

HAVILLA UNIVERSITY NDE, IKOM
CROSS RIVER STATE, NIGERIA

FACULTY OF HEALTH SCIENCES
DEPARTMENT OF NURSING SCIENCES



BACHELOR OF NURSING SCIENCE (BNSc.) PROGRAMME
STUDENT HANDBOOK

NURSE CREED

DELIVERING (& SURVIVING) HEALTHCARE ONE SHIFT AT A TIME.

NURSING ANTHEM

We are called to Serve humanity endowed with the art and science of caring we are built on integrity and discipline that transcends to every generation. Immaculate and Amicable we are the source of hope to anyone and a foundation for building a healthy world, together we shall stand

Chorus

Nurses are great, nurses are caring,
An epitome of humility in Service,
We are specially ordained for this Profession,
Yes, am proud to be a Nurse.

From near and far we have gathered with one voice to uphold
the good name of our profession

N – Neatness and Splendour

U – Understanding

R – Responsiveness

S – Selfless Service

I – Innovative and Initiative

N – Nobility

G – Gentleness and Love

Chorus

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HAVILLA UNIVERSITY NDE, IKOM

Student Handbook

1. Preamble

The Student Handbook is the official statement of rules and regulations guiding student conduct in Havilla University. All items contained in this book are in effect at the date of publication in September 2021. All rules, regulations, and policies are subject to change through the appropriate faculties, departments, units, offices, and legislative bodies empowered by the University Senate, the Vice Chancellor, and the Board of Trustees of Havilla University. Any change in the items contained in the Student Handbook will be published in the appropriate departmental media. All students are responsible for acquainting themselves with the contents of the Student Handbook. If questions arise, do not hesitate to call the Dean, Student Affairs' Office for clarification and/or assistance.

2. Introduction to Havilla University

It has always been the dream and aspiration of the owners of Steadyflow International Limited to nurture, train and produce dedicated and committed young men and women who shall become the curators, architects and transformers of society. This dream has been inspired by the personal experiences of the owners and the impact education has made in their lives. It is also inspired by the need to give something back to society as recompense and recognition for the benefits and blessings that they have received from their communities, societies and Nigeria in general. The Chancellor of Havilla University has identified education as the single most important tool for the emancipation of the individual and for the transformation of society.

The intent of Steadyflow International, the Proprietor of Havilla University, has also manifested in its engagement in the betterment of the lives of the less-privileged in society. To further actualize the dream, the Proprietor established the Steadyflow Nursery and Primary School, Abuja in 2001, the Steadyflow International High School, Abuja in 2007 and the Steadyflow College of Education, Akparabong, Ikom in 2012. The good intentions of the Proprietor of Havilla University and the successes recorded in the provision of education at the nursery, primary, secondary, and tertiary levels have fueled the drive that led to the establishment of Havilla University as a centre of academic excellence.

On November 6, 2021, the Unveiling Ceremony of Havilla University took place under the Chairmanship of Sen. Kanu Agabi, SAN, GCON, ably represented by Sen. Victor Ndoma-Egba, SAN. During the occasion, The Chairman, Board of Trustees, Prof. Florence Banku Obi, represented by the

Deputy Vice-Chancellor (Administration) of University of Calabar, performed the Investiture ceremony of the Pioneer Vice Chancellor of Havilla University, Prof. Samuel Tita Wara. Also on that occasion, the Representative of the Chairman of the occasion laid a foundation stone for the Proposed, Sen. Kanu Agabi Faculty of Law. Two others were duly honoured by the Chancellor of the University, the Administrative Block was renamed the Sen. Victor Ndoma-Egba Senate Building while the Female Hostel Complex was renamed, Prof. Florence Banku Obi Hall. The final event of the Unveiling Ceremony was the celebration of the retirement of Mrs. Blessing A. O. Tangban, a Board Member of the Proprietor, Director of Education at the Steadyflow Group of Schools and wife of the Chancellor. Mrs. Tangban who went on voluntary retirement from the Petroleum Equalization Fund Management Board after twenty years of service, launched her maiden book, "The Memoirs of an African Village Girl". Proceeds from the Book Launch were used to establish a Foundation for the Education of the Indigent Child at Havilla University.

3. Vision

The vision of Havilla University is 'to be a leading University recognized, nationally and internationally, for promoting innovations in teaching, research and public service through its academic programmes'.

4. Mission

The mission of the Havilla University is 'to transform the lives of its students and staff and empower them with knowledge, skills and values to enable them excel in their fields, achieve successes and transform their societies'.

5. Philosophy

The philosophy of the Havilla University is guided by a five-point agenda that focuses on the impact of the University on its staff and students and the world at large. These cardinal points are:

- i. **Knowledge creation** — this is rooted in the philosophy that knowledge is power. It holds the belief that learning illuminates the mind and also brightens the paths of human beings to progressive self-discovery, leading to innovative contribution to development. Knowing that ignorance is darkness and darkness leads to poverty of mind, Havilla University provides an atmosphere of academic liberty for in-depth discovery of mind and purpose;
- ii. **Student-centered** — this provides wide opportunities, resources and facilities to enhance students' learning in academic, moral and community activities. This way, an avenue that prepares young people

- to be intellectually sound, morally balanced and professionally proficient is instituted in Havilla University;
- iii. **Community-participatory** — this is to promote participatory management on the understanding that all stakeholders have contributory roles in the achievement of the goals and objectives of Havilla University;
 - iv. **Balancing Stability and Change** — with relevance to the rapidly changing social and technological revolutions of the 21st Century, the Havilla University creates a balance in retaining positive values while it strives to reverse the depth of poverty and place relevance on the institution of entrepreneurial education, job creation and value re-orientation; and
 - v. **Global Relevance** — this ensures that the learning, teaching and community services shall embrace international perspectives and the impact of globalization, while acting locally to meet societal needs. This is built on excellence on the academic and research programmes of Havilla University.

6. Objectives

The law establishing Havilla University has outlined its objectives aimed at meeting its vision and mission. The objectives of Havilla University are to:

- i. Encourage the advancement of learning and to hold out to all persons without distinction of race, creed, sex or political conviction the opportunity of acquiring a higher and liberal education;
- ii. Provide sources of instruction and other facilities for the pursuit of learning in all its branches, and to make those facilities available on proper terms to such persons as are equipped to benefit from them;
- iii. Encourage and promote scholarship and conduct research in all fields of learning and human endeavour;
- iv. Evolve academic programmes to suit the changing social and economic needs of society through continuous review of curricular and developments of new programmes through programme structural flexibility to respond to societal and technological changes;
- v. Create and expand access and opportunities for education, attract and retain quality students, researchers, and teachers, thereby assisting in developing human capital and mitigating the brain drain currently afflicting Nigeria;
- vi. Appreciate and stimulate interest in African and other regional cultural heritage and relating its activities to the social and economic needs of the people of Nigeria and the world;
- vii. Carry out basic and applied research leading to the domestication and application of new technology to the Nigerian context through collaborative linkages with other academic and research institutions in Africa and the rest of the world;
- viii. Establish a centre for entrepreneurial studies to stimulate job creation and innovative abilities in students from onset of their studies, in such

a way that graduates shall be resourceful, self-reliant and job creators;
and

- ix. Undertake other activities appropriate for teaching, research and community service as expected of a university of high standard.

7. Leadership structure of Havilla University

a. Steadyflow International Limited

Proprietor

b. Board Of Trustees of Havilla University

Prof. Florence B. Obi	Chairman
Hon. Jones A. O. Tangban	Member
Dr. Pius Tabi Tawo	Member
Barr. Christopher Agara	Member
Ms. Blessing Ayuk Tangban	Member
Barr. Tawo E. Tawo, SAN	Member
Pastor Olugbenga Olufisayo	Member
Dr. Antor Odu Ndep	Secretary

c. Hon. Jones Ayuk Ojong Tangban

Chancellor

d. Principal Officers

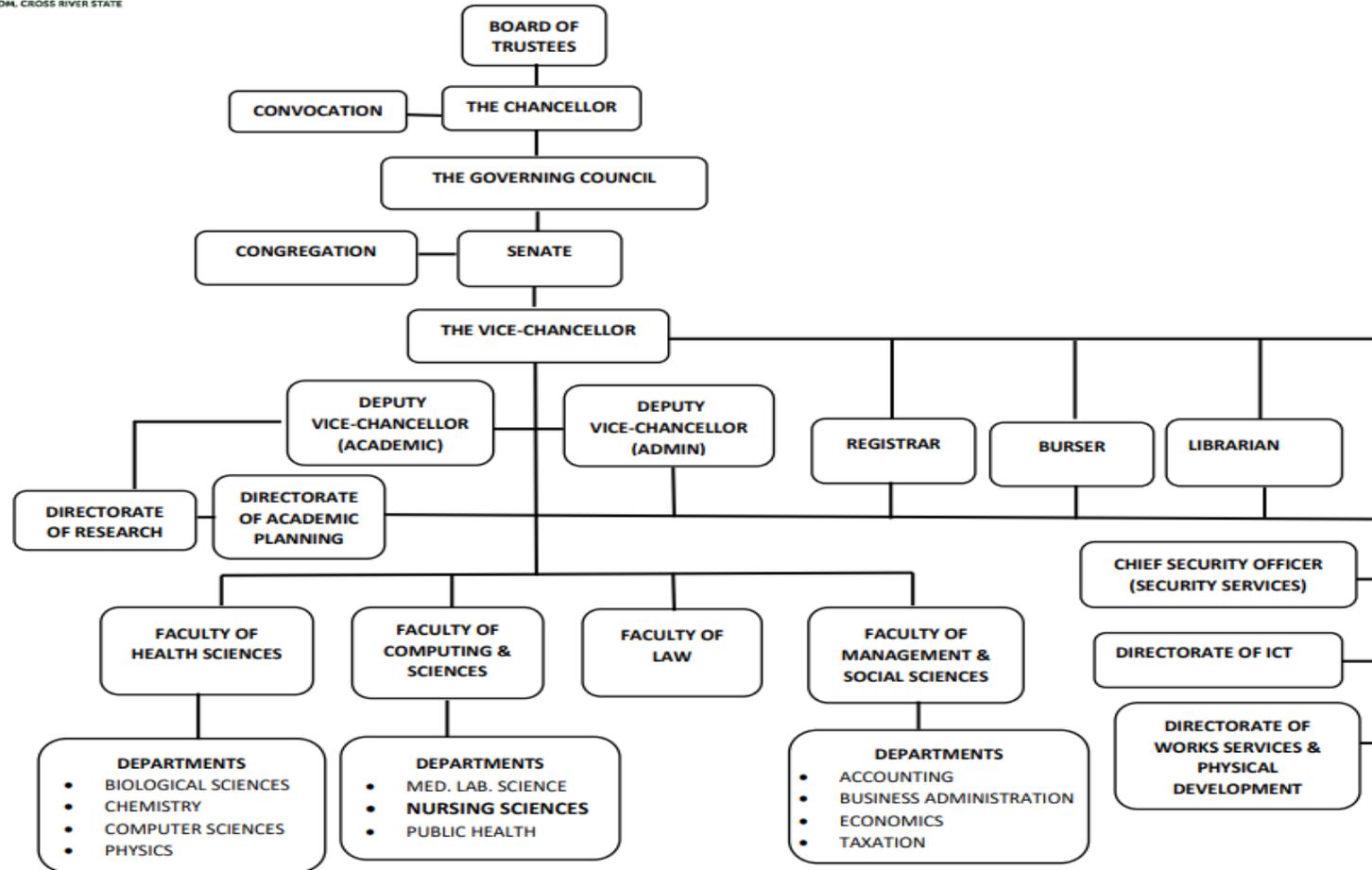
Prof. Samuel Tita Wara	Vice Chancellor
TBD	Deputy Vice Chancellor(s)
TBD	Registrar
TBD	Librarian
TBD	Bursar

e. Other Officers

Dr. Antor Odu Ndep	Director of Academic Planning
Dr. Helen Uzezi Wara	Director of Admissions, Establishment & Student Affairs
TBD	Director of Physical Planning

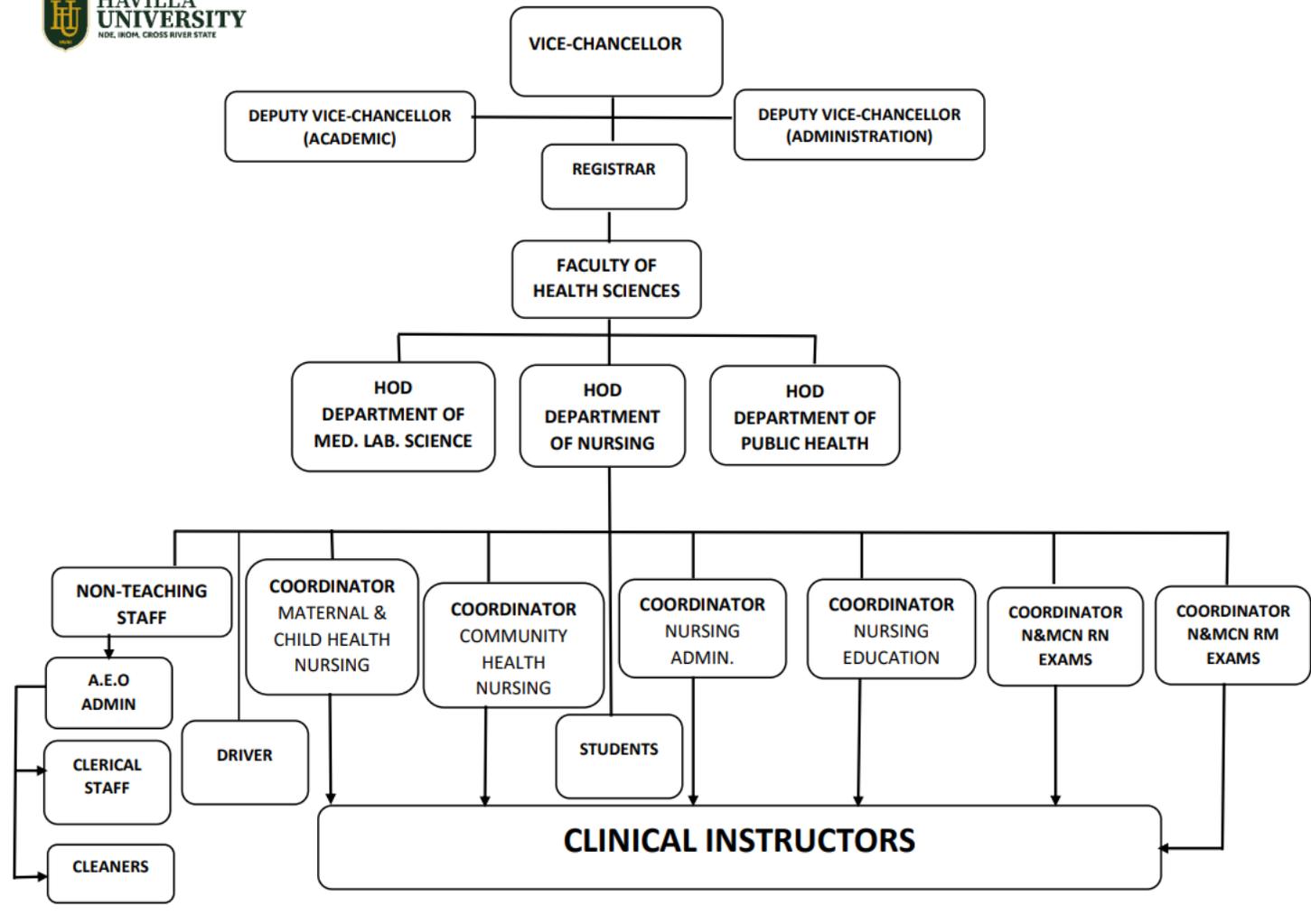


INSTITUTIONAL ORGANOGRAM





ORGANOGRAM OF DEPARTMENT OF NURSING SCIENCES



List of Current academic staff

FAULTY OF COMPUTING AND SCIENCES					
DEPARTMENT OF BIOLOGY					
S/N	NAME OF ACADEMIC STAFF	DISCIPLINE	QUALIFICATION (specify)	RANK	POSITION
1	Cecilia James Sunday	Genetics & Biotechnology	PhD. MSc. BSc	Lecturer II	Lecturer
DEPARTMENT OF CHEMISTRY					
S/N	NAME OF STAFF	DISCIPLINE	QUALIFICATION	RANK	POSITION
1	Barizomdu Tina Pii	Analytical/Environmental Chemistry	PhD. MSc. BSc	Lecturer II	Lecturer
2	Uche Emmanuel Nwachi	Biochemistry/Medical Biochemistry	PhD. MSc. BSc	Lecturer I	Lecturer
DEPARTMENT OF COMPUTER SCIENCES					
S/N	NAME OF STAFF	DISCIPLINE	QUALIFICATION	RANK	POSITION
1	Iwara Kommomo	Computer Science	MSc., BSc.	Assistant Lecturer	Lecturer
2	Nsor Emmanuel Nsor	Computer Science	BSc.	Technologist I	Technologist
DEPARTMENT OF MATHEMATICS					
S/N	NAME OF STAFF	DISCIPLINE	QUALIFICATION	RANK	POSITION
1	Samuel Tita Wara	Electrical Electronics Engineering	Ph.D., MSc., BSc.	Professor	Lecturer
2	Raphael Owan Asu	Statistics	MSc. BSc.	Assistant Lecturer	Lecturer
DEPARTMENT OF PHYSICS					
S/N	NAME OF STAFF	DISCIPLINE	QUALIFICATION	RANK	POSITION
1	Samuel Tita Wara	Electrical Electronics Engineering	Ph.D. MSc. BSc.	Professor	Lecturer
2	Anthony Ibe Ekene	Physics	MSc	Assistant Lecturer	Lecturer

FACULTY OF HEALTH SCIENCES					
DEPARTMENT OF MEDICAL LAB SCIENCE					
S/N					
1	Antor Ndep	Public Health	B.Sc., MPH, DrPH	Senior Lecturer	Lecturer
DEPARTMENT OF NURSING SCIENCES					
S/N					
1	Antor Ndep	Public Health	B.Sc., MPH, DrPH	Senior Lecturer	Lecturer
DEPARTMENT OF PUBLIC HEALTH					
1	Antor Ndep	Public Health	B.Sc., MPH, DrPH	Senior Lecturer	Lecturer
FACULTY OF MANANGEMENT AND SOCIAL SCIENCES					
DEPARTMENT OF ACCOUNTING					
1	Mr. Kondo Augustine Kondo	Account Staff	MSC. BSc.	Account Officer 1	Accountant
DEPARTMENT OF BUSINESS ADMINISTRATION					
1	Antor Ndep	Public Health	B.Sc., MPH, DrPH	Senior Lecturer	Lecturer
2	Dr. Helen U. Wara	Business Administrations	B.Sc., MBA, M.Sc., PhD	Lecturer II	Lecturer
DEPARTMENT OF ECONOMICS					
1	Mr. Amechi E. Igharo	Economics	Dip. PA., B.Sc., M.Sc.	Assistant Lecturer	Lecturer
GENERAL STUDIES UNIT					
S/N	NAME OF STAFF	DISCIPLINE	QUALIFICATION	RANK	POSITION
1	Peter Augustine Silas	Linguistics	PhD., MSc. BSc	Lecturer II	Lecturer
2	Benson Efegadi Eguzoie	French in International Relations	Ph.D., MSc., BSc.	Lecturer II	Lecturer
CORPERS					

Nursing Sciences

S/N	NAME OF STAFF	DISCIPLINE	QUALIFICATION	RANK	POSITION
1	Efosa Prosper Osarumwense	Science Laboratory Technology (Physiology & Pharmacology)	BSc.		
2	Madonna Chinecherem Ezeoke	Parasitology & Entomocology	BSc.		
3	Kim Danladi	Buiding Technology	HND		
4	Mabel Ngwoke	Pure and Industrial chemistry	BSc.		
5	Morowooluwa Dami Omowonuola	Economics	BSc.		
6	Nnebedum Glory	Mechanical Engineering	BSc.		
7	Deborah Ayomide Babarinde	Biochemistry	BSc.		
8	Fidelis Ndubuisi Asu	Accounting	BSc.		
BURSARY					
S/N	NAME OF STAFF	DISCIPLINE	QUALIFICATION	RANK	POSITION
c	Mr. Kondo Augustine Kondo	Account Staff	MSC. BSc.	Account Officer 1	Accountant
SECURITY OFFICERS					
S/N	NAME OF STAFF	DISCIPLINE	QUALIFICATION (specify)	RANK	POSITION
1	Mr. Shagari Mohammed				Security officer
2	Mr. Donald Moses				
3	Mr. Kingsley Nsing Akonjom				
S/N	NAME OF STAFF	DISCIPLINE	QUALIFICATION (specify)	RANK	POSITION

1	Millicient Ajam		O'level		Cleaner
2	Mrs. Mary Ndoma		O'level		Cleaner
3	Maureen Ibangha Bassey		O'level		Cleaner
4	Alice Ukwudi Ibanye		O'level		Cleaner
VEGETATION CONTROL					
S/N	NAME OF STAFF	DISCIPLINE	QUALIFICATION (specify)	RANK	POSITION
1	Enyani Nsed Ekara				Gardener

INTRODUCTION TO THE BACHELOR OF SCIENCE IN NURSING PROGRAMME

The Bachelor's Degree in Nursing programme of the Department of Nursing Science offers general or liberal and professional education for nurses. The curriculum prepares the nurse to think effectively, communicate thoughts, to make judgments and to discriminate among values. The graduate nurse from the programme will be capable of performing nursing skills and contributing to resolving health problems in a variety of settings; therapeutically assisting individuals with diverse backgrounds. She/he will understand the psychosocial and physical factors involved in the promotion, maintenance and restoration of health and will be able to translate these factors into meeting health needs, relating them to the appropriate health services. She/he will be able to assess health programmes in their broadest scope, with major emphasis on the promotion, maintenance and restoration of health. The graduate will be able to provide services within these major foci of service delivery. She/he will be able to relate the role of the health services to the broader social system. Therefore, the B.Sc. Nursing degree programme is designed to produce polyvalent nurse practitioners who can function effectively within the health care delivery system of the nation.

OVERVIEW OF THE B.Sc. NURSING SCIENCES PROGRAMME AT HAVILLA UNIVERSITY

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THE PURPOSE OF THE PROGRAMME

The purpose of the programme is to prepare professional Nurse/Midwife/Public Health Nurse Practitioners capable of assuming professional responsibilities in various health delivery agencies including the community and social agencies, and who with further experience, can assume greater responsibilities in nursing and health care, and can proceed to graduate studies in nursing and other relevant programmes.

INSTITUTIONAL OBJECTIVES OF THE BACHELOR OF NURSING SCIENCE DEGREE PROGRAMME

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

A. Knowledge of:

1. the scientific principles basic to the nursing care of individuals and groups of all ages in a variety of physical and social settings;
2. the communication process and group dynamics;
3. the process of scientific inquiry; and
4. the functions of members of the health team and their inter-relatedness and interdependency.

B. Skills in:

1. identifying health needs; planning and giving comprehensive nursing and health care to individuals of all ages in a variety of settings.
2. applying basic scientific, social, medical and nursing theories, principles and concepts in the practice of nursing, midwifery and public health.
3. selecting appropriate health and nursing interventions, and performing technical skills with maximal safety.
4. applying appropriate evaluation tools and instituting desirable changes.

C. Attitude that:

1. recognizes the essential worth of the individual through her/his interpersonal responses.
2. appreciates varieties in behaviour that may influence the care of the individual; and the family
3. shows commitment and respect to the role of nurse and to the nursing profession.
4. shows respect for the rights of his/her clients as individuals and groups.

PHILOSOPHY OF THE DEPARTMENT OF NURSING SCIENCE

The Faculty of Health Sciences (FHS) believes that the Department of Nursing Science should have the greatest concern for service through high standards of scholarship and personal character. The ultimate purpose of the programme is the advancement of public welfare and culture through wider and deeper knowledge, finer skills, and a broader appreciation of human values and the African cultural heritage. The faculty believes that preparation for professional nursing should consist of liberal and professional education leading to a bachelor's degree, and should take place within a university setting. Such a nursing programme should be an integral part of the University's educational programme, utilising and supporting all the facilities and activities of the institution.

The faculty believes nursing is a process of interactions, which aims to assist the individual, family and community in establishing, maintaining and restoring the optimal level of healthy living. The nurse is an inherent part of the transaction, which helps the individual, family and community to modify their lifestyles and pattern of daily living to meet their requirements for healthy living and effective use of health care services. The nurse does these through the use of the analytic-synthetic process, the application of appropriate technical skills and feeling response, and in cooperation with other disciplines.

The faculty believes that a health team, in which the individual, the family, and the community play significant roles, is the most effective approach to the promotion, maintenance, and restoration of health. It is believed that a professional nursing programme should incorporate knowledge from the arts, sciences, humanities, and nursing in order to: ensure sound professional training, stimulate research and continued acquisition of new knowledge, promote individual self-development, to advance public welfare. As such, there should be an orderly progression in learning. It is also believed that the responsibilities of the nurse are constantly being affected by time and location; that a professional nursing programme should assist the learner in analysing the change process, in deciding on change which is desirable or undesirable, possible, probable, or impossible, and in accepting and effecting change.

Similarly, the College believes that from the beginning, the learner should be assisted in learning to solve problems by analyzing component and contributory factors, selecting relevant principles and exercising judgment in their applications.

AIMS OF THE DEPARTMENT OF NURSING SCIENCE

1. To uphold the academic standards stipulated by Havilla University Nde, Ikom.
2. To provide a conducive environment to learning and practicing good quality nursing care.

3. To graduate professional nurses capable of giving high quality nursing care to individuals and communities of diverse backgrounds, and in a variety of social and cultural settings.
4. To direct educational activities towards the development of a health team approach to health care.
5. To carry out research aimed at improving the quality of nursing care.
6. To organise continuing education programmes for its staff and for other nurses outside the university.
7. To mentor students into leadership responsibilities by involving them in the administration of the Department and management of self-directed organizations.
8. To develop problem solving potentials and research interest of students by exposing them to problem situations and by involving them in research projects.
9. To support the participation of staff and students in University and professional affairs.
10. To evaluate the educational programmes of the department in the light of:
 - i. the educational objectives;
 - ii. the health needs of the nation;
 - iii. their adequacy as foundations for further studies;
 - iv. emerging trends in nursing education globally; and
 - v. emerging trends in curriculum development and implementation.
11. To promote effective communication among the staff members, students and the public in order to produce competent to bring about specialties research aimed at creative inventions and practical contributions to nursing care.
12. To develop and maintain audio-visual, and other learning resources.
13. To formulate future plans and seek funds to maintain its educational and training programmes.

THE PURPOSE OF THE PROGRAMME

The purpose of the programme is to prepare professional Nurse/Midwife/Public Health Nurse Practitioners capable of assuming professional responsibilities in various health delivery agencies including the community and social agencies, and those with further experience, can assume greater responsibilities in nursing and health care, and can proceed to graduate studies in nursing and other relevant programmes.

IMPLEMENTATION OF THE CURRICULUM

Adopting the blended learning approach, the curriculum will be implemented using a mixture of modalities including didactic teaching (lecturing), self-study, small group learning, laboratory practice, apprenticeship, and electronic learning among others. Learning will be facilitated through guided classroom sessions by teachers, online interactions utilizing asynchronous, synchronous, and multiple learning support systems among teachers, facilitators, instructors, learners, clinical instructors, preceptors and other resource persons that are involved in teaching of the courses. Emphasis will also be placed on skills acquisition through laboratory practical, simulations, use of standardized patients' clinical experiences in institutions and community settings.

During the first two years, the students in the course of acquiring basic knowledge in basic sciences, medical sciences, information technology and foundation of professional nursing will need maximum direction, supervision and guidance in their new learning environments in the university. In the third and fourth years, learners will be supported to engage more on self-directed learning requiring less direct supervision and guidance in some areas, yet, maximum in others, as each learner begins to realize his/her own limitations. However, S/he will begin to use his/her initiatives in asking for guidance. Every learner at this stage will be required to demonstrate ability to evaluate his/her own performance. In the final year, the learner will need minimal guidance in most areas, and should be well aware of her own limitations as well as being able to ask for help appropriately. She/He will seek learning opportunities independently.

FUNCTIONS EXPECTED OF A GRADUATE OF THE BACHELOR OF NURSING SCIENCE DEGREE

She/He will engage in direct client/patient care. This will involve:

- a. conducting assessment and making appropriate nursing diagnosis of individuals through the use of:
 - i. the acquired observation skills and sensory perceptions; and
 - ii. simple diagnostic equipment and procedures in client assessment;
- b. making plans related to identified diagnoses;
- c. giving appropriate treatment in Primary Health Care and Emergency and other care situations and
- d. making referrals as necessary for further in-depth care.
- e. communicating significant information obtained from observed data to appropriate member(s) of the health team using appropriate information

- and communication technology.
- f. incorporating the medical plan into nursing activities taking cognizance of safe practices and supported by scientific principles and concepts.
 - g. assisting individuals and groups in identifying realistic health goals and in planning for ways of achieving or maintaining optimum health.
 - h. assessing the limitations and capabilities of individuals and groups in assuming responsibilities for personal or group care, and the degree of assistance from the nurse that will be useful at all levels of care.
 - i. utilizing appropriate technology in direct and indirect client care.
 - j. Performing needed technical skills with refined dexterity and feeling response.
 - k. Monitoring and evaluation of nursing and other health care related interventions
 - l. She/He will teach and demonstrate high quality nursing care to students, health care personnel, patients and families by:
 - i. identifying individual learning needs and formulating appropriate learning content and method.
 - ii. using appropriate educational psychological principles and evaluating and revising teaching plans according to progress made in learning.
 - m. She will function as a leader by demonstrating the following behaviour:
 - i. recognizing her own personal behaviour and needs.
 - ii. creating an environment conducive to the promotion of high quality health and nursing care.
 - iii. understanding the role of the various members of the health team, thereby planning responsibility and supervision accordingly.
 - iv. organizing and implementing team work, and working effectively with people.
 - v. making nursing decisions based on pertinent data and scientific principles.
 - vi. understanding institutional policies, legal consideration and professional ethics.
 1. She/He will serve as an effective member of the health team in the processes of defining, planning, executing and evaluating the total health plan for members of the community.
 2. She will initiate research and also work with other members of the health team in multidisciplinary research projects.
 3. She will continue to learn by:
 - (a) continually participating in the field of inquiry.
 - (b) using her potentials for graduate study.

4. She will function as a change agent
 - (a) identifying factors which affect the direction of nursing and the area of nursing chiefly affected.
 - (b) deciding on change that is imminent and planning strategies for incorporating this into existing structures.

VI. ADMISSION REQUIREMENTS

1. Admission into Five-Year B.Sc. Nursing Science Programme:

Candidates may be considered for admission to Five-Year B.Sc. Nursing degree programme after passing UTME of the Joint Admission and Matriculation Board (JAMB) and the Post UME examination or any other examination as prescribed by the university at the required level, and provided they obtain a pass in the Senior Secondary School Certificate Examination of the West African Examination Council (WAEC) or National Examination Council (NECO) or its approved equivalent at Credit Level in at least Five subjects including English Language, Mathematics, Chemistry, Biology and Physics; in not more than one sitting.

B. Admission into Four-Year (Direct Entry) B.Sc. Nursing Programme (Direct Entry):

(1) Candidates to be admitted into Four-Year B.Sc. Nursing Science Programme must have WAEC/NECO requirements as listed in 'A' above and as required by the university at one sitting.

(2) Candidates for admission to Four-Year B.Sc. Nursing programme by direct entry having been exempted from the First year (100 Level) Nursing courses are in the following categories:

- A. Candidates who have satisfied the senior secondary school certificate for admission into this university (i.e., five credit passes as stated in 'A' above, and who in addition obtain passes in at least two science subjects including Biology/Zoology, Chemistry and Physics at the General Certificate of Education, Advanced Level or at any other equivalent examinations approved by the Senate of Havilla University, Nde, Ikom.
- B. Candidates who are holders of the RN or RM Certificates/Diploma of the Nursing and Midwifery Council of Nigeria, or its equivalent as approved by the Senate of the Havilla University who have passed at the required credit level in the Senior School Certificate Examination of WAEC or NECO.
- C. Candidates who have successfully completed a B.Sc. degree course in this or any other University, with a minimum of Second-class lower may be considered for admission into the B.Sc. Nursing degree of the

University but must have passed at the required credit level in the Senior School Certificate Examination of WAEC or NECO as stated in (A).

D. Transfer from other Faculties of this or other Universities:

Candidates who have satisfied the condition in A (i) can transfer from a science-based programme in this university with a GPA of not less than 3.5 may be allowed into part II B.NSc. programme but must pass all the required courses for the B.NSc. Part I Programme.

REQUIREMENT FOR STUDENT STATUS

Following acceptance of the offer of admission by JAMB, the student is screened by the Admission Screening Committee to ascertain that the student meets the stipulated admission requirements. Subsequently, the student is issued clearance by the Director of Student Affairs to pay approved requisite fees upon which student status is conferred. Following payment of school charges, students register with the Department and obtain their Matriculation Numbers. Each student presents the online receipts at the Department before online and physical departmental registration. Only students who have properly registered for and have 75% attendance record can sit for any course examination. All school fees must be paid directly to the University accounts. Please be aware that different categories of fees are paid into separate bank accounts.

E. Registering at the Medical Centre

The University Medical Centre in collaboration with Bakor Hospital Nde, Ikom, provides health services to protect and improve students and staff's physical and mental health. The Centre and hospital have highly qualified health professionals who determine the fitness of students to perform academic work. When the on-campus centre cannot provide necessary services, the doctor makes an appropriate referral to Bakor Hospital. It is cheaper and more convenient to use the services provided by the centre. In addition, only a medical report from the University Medical Center and/or Bakor Hospital will be valid for all medically-related permissions and exemptions. Therefore, every student is required to register at the centre.

F. Registering at the University Library

All registered students of the university are entitled to use the library for access to both print and electronic resources. For effective utilization of services, every student must register with the University Library. Students may borrow most books for up to two weeks, although the library places some books on "reserve" and not taken out of the library. If a student does not return a book to the library when due, he/she pays a fine for each extra day.

In addition to the main Library with physical book holdings, there are hundreds of thousands of e-resources at the students' disposal. Every student should use these on their handheld devices or on the desktop computers in the E-Library/Software Laboratory.

G. Academic Adviser

As soon as student's complete registration and commences academic work in the First Semester of the first year, the Department assigns an Academic Adviser to each student. Consult your Adviser on all academic matters and any other matter that may affect your academic work. You may discuss personal problems with your Adviser since they could affect academic work.

ORGANIZATION AND STRUCTURE OF THE B.NSc PROGRAMME

Definitions

i. Course

A course is an aggregate (unit) of teaching, learning, examination, and evaluation in the Department approved by Senate. A course may be core, compulsory, elective, or optional.

ii. Core Course

A core course is a compulsory requirement for graduation. Students must offer and obtain a pass grade before the award of a degree in the discipline.

iii. Required or Compulsory Course

It is a course student must offer in the Department and obtain a pass mark. However, a student who has exhausted the maximum opportunity (three times) to offer a course and still fails may be allowed to carry an 'F' in the course and graduate if they meet the CGPA required to.

iv. Elective Course

A course could be chosen under advice within or outside the Department or the Faculty in a cognate area. An elective course could be required or optional.

v. Optional Course

A student might offer this complementary course within the Department. A student offers an optional course for two reasons (a) as a prescribed course to enable the student to complete the total number of credit hours required for graduation and (b) as a course required by the student out of "professional" interest.

vi. Course Work

This comprises the total of teaching and practical, tests and examinations that assess students' performance towards the award of a degree.

vii. Course Code

There are four levels of course organization number;

100	-	199
200	-	299
300	-	399
400	-	499
500	-	599

The first digit indicates the year of study while the last indicates the semester (First semester =1or odd number; Second semester =2 or even number). Course numbers are prefixed by a three-character discipline code. For example; BIO 101, GST 111, PUH 212 etc.

viii. Credit Hours

This accounts for each one-hour lecture or tutorial period that a class meets during a week. Thus, a class that meets three hours a week typically has three credit hours per semester. A three-hour Laboratory, studio, classroom, or theatre practical class is typically equivalent to one credit hour.

ix. Repeat Examination

This is an examination which the student is required to take again due to failure previously.

x. Supplementary Examination

This is an examination given to a student whom Senate has excused on grounds acceptable to it from the normally scheduled one.

xi. Repeating Failed Course Unit(s)

The Department allows a student to repeat a failed course unit(s) at the next available opportunity if the total number of credit units during the semester does not exceed 24. Senate directs that every student must first register previously failed courses before registering new courses.

xii. Carryover Course Unit(s)

A Carryover course is one that a student should have registered for in a particular year of study but could not do so to avoid exceeding the recommended 24 credit units per semester.

xiii. Long Vacation Examination (Summer exam)

This is an examination that only final year students who failed some courses and thus are short of having the required credit units for graduation take. A maximum of three courses (Any two failed courses plus one GSS course) is permissible. Students who meet the condition pay fees as prescribed by the University for the Long vacation exam.

xiv. Minimum Credit Load

Students are required to register a minimum of 36 Credit Units per year or 18 Credit units per Semester and a maximum of 24 Credit Units per

Semester. Final year students are allowed to register up to 28 Credit units per semester.

Grading system

In evaluating the course work done by a student, a five-point grading system is adopted

Percentage Mark	Letter Grade	Grade Point	Description
70% - 100%	A	5	Excellent
60% - 69%	B	4	Very Good
50% -59%	C	3	Good
45% - 49%	D	2	Fair
40% - 44%	E	1	Pass
0% - 39%	F	0	Fail

a. Grade Point (GP)

Each grade has points attached to it. Since Havilla University runs a five point grading system, A is five points, B is four points, C is three points etc. see table above.

b. Credit Points (CP)

This is obtained by multiplying grade points obtained in each registered course by their respective credit units in a semester/session. If a student scored an A in Chemistry which is a 3-credit course, the Credit points obtained are $5 \times 3 = 15$.

c. Grade Point Average (GPA)

For each semester, the students' sum total credit points divided by total number of credit units from courses registered for that semester gives the Grade Point Average (GPA). The GPA is for one session only. By the end of the session, all Year One (100 Level) students normally get a GPA at the end of the first semester.

d. Cumulative Grade Point Average (CGPA)

This is the up-to-date mean of the grade point average (GPA) earned by the student in a programme of study. This is obtained by multiplying the GPA by the respective credit units for all the semesters, adding these and dividing the total sum by the total number of credit units for all courses registered by the

student. For 100 Level students, CGPA can only be calculated by the end of the session (end of two semesters).

Note: 'NR' represents an incomplete result, and it is not used for calculating CGPA.

How to Calculate GPA and CGPA

COURSE	CREDIT UNIT (X)	GRADE SCORE AND GRADE POINT (W)	TOTAL CREDIT POINTS (XW)	GPA = $\frac{\sum XW}{\sum X}$
GSS 101	2	B = 4	8	65/18 =3.61
MTH 111	3	A = 5	15	
PHY 101	3	B = 4	12	
BIO 101	3	C = 3	9	
CHM 101	3	A = 5	15	
PUH 101	2	D = 2	4	
GSS 131	2	E = 1	2	
TOTAL	$\sum X = 18$		$\sum XW = 65$	

CONDITIONS FOR PROBATION AND WITHDRAWAL

❖ Probation conditions

Probation is a status granted to any student whose academic performance fall below the acceptable standard. There are two conditions that could place a student on probation status:

- i. Any student whose GPA or CGPA is **below 1.50 (1.00 – 1.49) OR**
- ii. Any student who has **15 credit units** of failed courses irrespective of CGPA at the end of an academic year earns a period of Probation for one session.

Students who are on Probation are expected to take **only the failed probation courses**. At the end of the probation year, a student may continue in the programme of study provided his/her CGPA is up to 1.50 or more. Otherwise, the student will be advised to change programme or withdraw from the University.

❖ Withdrawal conditions

A student whose GPA or CGPA drops below 1.00 (i.e., 0.01 – 0.99) or has more than 15 credit units of failed courses irrespective of CGPA will be withdrawn from the University.

GRADUATION REQUIREMENT

To graduate and for the award of any degree in Havilla University, the student must have completed and passed all the prescribed courses and electives. He/she must have been found worthy in character & learning; he/she must be in good financial standing having paid all prescribe school fees.

Credit Hours for the Five-Year Programme (UTME)

Year	First Semester Credits	Second Semester Credits	Total Credit Hours
One	18	22	40
Two	18	15	33
Three	20	24	44
Four	22	18	40
Five	18	18	36
Total credit hours			193

Credit Hours for the Four -Year Programme (Direct Entry)

Year	First Semester Credits	Second Semester Credits	Total Credit Hours
Two	24	23	47
Three	20	24	44
Four	22	18	40
Five	18	18	36
Total credit hours			167

Classification of B.Sc. Degree

Below is the classification of degree results for graduation.

Cumulative Grade Point Average (CGPA)	Class of Degree
4.50 - 5.0	First Class (Hons)
3.50 - 4.49	Second Class (Hons) Upper Division
2.40 - 3.49	Second Class (Hons) Lower Division
1.50 - 2.39	Third Class (Hons)
0.99 - 1.49	Fail

**** Please note that there is no 'PASS' class of degree**

ORGANIZATION AND CONDUCT OF EXAMINATIONS

The University runs two semesters per academic year. One semester is approximately 18 weeks; 15 weeks for teaching and three weeks for registration and examinations. Examinations are a serious and crucial part of studentship and compulsory. We urge students to take examinations seriously and to devote enough time preparing for every examination.

Continuous Assessment (CA)

Students must complete assignments, quizzes, and tests in each course that constitute continuous assessment, and scores are recorded to form part of the final grade for that course. The University regulation requires lecturers to post CA results before the final examination, and CA accounts for 30% while the final examination is 70% of the overall examination assessment. Examinations shall be a range of five to seven essay-type questions, and students are required to answer as instructed in the examination paper.

Student Responsibilities

Responsibilities of students for every examination include to:

- i. Register for a course in order to take the examination;
 - ii. Satisfy university requirements regarding completion of assignments and payment of fees;
 - iii. Meet the minimum 75% mandatory attendance at lectures and practical;
 - iv. Ascertain the date, time and place of examination;
 - v. Be at the venue at least 30 minutes before the scheduled time for examination;
- Note:** A student could be admitted up to 30 minutes after the start of the examination but would not be allowed extra time. If a student arrives at the examination venue later than 30 minutes, an invigilator has the discretion to admit the student despite lateness. The invigilator presents a written report of circumstances to the Head of Department, who informs the Departmental Board of Examiners, who then decides if the student's paper should be accepted.
- vi. Provide pens, pencils, rulers, calculators and other materials specified for the examination; and
 - vii. Present registration and identity card before entry into the examination hall and leave these prominently displayed on the desk for inspection throughout the examination.
 - viii. Students must deposit at their own risk any handbag, briefcase or similar articles at a desk provided for that purpose before the start of the examination.

Leaving the Examination Hall

Students do not leave within the first hour of an Examination except in cases of emergency. The invigilator could allow a student to leave the examination hall under the following conditions:

- (a) If a candidate is ill, the invigilator must complete the appropriate forms, send the sick candidate along with an examination attendant to the Medical Centre, and send a copy of such form to the Department. The student must hand in their answer script to the invigilator before leaving the examination room.
- (b) A student who leaves the examination room is not readmitted unless he or she was under the supervision of an invigilator or a person duly appointed by the invigilator throughout the period of absence.

Release of Examination Result

- (a) Results are released based on the approval of the Departmental Board of Examiners, but such releases are considered **provisional**, and results become substantive only after the University Senate approves.

Examination Malpractice

The regulation provides that no Student shall communicate with any student or other person(s), except with the invigilator when essential. In addition, no student shall make noise or causes any disturbance during an examination.

Other provisions under this section are as follows:

- (a) No student may take into examination room book, paper, printed or written document or any other aids except as stated in within the examination paper. Any candidate found in possession of such items is reported in writing to the Head of Department and the Departmental Board of Examiners, which shall determine whether to accept the student's script or make any other recommendations to the Faculty Board of Examiners.
- (b) No Student may directly or indirectly assist any other student(s) or permit any other student(s) to copy from or otherwise use his/her paper. Similarly, a student must not directly or indirectly accept from any other student(s) or any other person(s).
- (c) The University **prohibits the use of cell phones in any examination**, even when switched off. Any student found carrying cell phones on their persons at any point during the examination will face appropriate disciplinary measures.

Types of Examination Malpractice

Examination malpractices are categorized into two main groups:

Category A: Malpractice involving students:

- a. Copying from another student or a student permitting others to copy his/her work.
- b. Copying from another student without his/her knowledge.
- c. Coming into the examination hall with notebooks, textbooks etc or being in possession of such materials in the hall while the examination is in progress.
- d. Impersonating or using an impersonator 'mercenary' for examination.
- e. Smuggling question paper or answer booklets/sheets out or into the examination hall
- f. Preparing and using extraneous materials.
- g. Coming into the examination hall with write-ups on any part of the body, money, dresses or other materials.
- h. Reading notebooks/handouts/textbooks outside during the examination on the pretext of going to the toilet.
- i. Evidence of pre-knowledge of examination questions or purchasing of examination question paper(s).
- j. Failure to submit the answer script after the examination.
- k. Causing any form of disturbance during the examination.
- l. Plagiarism.

Category B: Malpractice / Misconduct involving staff:

- a. Direct or indirect leakage of examination questions to students.
- b. Helping students to answer questions during an examination.
- c. Changing of marks by a course lecturer in order to pass or victimize a student.
- d. Allowing or aiding a student to substitute freshly prepared answer scripts for those used during an examination.
- e. Altering grades/raw scores by an examination officer, typist, Head of Department etc, in order to "help" or victimize a student.
- f. Initiating or requesting correction of an approved result/grade based on false claims.
- g. Withholding or destroying script or grade to enable a student to qualify for a (special) supplementary examination.
- h. Writing a thesis or project report for a student.
- i. Aiding and abetting plagiarism.

Any form of examination malpractice or misconduct should be reported immediately in writing to the Head of Department for necessary action. It is also necessary for an invigilator to collect a written statement from any student involved in examination malpractice before he/she leaves the hall.

Examination malpractice is a grave offence, and the University may expel a student found guilty of the offence. All reported cases of examination

malpractice are referred to the Departmental Examination Malpractice Committee to carry out preliminary investigations. The report of an investigation is brought before the Departmental Board of Examiners.

The Board considers the report and forwards all established cases to the Faculty Board of Examiners for further investigation and deliberation before forwarding the same to the Senate Examination Malpractice Committee. The Senate takes the final decision and pronounces the punishment for those found guilty of any offence.

Punishment for Examination Malpractice

- i. If a student violates or is suspected of violating any part of the guidelines for examinations or in any way cheats or disturbs the conduct of the examination, the invigilators shall apprehend the candidate.
- ii. Within the period of the examination, such a student submits a written report on the incident to the chief invigilator before his script is collected.
- iii. The chief invigilator submits a written report to the Chief Examiner (Head of Department) immediately after the examination. The Chief Examiner instructs on the circumstance for investigation by the Departmental Board of Examiners, who subsequently recommend to the Faculty.
- iv. After establishing a prima facie case, the Faculty immediately reports the matter to the Senate Committee on Examination Malpractice, attaching all exhibits and making recommendations based on its findings.
- v. The Senate Committee shall immediately look into the case, inviting the parties concerned for an interview, given opportunities for cross-examination, and finally sending recommendations to the Senate or Chairman of Senate.
- vi. The University expels any student found guilty of gross examination malpractice. We advise students to resist the temptation of getting involved in examination malpractice.

Absence from Examination

- (a) The Department does not exempt any student from taking whole or part of any examination except on the strength of a Medical Certificate from

the Director of University Medical Services certifying that the student was unfit to take the Examination. In such cases, the Head of Department submits facts supported by the evidence to the Departmental Board of Examiners. The Board shall then make recommendations to Senate for appropriate action.

- (b) An application by a student, or, if incapacitated, by a person acting on his/her behalf for exemption from any examination on medical grounds can be submitted to the Faculty Examination Board, through the Head of Department as soon as possible and usually not later than seven days after the date of the examination. Relevant evidence must accompany such a letter. The Faculty Examination Board shall consider all evidence submitted, including oral evidence where appropriate and make recommendations through the Faculty Board to Senate. The decision of the Senate on such recommendations is final. This section of the regulation thus makes it mandatory for each student to have a folder in the University Medical Centre.

Grievance Concerning Examination Results (Appeals)

- (a) Occasionally, a student may have reasons to disagree with a grade awarded to him/her on a particular course. If the student believes that he/she deserves a better grade than what is awarded, he/she may appeal to the Registrar for a reassessment of examination scripts on payment of a fee as prescribed by the University. The student cannot appeal for remarking of scripts belonging to another student. The University does not allow a group appeal for remarking of scripts involved in a particular course examination. The regulation provides that for an appeal to be valid, the student must lodge notice in writing with the Registrar within four weeks after Senate has approved the relevant result.
- (b) The Registrar sends an application for remarking to the Dean of Faculty concerned, who identifies an internal assessor. Only when there is a problem would an external assessor be used. Efforts are to minimize reassessment cases, and students shall not be made to know assessors.
- (c) When sending scripts to assessors for reassessment, the composition shall be as follows:
- i. Some scripts from the highest-scoring students and some from the lowest-scoring students in the course.
 - ii. Two scripts with scores within the petitioner's score.
 - iii. The petitioner's script.
 - iv. The marking scheme used to assess the scripts by the lecturer.

- (d) After the reassessment, only the scripts of the petitioner are affected by any change in grade.
- i. The external assessor is paid a fee as prescribed by the Senate.
 - ii. Final year students' scripts are assessed by External Examiners. The result of the reassessment shall carry the comments and signature(s) of the assessor(s).
 - iii. When a reassessment results in favour of the student i.e. change in letter grades, such result is presented to the Senate for approval and change of earlier record.
 - iv. The appeal fee is refunded to the student.

If a reassessment did not result in favour of the student, the Registrar communicates to the student. If a major change in grade followed reassessment, the lecturer who taught the course and graded the scripts explains to Senate why the major change occurred. Senate does not encourage frivolous change in grades already approved.

Sexual Harassment

Although sexual harassment is not synonymous with examination malpractice, both commonly take place simultaneously. This is because the harassment may lead to a biased assessment of a student's script in an attempt to give undue favour or victimize the affected student. The University views this issue very seriously and sets up a Sexual Harassment Committee to handle all reported cases of sexual harassment on campus. Students should know that they have a right to say NO and report such cases to the University authority. On the other hand, students should also not harass their lecturers sexually. In cases of sexual harassment, the Head of the Department submits facts supported by the evidence to the Departmental Disciplinary Committee. The committee shall then make recommendations through the faculty, to Senate for appropriate action.

GENERAL CODE OF CONDUCT

Accommodation

Havilla University is a fully residential institution. Students are not allowed to go out of campus at will. Should there be a need for a student to go out of campus, appropriate permissions must be obtained which includes verbal or written permission from the parent or guardian on record.

Class attendance

All students must meet a 75% attendance rate for any course in order to qualify for the end of Semester/sessional examinations.

Cooking in the hostel

Students are not allowed to cook in the hostels. All students are expected to eat from the cafeteria. Any violation of this rule will result in expulsion.

Cults/confraternities

Havilla University has zero tolerance for students with cult/confraternities affiliations. Any student that joins, organizes or encourages others to join such, or participates in cult-related activities within or outside the campus shall be expelled.

Ikom fire crusade

All students are required to participate in Ikom Fire Crusade activities which involves feeding and clothing widows and orphans as well as health, spiritual growth and life skills seminars.

Meet the chancellor

Every semester, a date shall be announced for a motivational session with the Chancellor.

Religious activities

There shall be a mid-week service every Wednesday at 5:30pm at the University Worship Center (UWC).

Sports

All students are to participate in sporting activities. It is our belief that everyone has some sporting ability. We intend to groom and raise champions who will compete favourably at all levels; local, national, international/Olympics.

Dress code

All students are expected to dress modestly at all times on and off campus.

- a. Bump shorts and ultra-miniskirts are prohibited.
- b. All short dresses (above the knee length) must be worn over tights
- c. Tights must be worn with shirts or dresses that cover the buttocks
- d. Raggedy jeans are not allowed for both males and females
- e. Transparent shirts/blouses must be worn with the appropriate inner shirts
- f. Students must be clean shaven at all times.
- g. Male haircut must not be higher than one centimetre.
- h. For females, multi-coloured and ultra-long braids are not allowed

COURSE DETAILS (FIVE -YEAR B.NSc. PROGRAMME [UTME])**FIRST SEMESTER 100 LEVEL**

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 101	God factor and 21 st century challenges	R	1
2	HUN 121	Security Education I	R	1
3	GST 111	Communications in English I	C	2
4	GST 121	Use of Library, Study Skills & Information Communication Technology (ICT)	C	2
5	GST 113	Nigerian Peoples & Culture	C	2
6	MTH 101	General Mathematics I	C	3
7	PUH 111	Introductory Sociology and Anthropology	C	2
8	PHY 101	General Physics I	C	2
9	PHY 107	Practical Physics I	C	1
10	BIO 101	General Biology I	C	2
11	BIO 107	Practical Biology I	C	1
12	CHM 101	General Chemistry I	C	2
13	CHM 107	Practical Chemistry I	C	1
14	CSC 101	Introduction to Computer Science	C	3
TOTAL CREDIT UNITS				25

SECOND SEMESTER 100 LEVEL

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 102	God factor and 21 st century challenges II	R	1
2	HUN 122	Security Education II	R	1
3	GST 112	Logic Philosophy & Human Existence	C	2
4	GST 122	Communication in English II	C	2
5	GST 123	Communication in French	C	2
6	NSC 112	Introduction to Nursing Profession	C	2
7	SOC 112	Introduction to Psychology	C	2
8	MTH 102	Elementary Mathematics II	C	3
9	BIO 102	General Biology II	C	2
10	BIO 108	Practical Biology II	C	1
11	CHM 102	General Chemistry II	C	2
12	CHM 108	Practical Chemistry II	C	1
13	PHY 102	General Physics II	C	2
14	PHY 108	Practical Physics II	C	1
TOTAL CREDIT UNITS				24

Year Two (200 Level)**First Semester**

s/n	Course Code	Course Title	Status	Credit Units
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Nursing Sciences

1	HUN 201		R	1
2	HUN 221		R	1
3	GST 221	History & Philosophy of Science	C	2
4	BCM 221	General and Medical Biochemistry I	C	3
5	ANA 241	Human Anatomy I	C	2
6	ANA 251	Embryology	C	2
7	PHS 241	Human Physiology I	C	3
8	NSC 201	Biostatistics	C	3
9	NSC 211	Foundations of Professional Nursing I	C	3
TOTAL CREDIT UNITS				20

SECOND SEMESTER 200 LEVEL

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 202		R	1
2	HUN 212		R	1
3	GST 222	Peace Studies & Conflict Resolution	C	2
4	GST 223	Introduction to Entrepreneurial Studies	C	2
5	GST 224	Leadership Skills	C	2
6	ANA 242	Human Anatomy II	C	2
7	PHS 242	Human Physiology II	C	2
8	BCM 222	General and Medical Biochemistry II	C	3
9	BIO 202	Genetics	C	2
10	NSC 202	Psychology applied to Nursing	C	2
11	NSC 212	Foundations of Professional Nursing II	C	3
TOTAL CREDIT UNITS				22

FIRST SEMESTER 300 LEVEL

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 301		R	1
2	HUN 311		R	1
3	GST 311	Entrepreneurship Trade Skills (PRACTICAL)		2
	NSC 301	Epidemiology		2
3	NSC 303	Community Health Nursing I		2
4	NSC 305	Medical Surgical Nursing I		2
5	MMP 307	Microbiology and Parasitology		2
6	NSC 307	Human Nutrition I		2
7	PHM 303	Drug Administration and Management in Nursing Practice I		3
8	NSC 311	Human Behaviour in Health and Disease in the Community		3
9	CSC 351	Computer Application to Nursing Science		3

10	SOC 301	Introduction to Sociology		2
TOTAL CREDIT UNITS				25

SECOND SEMESTER 300 LEVEL

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 302		R	1
2	HUN 312		R	1
3	NSC 302	Community Health Nursing	C	3
4	NSC 306	Medical Surgical Nursing II	C	3
5	NSC 308	Cellular Pathology	C	3
6	NSC 312	Human Nutrition II		3
7	NSC 310	Nursing Ethics, Philosophy and Jurisprudence	C	3
8	PHA 304	Drug Administration and Management in Nursing Practice II	C	3
9	NSC 314	Environmental Health	C	3
10	CMH 352	Histopathology and Forensic Medicine	C	3
TOTAL CREDIT UNITS				26

PRE-PART FOUR (400 LEVEL)**Concentrated Clinical Practice (6 WEEKS)**

NSC 301 Community Health Nursing	0 2 30 10 - 3 weeks)
NSC 333 Medical Surgical Nursing	0 2 30 10 - 3 weeks) 6 units

FOURTH YEAR**First Semester 400 Level**

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 401		R	1
2	HUN 402		R	1
3	NSC 401	NSC 401 Mental Health and Psychiatric Nursing	C	3
4	NSC 403	Maternal and Child Health and Normal Midwifery I	C	3
5	NSC 405	Child Health and Care of new born I	C	2
6	NSC 407	Advanced Medical Surgical Nursing I	C	3
7	NSC 409	Curriculum Development and Teaching Methodology	C	3
8	NSC 411	Management of Nursing Care Services	C	3
9	NSC 415	Legal Aspect of Professional Nursing	C	3
10	NSC 413	Research Methods in Nursing	C	2
TOTAL CREDIT UNITS				24

Second Semester 400 Level

s/n	Course Code	Course Title	Status	Credit Units
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1	HUN 402		R	1
2	HUN 412		R	1
3	NSC 402	Mental Health Psychiatric	C	3
4	NSC 404	Maternal Health and Normal Midwifery II	C	3
5	NSC 406	Child Health and Care of new born II	C	2
6	NSC 408	Advanced Medical Surgical Nursing II	C	3
7	NSC 410	Teachings/Management Practice	C	3
8	NSC 412	Entrepreneurship in Nursing	C	3
9	NSC 414	Research Methods in Nursing	C	3
10	NSC 416	Introduction to Health Economics	C	2
TOTAL CREDIT UNITS				24

**Professional examination (Qualifying examination for General nursing)
- November and May**

PRE-PART FIVE (500 LEVEL)

SIWES – 6 MONTHS INDUSTRIAL ATTACHMENT -

Concentrated clinical practice during holiday periods (4 long vacation at 6 weeks per vacation). This translates to 24 weeks or 6 months: 6 units

NSC 423 Maternal and Child Health Nursing

NSC 433 Medical Surgical Nursing

NSC 412 – Mental Health Nursing

FIFTH (FINAL) YEAR

First Semester 500 Level

s/ n	Course Code	Course Title	Statu s	Credi t Units
1	HUN 501		R	1
2	NSC 501	Advanced Community Health Nursing I	C	3
3	NSC 503	Advanced Maternal Health Nursing	C	3
4	NSC 505	Advance Child Health and Care of new born I	C	3
5	NSC 507	Research Project	C	3
6	MAN 303	Management Information System	C	3
7	NSC 509	Occupational Health Nursing	C	3
TOTAL CREDIT UNITS				19

Second Semester 500 Level

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 502		R	1
2	NSC 502	Advanced Community Health Nursing II	C	3

3	NSC 504	Advanced Mental Health and Psychiatric Nursing	C	3
4	NSC 506	Research Project	C	3
5	NSC 608	Special Topic Seminar	C	3
6	NSC 510	Primary Care Nursing	C	3
7	NSC 512	Information & Communication Technology and Nursing Informative	C	3
TOTAL CREDIT UNITS				19

ELECTIVES**(One Elective each Semester as Available)****First Semester Electives**

s/n	Course Code	Course Title	Credit Units
1	NSC 531	Pediatric Nursing	3
2	NSC 533	Occupational Health Nursing	3
3	NSC 535	Orthopedic Nursing	3
4	NSC 537	Dermatology Nursing	3
5	NSC 539	Radiology/Radiotherapy Nursing	3
6	NSC 543	Geriatric Nursing	3

Second Semester Electives

s/n	Course Code	Course Title	Credit Units
1	NSC 532	Intensive Care Nursing	3
2	NSC 534	Primary Care Nursing	3
3	NSC 536	Ophthalmic Nursing	3
4	NSC 538	Operating Theatre Nursing	3

Professional examinations:

- **Qualifying examination for Registered midwifery in March & September**
- **Qualifying examination for Public Health Nursing in June**

COURSE DETAILS (DIRECT-ENTRY FOUR-YEAR B.NSc PROGRAMME)**Year One (200 Level)****First Semester**

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 101	The God factor and 21 st century challenges I	R	1
2	HUN 121	Security Education 1	R	1
3	HUN 201		R	1
4	HUN 221		R	1

5	GST 111	Communications in English I	C	2
6	GST 121	Use of Library, Study Skills and Information Communication Technology (ICT)	C	2
7	GST 113	Nigerian Peoples & Culture	C	2
8	GST 211	Environment and Sustainable Development	C	2
9	CSC 101	Introduction to Computer Science	C	3
10	BCM 221	General and Medical Biochemistry I	C	3
11	ANA 241	Human Anatomy I	C	2
12	ANA 251	Embryology	C	2
13	PHS 241	Human Physiology I	C	3
14	NSC 201	Biostatistics	C	3
15	NSC 211	Foundations of Professional Nursing I	C	3
TOTAL CREDIT UNITS				31

Second Semester 200 Level

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 102	The God factor and 21 st century challenges II	R	1
2	HUN 122	Security Education II	R	1
3	HUN 202		R	1
4	HUN 212		R	1
5	GST 112	Logic Philosophy & Human Existence	C	2
6	GST 122	Communication in English II	C	2
7	GST 123	Communication in French	C	2
8	GST 222	Peace Studies & Conflict Resolution	C	2
9	GST 223	Introduction to Entrepreneurial Studies	C	2
10	GST 224	Leadership Skills	C	2
11	ANA 242	Human Anatomy II	C	2
12	PHS 242	Human Physiology II	C	2
13	BCM 222	General and Medical Biochemistry II	C	3
14	BIO 202	Genetics	C	2
15	NSC 202	Psychology applied to Nursing	C	2
16	NSC 212	Foundations of Professional Nursing II	C	3
TOTAL CREDIT UNITS				27

DIRECT ENTRY YEAR TWO**First Semester 300 Level**

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 301		R	1
2	HUN 311		R	1
3	GST 311	Entrepreneurship Trade Skills (PRACTICAL)	C	2
4	NSC 301	Epidemiology	C	2
5	NSC 303	Basic Community Health Nursing including PHC	C	2
6	NSC 305	Medical Surgical Nursing I	C	2
7	MMP 307	Microbiology and Parasitology	C	2

Nursing Sciences

8	NSC 307	Human Nutrition I	C	2
9	PHM 303	Drug Administration and Management in Nursing Practice I	C	3
10	NSC 311	Human Behaviour in Health and Disease in the Community	C	3
11	CSC 351	Computer Application to Nursing Science	C	3
12	SOC 301	Introduction to Sociology	C	2
TOTAL CREDIT UNITS				25

SECOND SEMESTER 300 LEVEL

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 302		R	1
2	HUN 312		R	1
3	NSC 302	Community Health Nursing	C	3
4	NSC 306	Medical Surgical Nursing II	C	3
5	NSC 308	Cellular Pathology	C	3
6	NSC 312	Human Nutrition II	C	3
7	NSC 310	Nursing Ethics, Philosophy and Jurisprudence	C	3
8	PHA 304	Drug Administration and Management in Nursing Practice II	C	3
9	NSC 314	Environmental Health	C	3
10	CMH 352	Histopathology and Forensic Medicine	C	3
TOTAL CREDIT UNITS				26

PRE-PART FOUR (400 LEVEL)

Concentrated Clinical Practice (6 WEEKS)

NSC 301 Community Health Nursing 0 2 30 10 - 3 weeks)
 NSC 333 Medical Surgical Nursing 0 2 30 10 - 3 weeks) 6 units

FOURTH YEAR

First Semester 400 Level

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 401		R	1
2	HUN 402		R	1
3	NSC 401	NSC 401 Mental Health and Psychiatric Nursing	C	3
4	NSC 403	Maternal and Child Health and Normal Midwifery I	C	3
5	NSC 405	Child Health and Care of new born I	C	2
6	NSC 407	Advanced Medical Surgical Nursing I	C	3
7	NSC 409	Curriculum Development and Teaching Methodology	C	3
8	NSC 411	Management of Nursing Care Services	C	3
9	NSC 415	Legal Aspect of Professional Nursing	C	3

10	NSC 413	Research Methods in Nursing	C	2
TOTAL CREDIT UNITS				24

Second Semester 400 Level

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 402		R	1
2	HUN 412		R	1
3	NSC 402	Mental Health Psychiatric	C	3
4	NSC 404	Maternal Health and Normal Midwifery II	C	3
5	NSC 406	Child Health and Care of new born II	C	2
6	NSC 408	Advanced Medical Surgical Nursing II	C	3
7	NSC 410	Teachings/Management Practice	C	3
8	NSC 412	Entrepreneurship in Nursing	C	3
9	NSC 414	Research Methods in Nursing	C	3
10	NSC 416	Introduction to Health Economics	C	2
TOTAL CREDIT UNITS				24

**Professional examination (Qualifying examination for General nursing)
- November and May**

PRE-PART FIVE (500 LEVEL)**SIWES – 6 MONTHS INDUSTRIAL ATTACHMENT -**

Concentrated clinical practice during holiday periods (4 long vacation at 6 weeks per vacation). This translates to 24 weeks or 6 months: 6 units

NSC 423 Maternal and Child Health Nursing
NSC 433 Medical Surgical Nursing
NSC 412 – Mental Health Nursing

FIFTH (FINAL) YEAR**First Semester 500 Level**

s/n	Course Code	Course Title	Status	Credit Units
1	HUN 501		R	1
2	NSC 501	Advanced Community Health Nursing I	C	3
3	NSC 503	Advanced Maternal Health Nursing	C	3
4	NSC 505	Advance Child Health and Care of new born I	C	3
5	NSC 507	Research Project	C	3
6	MAN 303	Management Information System	C	3
7	NSC 509	Occupational Health Nursing	C	3
TOTAL CREDIT UNITS			C	19

Second Semester 500 Level

s/n	Course Code	Course Title	Status	Credit Units
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1	HUN 502		R	1
2	NSC 502	Advanced Community Health Nursing II	C	3
3	NSC 504	Advanced Mental Health and Psychiatric Nursing	C	3
4	NSC 506	Research Project	C	3
5	NSC 608	Special Topic Seminar	C	3
6	NSC 510	Primary Care Nursing	C	3
7	NSC 512	Information & Communication Technology and Nursing Informative	C	3
TOTAL CREDIT UNITS				19

ELECTIVES**(One Elective each Semester as Available)****First Semester Electives**

s/n	Course Code	Course Title	Credit Units
1	NSC 531	Pediatric Nursing	3
2	NSC 533	Occupational Health Nursing	3
3	NSC 535	Orthopedic Nursing	3
4	NSC 537	Dermatology Nursing	3
5	NSC 539	Radiology/Radiotherapy Nursing	3
6	NSC 543	Geriatric Nursing	3

Second Semester Electives

s/n	Course Code	Course Title	Credit Units
1	NSC 532	Intensive Care Nursing	3
2	NSC 534	Primary Care Nursing	3
3	NSC 536	Ophthalmic Nursing	3
4	NSC 538	Operating Theatre Nursing	3

Professional examinations:

- **Qualifying examination for Registered midwifery in March & September**
- **Qualifying examination for Public Health Nursing in June**

COURSE DESCRIPTIONS

YEAR ONE

GST 111 Communication in English I (2 Units)

Effective communication and writing in English Language skills; writing of essay, letters, speeches, public announcements, minutes of meetings and term papers; Reading and listening of Comprehension; sentence construction, outlines and paragraphs; collection and organization of materials; punctuation.

GST 112 Logic, Philosophy and Human Existence (2 Units)

A brief survey of the main branches of Philosophy Symbolic; Local Special symbols in symbolic logic-conjunction; negation, affirmation, disjunction, equivalent and conditional statements law of tort; The method of deduction using rules of inference and bi-conditionals qualification theory; Types of Discourse; Nature of arguments, Validity and soundness; Techniques for evaluating arguments.

GST 113 Nigeria Peoples and Culture (2 Units)

Nigerian history, culture and arts in pre-colonial times; Nigerian's perception of his world; culture areas of Nigeria and their characteristics; evolution of Nigeria as a political unit; indigene/settler phenomenon, concepts of trade; economic self-reliance; Social justice, Individual and national development; Norms and values; Negative attitude and conducts (cultism and related vices); Re-orientation of moral and national values; Moral of obligations of citizens; Environmental problems.

GST 121 Use of Library, Study Skills & Information Communication Technology (ICT) (2 Units)

Brief history of libraries; library and education; University libraries and other types of libraries; study skills (reference services). Types of library materials, using library resources including e-learning, e-material, etc.; understanding library catalogue and classification; Copyrights and its implication; Database resource, Bibliographic citations and referencing; Development of modern ICT; Hardware technology, Software technology, Input devices, Storage devices and Output devices; word processing skills.

GST 122 Communication in English II (2 Units)

Logical presentation of papers; phonetics; instruction on lexis; art of public speaking and oral communication; figures of speech; precise; report writing.

GST 123 Communication in French

(2 Units)

Introduction to French; French Alphabets and Sounds – Writing and Pronunciation; French Syllabus –Writing and Pronunciation; French Words – Writing and Pronunciation; Phrases, Simple Sentences and Paragraphs; Conjunction, dialogue; Advance Study of Sentences.

GST 211 Environment and Sustainable Development

(2 Units)

Man- his origin and nature; man and his cosmic environment; scientific methodology; science and technology in the society and service of man; renewable and non-renewable resources – man and his energy resources; environmental effects of chemical plastics; Textiles, waste and other material; Chemical and radiochemical hazards; introduction to the various areas of science and technology; Elements of environmental studies.

GST 222 Peace and Conflict Resolution

(2 Units)

Introduction to entrepreneurship and new venture creation; Entrepreneurship in theory and practice; Forms of business, Staffing, Marketing and new venture; determining capital requirements, raising capital; Financial planning and management; starting a new business, Feasibility studies; Innovation; legal Issues; Insurance and environmental consideration. Possible business opportunities in Nigeria.

GST 223 Introduction to Entrepreneurship

(2 Units)

Introductory Entrepreneurial skills: Relevant Concepts: Enterprise, Entrepreneur, Entrepreneurship, Business, Innovation, Creativity, Enterprising and Entrepreneurial Attitude and Behaviour. History of Entrepreneurship in Nigeria. Rationale for Entrepreneurship, Creativity and Innovation for Entrepreneurs. Leadership and Entrepreneurial Skills for coping with challenge. Unit Operations and Time Management. Creativity and Innovation for Self-Employment in Nigeria. Overcoming Job Creation Challenges. Opportunities for Entrepreneurship, Forms of Businesses, Staffing, Marketing and the New Enterprise. Feasibility Studies and Starting a New Business. Determining Capital Requirement and Raising Capital. Financial Planning and Management. Legal Issues, Insurance and Environmental Considerations.

GST 224 Leadership Skills

(2 Units)

Transformation is a fundamental shift in the deep orientation of a person, organization or society such that the world is seen in new ways and new actions and results become possible that were impossible prior to the transformation. Transformation happens at the individual level but must be embedded in collective practices and norms for the transformation to be sustained. Leadership Development Programme (LDP) proposes novel approaches to teaching and learning, which emphasizes the practical involvement of participants. It is interactive and involves exercises and actual

implementation of breakthrough projects by teams that make difference in the lives of the target population. In this course, leadership concepts comprising of listening, conversation, emotional intelligence, breakthrough initiatives, gender and leadership, coaching and leadership, enrolment conversation and forming and leading teams will be taught.

GST 311 Introduction to Entrepreneur Skills (2 Units)

The course is a continuation of GST 222 (Entrepreneur studies). Attention is given to Personal management, Financial Management, Machinery management, concept of marketing, salesmanship, available trade for entrepreneurs and decision making, students are expected to be exposed on some of the entrepreneurial skills.

Some of the ventures to be focused upon include the following: 1. Soap/Detergent, tooth brushes and tooth paste making 2. Photography 3. Brick, Nails, screws making 4. Dyeing/textile blocks paste making 5. Rope making 6. Plumbing 7. Vulcanizing 8. Food process/packaging/preservation 9. Production of Chemical and allied products.

CHM 107 General Chemistry I (Practical) (1 Unit)

Fundamentals of laboratory safety and practice, basics of presentation of experimental data and report, measurement of masses and volumes, preparation and standardisation of solutions, determination of percentage purity of inorganic acids and bases, titrimetric analysis and determination of pH and pOH of select solutions.

CHM 101 General Chemistry I (2 Units)

This course covers the structure of atoms, molecules, chemical equations in the calculation, chemical reactions, chemical principles, periodicity, chemical bonding, chemistry of representative elements, nomenclature, and classes of mass action, reactions, etc. The gas laws, kinetic theory of gases, the law of mass action, reaction rate, thermochemistry, chemical equilibrium, electrolyte and ionic equilibrium, theory of acids, bases and indicators, absorption chromatography etc.

PHY 107 General Physics I (Practical) (1 Unit)

This introduction course emphasizes quantitative measurements, the treatment of measurement errors, and graphical analysis. A variety of experimental techniques will be employed. The experiment includes studies

of metres, the oscilloscope, mechanical systems, electrical and mechanical resonant systems, light, heat, viscosity, etc., covered in PHY 101.

PHY 101 General Physics I (2 Units)

The course covers mechanics, motion, heat, thermodynamics, waves, sound light, electricity & electronics power and energy, charge and capacitance; magnetism and magnetic properties of matter; and elements of circuit electronic and current circuits. Others include the structure of atoms, nucleus, and stability of the nucleus, nuclear fusion, nuclear reaction, refraction mirror, prisms, lenses, electromagnetic spectrum, acoustics, and velocity.

BIO 107 General Biology I (Practical) (1 Unit)

Laboratory experiments designed to illustrate the topics covered in BIO 101.

BIO 101 General Biology I (2 Units)

This is a course on fundamental biology theory and practical. Contents include the origin of life, classification of living things, prokaryotes and eukaryotes, differences & similarities between living and non-living things; Major divisions of the plant kingdom, their features, nutrition, life patterns, and reproduction; Elements of ecology, types of habitats; Carbon dioxide and Nitrogen cycles etc.

NSC 112 Introduction to Nursing Profession (3 Units)

The course introduces the new entrants into Nursing to the fundamentals of Nursing Profession and Practice. It defines nursing and nurse.

CHM 108 General Chemistry II (Practical) (1 Unit)

Qualitative inorganic analysis: identification and determination of cations such as Groups IA, IIA and IIIA, transition metals and anions such as the halides, OH^- , CO_3^{2-} and SO_4^{2-} . Qualitative organic analysis: identification tests for basic functional groups such as alkanes, alkenes, alkynes, alcohols, ketones and carboxylic acids.

CHM 102 General Chemistry II (2 Units)

This course covers the structure of atoms, molecules, chemical equations in calculation, chemical reactions, chemical principles, periodicity, chemical bonding, chemistry of representative elements, nomenclature and classes of mass action, reactions, etc. The gas laws, kinetic theory of gases, the law of mass action, reaction rate, thermochemistry, chemical equilibrium, electrolyte and ionic equilibrium, theory of acids, bases and indicators, absorption chromatography etc.

PHY 108 General Physics II (Practical) (1 Unit)

This introduction course emphasizes quantitative measurements, the treatment of measurement errors, and graphical analysis. A variety of experimental techniques will be employed. The experiment includes studies of metres, the oscilloscope, mechanical systems, electrical and mechanical resonant systems, light, heat, viscosity, etc., covered in PHY 102.

PHY 102 General Physics II (2 Units)

The course covers mechanics, motion, heat, thermodynamics, waves, sound light, electricity & electronics power and energy, charge and capacitance; magnetism and magnetic properties of matter; and elements of circuit electronic and current circuits. Others are the structure of atoms, nucleus, stability of the nucleus, nuclear fusion, nuclear reaction, refraction mirror, prisms, lenses, electromagnetic spectrum, acoustics, and velocity.

BIO 108 General Biology II (Practical) (1 Unit)

Experiments designed to emphasize the practical aspects of topics of course BIO 102

BIO 102 General Biology II (2 Units)

Contents include characteristics, the structure of animal cells, heredity, principles of inheritance and evolution; general characteristics, structure, life patterns of the various phyla of the animal kingdom – amoeba, hydra taenia, Ascaris, fish, rabbit, amphibians, etc; reproduction in animals – mitosis & meiosis.

PUH 112 Introduction to Public Health (3 Units)

The course presents an overview of Public Health, basic concepts, definitions and principles and an introduction to the subspecialties of Public Health. A brief comparative history of Public Health with particular reference to Nigeria is presented.

GSS 112 Philosophy & Logic (2 Units)

The course covers the nature, values and scope of logic, laws of thought, logical fallacies, sentential logic and truth tables, proofs in predictive logic, rules of inference, conditional proof. Others are nature, value and scope of philosophy, issues in ancient philosophy, medieval philosophy, modern philosophy, and contemporary philosophy.

GST 102 Introduction to Entrepreneurship (2 Units)

The Nigerian labour environment has become highly competitive due to the scarcity of jobs for young graduates. This is a mandatory programme of the National Universities Commission (NUC) to prepare students as entrepreneurs and employers of labour. This is an introductory course that presents basic knowledge of business and enterprise management.

SOC 142 Introduction to Psychology (3 Units)

The course exposes students to the meaning of psychology, history and methods of psychology, and cultural background to behaviour. Learning processes: the principles of learning, determinant of behaviour, and personality characteristics. Psychological disorders, conflict and stress; psychology and society, psychology and social issues.

YEAR TWO

GSS 211 Introduction to Computer (2 Units)

The course covers the definition and types of computer (micro, mini, mainframe, mechanical, analogue, digital); parts of computer hardware (input and output devices, CPU); software (programmes, compilers, interpreters, utility application packages etc.); keyboard etc. Programming fundamentals are also covered – Algorithm, flowcharting, coding, programming, variables and numerics; transaction of messages (input and output, assignment statements, transfer of control statements, repetitive loop statements); small scale programmes, problem-solving, among others.

NSC 201/202: Foundations of Professional Nursing (6 Units)

This course introduces nursing students to the fundamentals of nursing as a

practice profession. Students are exposed to the rudiments of health attainment and health care, giving extensive considerations to the roles of nurses within organizational and professional ethical prescriptions for the practice of nursing. Students are also assisted to acquire basic skills in interpersonal communication and an understanding scientific basis of nursing care. The course runs throughout the session and it is a prerequisite for all nursing courses. Students have opportunity for laboratory demonstrations of basic nursing skills in the latter part of the course and prior to exposure to clinical practice.

NSC 204: Psychology Applied to Nursing (3 Units)

This course runs concurrently with NSC 200 and introduces students to the concept of growth and development from conception to senescence with emphasis on the dimensions of the body and the mind from a holistic perspective. The parameters of assessment of growth and development are explored while relevant concepts as related to individual differences especially in the aspects of learning are reviewed. Other concepts that the course explored particularly in terms of how they influence nursing care planning and implementation and as related to meeting the needs of consumers of nursing care include: learning-memory thinking; sensation and perception, motivation; emotions and personality. An in-depth study of the psychological aspects of man and the family and further application of psychological concept and theories to nursing is also done in this course.

MMP 371: Medical Microbiology and Parasitology I (3 Units)

The course covers the study of characterisation and classification of micro-organisms, characteristics of bacteria and other micro-organisms other than bacteria; medical helminthology; relationships of micro-organisms and parasites to disease; and control of micro-organisms and parasites.

ANA 207 Human Anatomy I (4 Units)

This course examines the body as a whole; basic anatomical terminology, the general organisation of the body which includes cell structure, the structure of membranes, fundamental body tissues, organs, and glands. It also covers the digestive, musculoskeletal and gastrointestinal systems.

SOC 201: Introduction to Sociology I (3 Units)

This course introduces the study of sociology as a social science; the birth of sociology, its founding fathers, and its history. It also discusses the sociological perspective of society, social interaction, and social relations as elementary forms of social life; groups, normative system, and culture; social institutions; and complex organisations.

SOC 202: Introduction to Sociology II (3 Units)

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

NSC 209: Biostatistics: Compulsory (3 Units)

The course introduces the student to the statistical process and various statistical methods in common use. It deals with the collection, compilation, analysis, presentation of data, and the drawing of conclusions from statistical analysis.

Collection of data. Analysis and presentation of data: Graphs, Diagrams. Cumulative distributions measures of location and dispersion correlation and regression. Simple concepts of probability, distribution and density. Basic inference about population, mean estimation and test based on large and small samples.

ANA 208 Human Anatomy II (4 Units)

The course covers the integumentary, cardiopulmonary, immune, endocrine, reproductive, nervous systems as well as the urinary organs discussing their structures and how they integrate to maintain and control body functions. It also discusses nutrition and Metabolism in the human body.

PHY 209 Human Physiology I (3 Units)

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

covers the functions of the circulatory system, process of digestive system, nutrition and metabolism.

PHY 212 Human Physiology II (3 Units)

This course covers the physiology of the endocrine, reproductive and urinary systems. Others include physiology of the nervous system and sensation, physiology of the musculo-skeletal system and the sensory organs.

MMP 372 Medical Microbiology and Parasitology II (3 Units)

The course covers the study of characterisation and classification of micro-organisms, characteristics of bacteria and other micro-organisms other than bacteria; medical helminthology; relationships of micro-organisms and parasites to disease; and control of micro-organisms and parasites.

BCH 205 General and Medical Bioteminology (3 Units)

Course deals with Chemistry of important biological compounds stressing biogenesis and reaction mechanisms as well as structure chemistry.

BCH 206 General and Medical Biochemistry II (3 units)

The course focuses on physical concepts applied to the study of bio-molecules; configuration of bio-molecules; purine, pyridine, nucleoside, nucleotide, nucleic acid with special reference to their roles in biological processes.

NSC 201 Foundations of Nursing Practice (4 Units)

This is a practical component of NSC 200. The course provides an opportunity for experiential learning to enable students acquire basic nursing skills required for first level practice of nursing.

NSC 202 Physical Examination and Health Assessment (3 Units)

The course exposes students to a comprehensive and holistic approach to health assessment across the life cycle. The learner is provided with guides to conducting health history and assisted to acquire physical examination skills adopting the body systems approach. Students are provided with practical experiences of conducting complete physical examination in the same logical sequence as performed in practice using standardized patients.

YEAR THREE

CSC 351: Computer Application to Nursing Science (2 Units)

The course examines the definition and attributes of a computer i.e. what computers can do (text manipulation, calculation, logical function text analysis etc.) and computer people (operators, programmers, system analysts etc). It also discusses the computer system; taking a deeper look at terms of input and output devices, extra memory, serial access stores, random access stores, software, etc. In addition, it takes a look at the types of computer (analogue, digital, hybrid); classification/categorization of computers (mainframes, mini, micro, super computers); operating systems; flowcharts; etc. Learners enrolled in this course will also be equipped with knowledge and skills pertinent to personal computer usage and handling e.g. getting started as a user; directory; copying into documents; formatting of storage devices; Word-processing; etc.

PHM 303/304: Drug Administration and Management in Nursing Practice (6 Units)

The course is designed to help learners acquired basic knowledge of pharmacology to enable him/her function efficiently in all situations requiring

drug use in health and illness in homes, communities and health care institutions. Student will acquire knowledge of the derivation, classifications, indications, dosages and calculations, routes of administration, mechanism of actions, adverse reactions, side-effects and contraindications, taking cues from general drug actions and functions of drugs on the systems of the body and in disease states. The course also considers concerns and problems of drug therapy within the context of the rights of the clients and responsibilities of the nurse. The responsibilities of the nurse in drug storage, administration and management are also covered in the course.

NSC 307/312: Nutrition in Health and Diseases (4 Units)

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

NSC 302/303: Public/Community Health Nursing I (4 Units)

This course introduces the students to the elements of public/community health nursing practice. Starting with the family as the unit of reference in CHN the course assists learners to explore the characteristics of the family in health and disease. In addition to understanding the theoretical understanding of the construction of the family, learners are introduced to tools in family assessment, the concepts and theories of public and community health nursing relevant to health care of the family in culturally diverse populations. The course also explores socio-demographic variables and population dynamics as predictors of patterns of life in the community and patterns of diseases. A section of the course is devoted to theoretical discourse of conception of disease with emphasis on addressing the promotive and preventive health needs of populations and aggregate groups in the community setting. Through this course, the student will acquire appropriate skills and attitudinal disposition to analyze the socio-cultural, political, economic, ethical and environmental factors that influence individual, family, community and global health. Clinical and field experiences in primary health

care settings that are composite parts of this course will enable students to utilize appropriate skills in health promotion and disease prevention, paying attention to vulnerable members of the community.

NSC 301: Epidemiology (3 Units)

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

NSC 305 Medical-Surgical Nursing I (3 Units)

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

NSC 306 Medical-Surgical Nursing II (3 Units)

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

NSC 314: Environmental Health (3 Units)

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

CMH 352: Histopathology and Forensic Medicine (3 Units)

The course covers general mechanisms and causation of disease, pathogenesis of disease and the dynamic nature of disease as it evolves from its incipient stage to its full expression; an appreciation of the disease process as it affects other organs and distant parts of the body and most importantly the patient as a whole. The pathology of selected common diseases and application of medical science to decide questions arising from crime and litigation (forensic

evidence) will also be discussed.

NSC 310 Nursing Ethics, Philosophy and Jurisprudence (3 Units)

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

SOC 201: Introduction to Sociology/Medical Sociology I (2 Units)

This course introduces to the study of sociology as a social science; the birth of sociology, its founding fathers, and its history. It also discusses the sociological perspective of society, social interaction and social relations as elementary forms of social life; groups, normative system, and culture; social institutions; and complex organizations.

MMP 307: Microbiology and Parasitology 1 & 2 (3 units)

The course covers the study of characterization and classification of micro-organisms, characteristics of bacteria and other micro-organisms other than bacteria; medical helminthology; relationships of micro-organisms and parasites to disease; and control of micro-organisms and parasites.

NSC 308: Cellular Pathology (2-0 3) (3 Units)

This course covers general mechanisms and causation of disease, pathogenesis of disease and dynamic nature of disease as it evolves from its incipient stage to its full expression; an appreciation of the disease process as it affects other organs and distant parts of the body and most importantly the patient as a whole. The pathology of selected common diseases and application of medical science to decide questions arising from crime and litigation (forensic evidence) will be discussed.

PRE-PART IV: CONCENTRATED CLINICAL EXPERIENCE

NSC 333 Medical Surgical Nursing - 14 weeks

PART FOUR

NSC 401&402: Mental Health & Psychiatric Nursing I (6 Units)

The course introduces students to mental health and psychiatric nursing

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

NSC 403 - Maternal Health and Normal Midwifery I (3 Units)

This course is designed to build knowledge, skills and inculcate positive attitude to the student midwives as to be able to provide comprehensive and integrated care to women and their children throughout the maternity cycle. The course also focuses on the nursing care of newborn and children in various stages of growth and development. Exploring the roles, responsibilities and competencies of the midwife, the contents cover health promotion and maintenance, disease prevention, recognition of deviation from normal health and management of common deviations in all aspects of care of the mother and child in the maternity cycle.

NSC 404 - Maternal Health and Normal Midwifery II (3 Units)

This course is a continuation of NSC 421 which still focuses on meeting the needs and provision of comprehensive care for women in the reproductive cycle including nursing care of children in various stages of growth and development up to the adolescence. The course also exposes students to reproductive health issues such as family planning, sexual and reproductive health along the life span as well as minor challenges in the reproductive life cycle in the family context. Emerging issues in reproductive health with emphasis on the roles and responsibilities of the midwife are also covered.

NSC 407 - Advanced Medical-Surgical Nursing I (3 Units)

This course equips learners with an understanding of the aetiology, pathophysiology, diagnosis, and clinical manifestations of acute and chronic disorders. It also exposes learners to the development of nursing judgment and appropriate medical and nursing management of patients with acute health crisis and those with chronic illnesses requiring short- and long-term hospitalization, intensive care and or prolonged rehabilitation. By understanding the pathophysiological underpinnings of diseases and the nursing process, learners will be better equipped with knowledge and skills for providing scientifically sound care for patients. Emphases are placed on nurses' responsibilities without denigrating the importance of team work in various clinical settings. The course has a practical component that is designed to further facilitate and augment knowledge and skill acquisition by the learners.

NSC 408 - Advanced Medical-Surgical Nursing II (3 Units)

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

NSC 413/414 - Research Methods in Nursing (4 Units)

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

NSC 411: Management of Nursing Care Services (3 Units)

The aim of this course is to introduce the students to the philosophy, theory, principles and techniques of management generally and as related to management of nursing care services. The course introduces learners to the evolution of management thought, the scope and nature of management, the various schools of management, and an array of essential tools for effective management of resources including personnel. It also presents a discourse of the nursing process as a tool for scientific approach to solving management problems and management by objective.

NSC 409 Curriculum Development in Nursing and Teaching Methodology (3 Units)

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

NSC 410: Teaching/Management Practice (3 Units)

The course provides opportunity to apply teaching and management concepts

and theories in practice. Learners are required to develop teaching plans for assigned topics and take students in classroom sessions.

NSC 412: Entrepreneurship in Nursing (3 Units)

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

PRE-PART V CONCENTRATED CLINICAL EXPERIENCE

NSC 423 Maternal & Child Health Nursing

Students are taken through experiential learning through clinical postings in the various units where clients receive maternal and child health services.

NSC 433 Medical Surgical Nursing

NSC 413 Mental Health Nursing

Students are taken through experiential learning through clinical postings in the various units where clients receive mental health and psychiatric care.

PART FIVE

NSC 501 - Advanced Community Health Nursing I (3 Units)

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

NSC 502 - Advanced Community Health Nursing II (3 Units)

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

NSC 503: Advanced Maternal Health and Abnormal Midwifery (3 Units)

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

NSC 504 - Advanced Maternal and Child Health Nursing: (3 Units)

This course is a continuation of NSC 421 which still focuses on meeting the needs and provision of comprehensive care for women in the reproductive cycle including nursing care of children in various stages of growth and development up to the adolescence. The course also exposes students to reproductive health issues such as family planning, sexual and reproductive health along the life span as well as minor challenges in the reproductive life cycle in the family context. Emerging issues in reproductive health with emphasis on the roles and responsibilities of the midwife are also covered.

NSC 506/507: Research Project: (6 Units)

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

NSC 508 - Special Topics Seminars: (3 Units)

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

NSC 512: Information, Communication Technology and Nursing Informatics (3 Units)

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

tools in communicating health-related information.

MAN 303: Management Information System: (3 Units)

In this course you will explore the use of informatics in nursing practice and its role in enhancing client care. You will gain an appreciation of the competencies required of an expert knowledge worker and apply the relevance of those competencies to your day-to-day practice as a nurse. You will also examine

NSC 509: Occupational Health Nursing 2-1-0 (3 Units)

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

EXAMINATION REGULATIONS

In addition to the regular University Regulations the following shall apply to the B.Sc. Nursing Programme.

1. At the beginning of each course, there will be a pre-test. This test is to provide information for both the teacher and the students on the level of previously acquired knowledge.
2. Diagnostic tests and continuous evaluation will feature in all courses. The purpose being to evaluate the progress of the students in relation to the objectives of each course and provide feedbacks to enable students adjust their learning pace. The results of the above tests though shall be recorded, will not form part of the final student evaluation for the course.
3. For all clinical nursing courses from Part II to Part V, the course work shall constitute 40 percent of the final course grading while the final examination constitutes 60 percent. This is due to the importance of the clinical content of the nursing courses. The course work is made up of course examinations, continuous assessment by observational rating of practical and clinical assignments and patient care studies.

4. There shall be a final examination in each course. The final examination for each course will normally consist of theory paper in addition to a practical\clinical examination with or without oral examination. Each course final examination shall be conducted on completion of the course and in accordance with the University Examination Regulations.
5. A student shall only be allowed to sit for a end of session examination in a course on the condition that s/he has attended at least 75 percent of classes and 100 percent clinical experiences, and completed all assignments.
6. The pass mark for all courses in parts one shall be 40% as applicable to university grading system while all other courses from Part II to Part V shall be 50%.
7. A student in Part I (100 Level) would be expected to pass all courses in before proceeding to part II (200 Level) of the programme. Continuous assessment and examination protocols for all courses taught online should conform with stipulated guidelines as prescribed in the B.Sc. Nursing online scheduled. Nursing Council Examination for registration for general nursing and midwifery conducted in May/November and September each year respectively would require External Examiners nominated by the Council to conduct and certify the examination. The Public Health Nursing Examination would be conducted in the 500 level along with the first-degree B.Sc. Nursing Examination. An External Examiner nominated by the West African Examination Board (WAHEB) is required to conduct and certify this examination.
8. Before a student can be allowed to sit for these professional examinations, she/he must have passed and satisfied the Hospital Final Examination regulations as required by the Nursing and Midwifery Council of Nigeria. Nursing Council Examination for registration for general Nursing will take place Second Semester 400 level and Midwifery Examination will take place first semester 500 level. Arrangement would be made for WAHEB to enable students take the Public Health Nursing Examination at the 500 level along with the first-degree B.Sc. Nursing Examination. This examination will take place in May of 500 level.

MODE AND WEIGHTING OF EXAMINATIONS

Parts II – V (200-500 Levels)

- i. A candidate who fails one or two courses shall be allowed to resit such courses as arranged by appropriate departments in the Faculty of Health Sciences.
- ii. A candidate who fails more than two courses shall repeat the year.
- iii. A candidate who fails one or the two resit courses shall repeat the year.
- iv. All courses from Part II to V shall be composite courses and the pass mark shall be 50%.

- v. All sessional courses consisting of parts 1 and 2 shall have in-course examination in the course of each semester (First and Second) and end of course examination at the end of Second semester. Assessment in each of the courses shall comprise both course work and end of semester/session examination. The total of 100% for all courses shall be made up as follows:

Continuous Assessment	-	30%	}	100%
End of Course Examination	-	70%		

i. Courses having practical aspect shall be graded as follow:

In course – (Theory 20%)	}	30%	}	100%
(Practical 10%)				
End of course (Theory 40%)	}	70%		
(Practical 30%)				

ii. Course requiring oral examination in addition to above will be made up as follows:

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

Examination Format -

One Theory Paper 3 hours

Essay – 60	}	60%	}	100%
Objective – 40				
Course work – 40%				

Courses with Laboratory and Clinical Practice

One Theory Paper 3 hours

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

NSC 452 - Teaching and Management Practical 100%

Part V

Nursing Sciences

NSC 541 - One Theory paper 3 hours
Essay - 60 }
Objective - 40 } 60% }
Seminar Presentation - 40% } 100%

NSC 542 - Research Project - 100%

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

One Theory paper 3 hours

Essay - 60	}	60%	}	}	50%	}
Objective - 40						
Course work - 40%	100%					
Project/case studies - 100%					10%	}
Practical/Clinical - 90	}	100	}	40%	}	
Orals - 10						
						100%

14. For the computation of the degree, grading shall be as follows:

Part II	-	10%
Part III	-	20%
Part IV	-	35%
Part V	-	<u>35%</u>
		100%

15. Graduation Requirements

For any candidate to graduate from the programme, he or she must have carried not less than 190 Units of course load, plus 12 units of university electives. The candidate must have passed at least one professional examination registered and be licensed by the Nursing and Midwifery Council of Nigeria as to qualify to practice as a nurse in Nigeria.

16. A candidate shall be regarded as having attained in a course a level of achievement graded according to existing university examination regulations and all additional approved faculty and departmental regulations.