarded at the Western Cape, South Africa. She is an adjunct senior lecturer at Afe Babalola University. Teaches midwifery, pediatric nursing and child health. Her research design focus is on both quantitative and qualitative approaches.</p>
	<p>Dr Jean Hannan</p> <p>Dr Jean Hannan is an Associate Professor of Nursing and Health Sciences at Nicole Wertheim College of Nursing and Health Sciences, Florida International University, Miami, USA. She is an Associate Professor with a demonstrated history of working in the higher education industry. Skilled in Research, Student Affairs, Adult Education, Distance Learning, Admissions, and Teaching. Strong education professional with a PhD focused in Nursing Science from Florida International University. Has skills and expertise in Advanced Practice Nursing Higher Education, Education Research, Healthcare, Maternal Health Prenatal Care, Health Care Costs and Health Care Services</p>
	<p>Prof. Olaide Edet</p> <p>Prof. Edet is a professor of Community Health Nursing in the Department of Nursing Science, College of Medical Sciences, University of Calabar. She is a member of several learned societies with awards and publications on priority areas in Community Health Nursing. She has strong National and international experiences in her area of specialty. She is registered Public Health Nurse.</p>
	<p>Professor Chibuike Indie</p> <p>Professor Chibuke Indie is a staff of Department of Nursing Science, National open University of Nigeria. He also holds a fellow of West Africa College of Nursing, several awards and a member of learned societies. He is a registered Public Health Nurse. His research focus is on public health issues.</p>

	<p>Dr. Mina LongJohn Dr. Mina LongJohn is a staff of experienced Department of Nursing Science in University of Port Harcourt, Nigeria. She possesses a Doctorate degree in community health education and a registered public health Nurse. She was one time Director of Nursing Services in the Rivers State Government. Her research focus is on community and occupational health nursing issues.</p>
	<p>PROFESSOR IDONGESIT AKPABIO Professor Akpabio is a professor of Community Health Nursing in the Department of Nursing Science, University of Calabar. She is the current Dean of Faculty of Allied Medical Sciences, College of Medical, University of Calabar. She is a registered member Public Health Nurse, member of several learned societies, and has some awards publications. Her research focus is in the area of Community Health Nursing.</p>
	<p>Dr. MARGARET AKPAN Dr. Margaret Akpan is an experienced lecturer in the Department of public health, University of Calabar, Calabar where she functions as Epidemiologist. She is vast in research. She is a registered public Health Nurse and holds the Fellowship of West African College of Nursing. Her research interest is on cervical cancer and related issues.</p>
	<p>Dr. Ijeoma Ihekwa is a Senior Lecturer in the Department of Nursing (UNIPORT). A former Acting Head of the Department and Member of the Board of Nursing and Midwifery and Member of Standard and Accreditation committee of Nursing and Midwifery Council of Nigeria. A Fellow of the West African College of Nursing. She holds a B.Sc. Nursing in University of Nigeria, M.Ed. in University of Port Harcourt, Ph.D. in Counselling Psychology in Abia State University (ABSU), a Certificate in Family Planning (John Hopkins, IPAs, Safe motherhood, maristopes) and diploma in Theology at St. Paul's University, Awka. Her areas of specialization include Nursing education, Mental health, Reproductive health and counseling psychology</p>
	<p>Prof. Samuel Ogaji Prof Daprim Ogaji is the Director of ACE PUTOR University of Port Harcourt. Has master's in health quality Improvement from the University of Helsinki and also a PhD from the University of Manchester. His methodological interests include quantitative research, evidence synthesis. His professional competence spans Health care, Public Health, Clinical Research, Health Policy, Quality Improvement, Global Health, Qualitative Research, Applied Research, Community Health, Epidemiology, Primary Health Care, General Practice, Data Analysis, Health Promotion.</p>