

HAVILLA UNIVERSITY NDE, IKOM  
CROSS RIVER STATE, NIGERIA

**FACULTY OF HEALTH SCIENCES**  
**DEPARTMENT OF PUBLIC HEALTH**



**B.Sc. PUBLIC HEALTH**  
**STUDENT HANDBOOK**

# **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.

### **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**

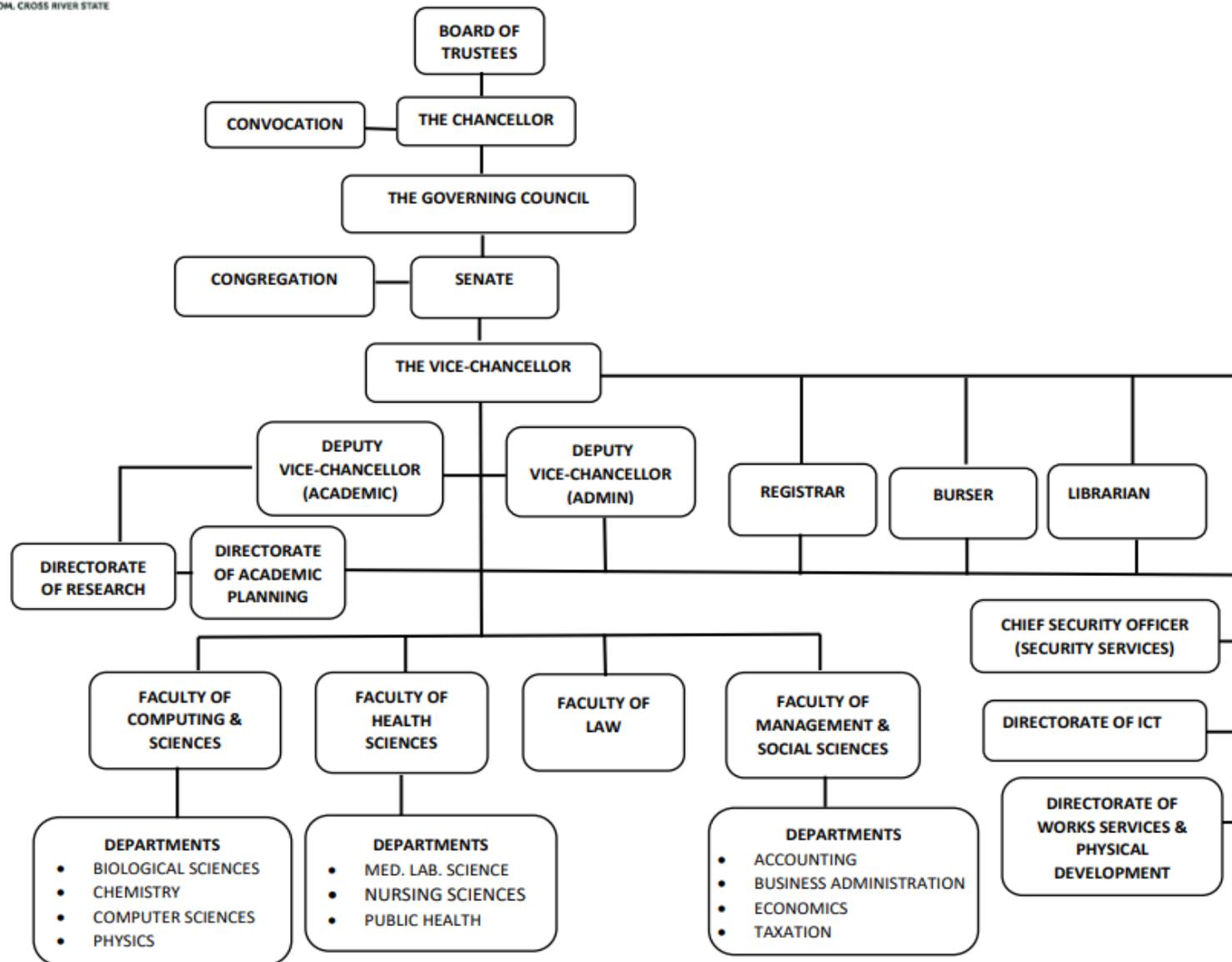
Prof. Samuel Tita Wara	Vice Chancellor
TBD	Deputy Vice Chancellor(s)
TBD	Registrar
TBD	Librarian
TBD	Bursar

**e. Other Officers**

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



## INSTITUTIONAL ORGANOGRAM



**LIST OF EXISTING ACADEMIC STAFF**

<b>NAME OF ACADEMIC STAFF</b>	<b>AREA OF SPECIALIZATION</b>	<b>DISCIPLINE</b>	<b>QUALIFICATION</b>	<b>RANK</b>
Prof. Samuel T. Wara	Power & Energy Systems	Electrical Engineering	B. Eng., M.Eng., PhD, FIMC, CMC, CMS, FNSE, FRHD, FIET, FICA, FRHD, R.Eng (COREN)	Professor
Dr. Antor Odu Ndep	Health Education & Communication	Public Health	B.Sc., MPH, DrPH	Senior Lecturer
Dr. Augustine Peter Silas	Socio-linguistics; syntax	Linguistics	B.A., M.A., PhD	Lecturer I
Dr. Benson Efegadi Eguzozie	French	International Relations	Dip (Journalism), B.A., M.A., PhD	Lecturer II
Dr. Helen U. Wara	International Relations and Human Resource Management	Business Administrations	B.Sc., MBA, M.Sc., PhD	Lecturer II
Dr. Barizomdu Tina Pii	Analytical & Environmental Chemistry	Chemistry	BSc., MSc., PhD	Lecturer II
Dr. Cecilia James Sunday	Human Genetics	Biology	BSc., MSc., PhD	Assistant Lecturer
Mr. Owan Raphael Asu	Mathematics/Statistics	Statistics	HND, PGD, MSc.	Assistant Lecturer
Mr. Amechi E. Igharo	Macro-Economics	Economics	Dip. PA., B.Sc., M.Sc.	Assistant Lecturer
Mr. Raphael Asu Owan	Statistics	Mathematics & Statistics	Dip., HND, PGD, MSc.	Assistant Lecturer
Mr. Komomo Iwara	Information Technology	Computer Sciences	B.Sc., M.Sc.	Assistant Lecturer
Mr. Anthony Ibe	Geophysics	Physics	B.Sc., M.Sc.	Assistant Lecturer

## **BACHELOR OF SCIENCE IN PUBLIC HEALTH PROGRAMME**

### **Learning outcome**

#### **A. Background domains (Content areas)**

1. Science: Students should have an introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease
2. Social and Behavioural Sciences: Students should have an introduction to the foundations of social and behavioural sciences
3. Math/Quantitative Reasoning: Students should have an introduction to basic statistics
4. Humanities/Fine Arts: Students should have an introduction to the humanities/fine arts.

#### **B. Public Health domains**

- a. Overview of Public Health:** Students should have an introduction to the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
- b. Role and Importance of Data in Public Health:** Students should have an introduction to the basic concepts, methods, and tools of a data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
- c. Identifying and Addressing Population Health Challenges:** Students should have an introduction to the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
- d. Human Health:** Students should have an introduction to the underlying science of human health and disease, including opportunities for promoting and protecting health across the life course
- e. Determinants of Health:** Students should have an introduction to the socio-economic, behavioural, biological, environmental, and other factors that impact human health and contribute to health disparities
- f. Project Implementation:** Students should have an introduction to the fundamental concepts and features of project implementation, including planning, assessment, and evaluation
- g. Overview of the Health System:** Students should have an introduction to the fundamental characteristics and organizational structures of the Nigeria health system as well as to the differences in systems in other countries
- h. Health Policy, Law, Ethics, and Economics:** Students should have an introduction to basic concepts of legal, ethical, economic, of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government

- i. Health Communication:** Students should have an introduction to the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

**C. Competencies and Skill Areas:**

1. Communications: Students should be able to communicate, in both oral and written forms and through a variety of media, to diverse audiences
2. Information Literacy: Students should be able to locate, use, evaluate, and synthesize information.
3. Perform full community diagnosis using the indicators of health before community intervention
4. Produce Information Education Communication (IEC) materials for health communication/education
5. Plan and implement clients/patient's education and counselling on health consumer issues in the health facilities and community settings
6. Perform immunization, nutrition assessments of infants, children of school age, adolescents and adults in the community
7. Plan and implement school health education programmes for substance abuse reduction, sexuality and nutrition education
8. Monitor the environment for pollutants, hazards and ensure safety at workplaces and in the community
9. Plan and describe the details of the epidemiology of communicable and non-communicable diseases, organize health education campaigns and surveillance
10. Perform laboratory procedures appropriately as directed for water, soil and specimen analysis
11. Assess the health status of the pregnant woman and children and perform anthropometric measurements
12. Plan and Design methods of investigation and control of disease outbreaks in the community
13. Recognize emergency conditions and initiate immediate actions through the appropriate referral system

**D. Behavioural attributes (Cross-cutting areas)**

Students should be exposed to concepts and experiences necessary for success in the workplace, further education, and life-long learning. These may include the following:

1. Advocacy for protection and promotion of the public's health at all levels of society
2. Community dynamics
3. Critical thinking and creativity
4. Cultural contexts in which public health professionals work
5. Ethical decision making as related to the self and society
6. Independent work and a personal work ethic
7. Networking
8. Organizational dynamics
9. Professionalism
10. Research methods

11. Systems thinking
12. Teamwork and leadership

### **E. Cumulative Experience and Field Exposure**

Students should have opportunities to integrate, apply, and synthesize knowledge through cumulative and experiential activities that include:

1. Cumulative Experience: Students should have a cumulative, integrative, and scholarly or applied experience or inquiry project that serves as a capstone to their educational experience
2. Field Exposure: As an integral part of their education, students should be exposed to local-level public health professionals and/or to agencies that engage in population health practice

### **F. Attainment Levels**

Throughout the curriculum, students of the Bachelor of Science programme should have a wide range of instructional methods and experiences that provide exposure to a solid foundation of the diverse nature of public health practice. In addition, students should receive career and graduate school advising.

## **REGULATIONS GOVERNING THE BACHELOR OF SCIENCE (B.SC) PROGRAMME**

### **I. Admission and Graduation Requirements**

Candidates seeking admission into the B.Sc programme must have at least credit level passes at the Senior Secondary School Certificate (SSCE/NECO/GCE) examinations in English language, Biology or Health Science, Chemistry, Mathematics, Physics and any other science subject. Other candidates such as Registered Nurses or candidates with NCE, Health Superintendents OR Health Officers may be considered for admission. In addition, candidates must sit for and pass the Joint Admission Matriculation Board (JAMB) Unified Tertiary Matriculation Examination or qualify for the Direct Entry. To graduate for the award of the B.Sc (Hons.) Degree in Public Health, the student must have completed and passed the prescribed courses and electives. In addition, the student must have met all financial obligations to the university.

#### **1. Four (4) Year Programme (UTME)**

Admission into the four-year B.Sc programme through the universities matriculation examination (**UME**) requires a minimum of five (5) ordinary level (O/L) credits in English language, Mathematics, Physics, Chemistry, and Biology from not more than two (2) sittings.

#### **2. Three (3) Year Programme (Direct Entry)**

Admission into the three-year B.Sc programme through direct entry requires a Higher National Diploma (HND) in Public Health, National Diploma in Environmental Health, and Public Health Nursing from West African Health Examinations Board (WAHEB), Community Health Practice (CHO or equivalent) in a health-related field with a minimum of **upper credit**. In addition, the candidate must have a minimum of five (5) ordinary level (O/L) credits in English language, Mathematics, Physics, Chemistry, and Biology from not more than two (2) sittings.

## **II. 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.

## **III. Registering at the Medical Centre**

The University Medical Centre provides health services to protect and improve students and staff's physical and mental health. The Centre has highly qualified health professionals who determine the fitness of students to perform academic work. When the Centre cannot provide necessary services, the doctor makes an appropriate referral. It is cheaper and more convenient to use the services provided by the Centre. Every student is therefore required to register at the Centre once registration is completed.

## **IV. 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.

## **V. 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.Sc 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

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	
MTH 111	3	A = 5	15	<b>65/18</b> <b>=3.61</b>
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 the prescribed courses and electives.

### Credit Hours for the Four-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
<b>Total credit hours</b>			<b>157</b>

### Credit Hours for the Three-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
<b>Total credit hours</b>			<b>131</b>

### 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 send recommendations to the Senate or Chairman of the 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 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 need for a student to go out of campus, appropriate permissions must be obtained which includes a verbal or written permission from the parent or guardian on record.

### **Class attendance**

All students must meet 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 (FOUR -YEAR B.Sc. PROGRAMME (UTME) IN PUBLIC HEALTH)

### FIRST SEMESTER 100 LEVEL

s/n	Course Code	Course Title	Credit Units
1	GST 111	Communications in English I	2
2	GST 121	Use of Library, Study Skills & Information Communication Technology (ICT)	2
3	GST 113	Nigerian Peoples & Culture	2
4	MTH 101	General Mathematics I	3
	PUH 102	Introductory Sociology and Anthropology	2
5	PHY 101	General Physics I	2
6	PHY 107	Practical Physics I	1
7	BIO 101	General Biology I	2
8	BIO 107	Practical Biology I	1
8	CHM 101	General Chemistry I	2
9	CHM 107	Practical Chemistry I	1
10	CSC 101	Introduction to Computer Science	3
11	HUN 101	The God Factor and 21st-century Challenges I	1
<b>TOTAL CREDIT UNITS</b>			<b>24</b>

### SECOND SEMESTER 100 LEVEL

s/n	Course Code	Course Title	Credit Units
1	GST 112	Logic Philosophy & Human Existence	2
2	GST 122	Communication in English II	2
3	GST 132	Communication in French	2
4	PUH 102	Introduction to Public Health	2
5	SOC 112	Introduction to Psychology	2
6	MTH 102	Elementary Mathematics II	3
7	BIO 102	General Biology II	2
8	BIO 108	Practical Biology II	1
9	CHM 102	General Chemistry II	2
10	CHM 108	Practical Chemistry II	1
11	PHY 102	General Physics II	2
12	PHY 108	Practical Physics II	1
13	HUN 102	The God Factor and 21 <sup>st</sup> -century Challenges II	1
<b>TOTAL CREDIT UNITS</b>			<b>23</b>

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

<b>s/n</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Units</b>
1	GST 221	History & Philosophy of Science	2
2	PUH 211	Environmental Health and Sanitation (Fieldwork I)	2
3	PUH 221	Community Mental Health	2
4	BCM 221	Biochemistry	3
5	ANA 241	Systemic Anatomy I	3
6	PHS 241	Introductory and General Physiology	3
7	PUH 271	Biostatistics I*	3
8	HUN 201	Leadership Development I	1
<b>TOTAL CREDIT UNITS</b>			<b>19</b>

Note: PUH 271 is a pre-requisite for PUH 371

**SECOND SEMESTER 200 LEVEL**

<b>s/n</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Units</b>
1	GST 222	Peace Studies & Conflict Resolution	2
2	GST 223	Introduction to Entrepreneurial Studies	2
1	MMP 212	Introduction to Medical Microbiology/Parasitology	3
2	MMP 222	General Parasitology Practical	1
3	PUH 242	Public Health Nutrition	2
4	PUH 252	Family Health and Human Reproductive Health	3
5	PUH 262	School Health Programme (Public Health Practicum I)	2
6	PUH 282	Population and Demographic dynamics	2
7	HUN 212	Leadership Development II	1
<b>TOTAL CREDIT UNITS</b>			<b>18</b>

**FIRST SEMESTER 300 LEVEL**

<b>s/n</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Units</b>
1	GST 311	Entrepreneurship Trade Skills (PRACTICAL)	2
2	MMP 311	Basic Parasitology/Medical Entomology	3
3	PUH 311	Introduction to Health Services Management	2
4	PUH 321	Principles of Epidemiology (Public Health Practicum III)	2
5	PUH 331	Principles of Primary Health Care (PHC)	2
6	PUH 351	Epidemiology of Non-Communicable Diseases	3
7	PUH 361	Sociology in Health and Disease	2
8	PUH 371	Biostatistics II	2
9	PUH 381	Water and Air quality management	2
10	PUH 391	Community Health Education and Promotion	2

<b>TOTAL CREDIT UNITS</b>	<b>22</b>
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**SECOND SEMESTER 300 LEVEL**

s/n	Course Code	Course Title	Credit Units
1	ANA 242	Systemic Anatomy II	2
2	PUH 302	Clinical Nutrition and Dietetics	2
3	PUH 312	International Health & Public health Law	2
4	PUH 322	Principles of Pharmacology	2
5	PUH 332	Occupational Health & Safety	2
6	PUH 342	Contemporary issues in Public Health	2
7	PUH 352	Laboratory/Field Methods in Public Health	2
8	PUH 362	Epidemiology of Communicable Diseases	2
9	PUH 372	Health Economics, Budgeting & Financing	2
10	PUH 382	Research Methods in Public Health	2
11	PHS 382	Reproduction, Maternal and Fetal Endocrinology	2
<b>TOTAL CREDIT UNITS</b>			<b>22</b>

**FOURTH (FINAL) YEAR****First Semester 400 Level**

s/n	Course Code	Course Title	Credit Units
1	PUH 401	Seminar 1 (Research Project Proposal writing and defense)	3
2	PUH 411	Urban Field Experience (SIWES I)/Internship	6
3	PUH 421	Health Issues of Adolescents, Adults and	3
4	PUH 431	Quality Assurance in Public Health Services	2
5	PUH 441	Disaster and Emergency Management	3
6	PUH 451	Research Methods in Public Health	3
7	PUH 461	Health Communication & Social Marketing	2
<b>TOTAL CREDIT UNITS</b>			<b>22</b>

**Second Semester 400 Level**

s/n	Course Code	Course Title	Credit Units
1	PUH 400	Research Project (Final Project Defense)	6
2	PUH 402	Seminar (Mock defence)	3
3	PUH 412	Rural Field Experience (SIWESII)/Internship	6
4	PUH 422	Seminar (Field work Reporting)	3
<b>TOTAL CREDIT UNITS</b>			<b>18</b>

**COURSE DETAILS (DIRECT-ENTRY THREE – YEAR PROGRAMME)****Year One (200 Level)****First Semester**

<b>s/n</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Units</b>
1	GST 111	Communications in English I	2
2	GST 121	Use of Library, Study Skills & Information Communication Technology (ICT)	2
3	GST 113	Nigerian Peoples & Culture	2
4	GST 221	History & Philosophy of Science	2
5	PUH 211	Environmental Health and Sanitation (Fieldwork I)	2
6	PUH 221	Community Mental Health	2
7	BCM 221	Biochemistry	3
8	ANA 241	Systemic Anatomy I	3
9	PHS 241	Introductory and General Physiology	3
10	PUH 271	Biostatistics I	3
<b>TOTAL CREDIT UNITS</b>			<b>24</b>

**Second Semester 200 Level**

<b>s/n</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Units</b>
1	GST 112	Logic Philosophy & Human Existence	2
2	GST 122	Communication in English II	2
3	GST 132	Communication in French	2
4	GST 222	Peace Studies & Conflict Resolution	2
5	GST 223	Introduction to Entrepreneurial Studies	2
6	MMP 212	Introduction to Medical Microbiology/Parasitology	2
7	MMP 222	General Parasitology Practical	1
8	PUH 242	Public Health Nutrition	2
9	PUH 252	Family Health and Human Reproductive Health	2
10	PUH 262	School Health Programme (Public Health Practicum I)	2
11	PUH 282	Population and Demographic dynamics	2
<b>TOTAL CREDIT UNITS</b>			<b>21</b>

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

<b>s/n</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Units</b>
1	GST 311	Entrepreneurship Trade Skills (PRACTICAL)	2
2	MMP 311	Basic Parasitology/Medical Entomology	3
3	PUH 311	Biostatistics II	2

Public Health

4	PUH 321	Principles of Epidemiology (Public Health Practicum III)	2
5	PUH 331	Principles of Primary Health Care (PHC)	2
6	PUH 351	Epidemiology of Non-Communicable Diseases	3
7	PUH 361	Sociology in Health and Disease	2
8	PUH 371	Introduction to Health Services Management	2
9	PUH 381	Water and Air quality management	2
10	PUH 391	Community Health Education and Promotion	2
<b>TOTAL CREDIT UNITS</b>			<b>22</b>

**SECOND SEMESTER 300 LEVEL**

s/n	Course Code	Course Title	Credit Units
1	ANA 242	Systemic Anatomy II	2
2	PUH 302	Clinical Nutrition and Dietetics	2
3	PUH 312	International Health & Public health Law	2
4	PUH 322	Principles of Pharmacology	2
5	PUH 332	Occupational Health & Safety	2
6	PUH 342	Contemporary issues in Public Health	2
7	PUH 352	Laboratory/Field Methods in Public Health	2
8	PUH 362	Epidemiology of Communicable Diseases	2
9	PUH 372	Health Economics, Budgeting & Financing	2
10	PUH 382	Research Methods in Public Health	2
11	PHS 382	Reproduction, Maternal and Fetal Endocrinology	2
<b>TOTAL CREDIT UNITS</b>			<b>22</b>

**DIRECT ENTRY (FINAL) YEAR**

**First Semester 400 Level**

s/n	Course Code	Course Title	Credit Units
1	PUH 401	Seminar 1 (Research Project Proposal writing and defense)	3
2	PUH 411	Urban Field Experience (SIWES I)/Internship	6
3	PUH 421	Health Issues of Adolescents, Adults and	3
4	PUH 431	Quality Assurance in Public Health Services	2
5	PUH 441	Disaster and Emergency Management	3
6	PUH 451	Research Methods in Public Health	3
7	PUH 461	Health Communication & Social Marketing	2
<b>TOTAL CREDIT UNITS</b>			<b>22</b>

**Second Semester 400 Level**

<b>s/n</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Units</b>
1	PUH 400	Research Project (Final Project Defense)	6
2	PUH 402	Seminar (Mock defence)	3
3	PUH 412	Rural Field Experience (SIWESII)/Internship	6
4	PUH 422	Seminar (Field work Reporting)	3
<b>TOTAL CREDIT UNITS</b>			<b>18</b>

**COURSE DESCRIPTIONS****YEAR ONE****GST 111      Communication in English I      2 Units**

The course is to help students develop the work habits and a range of high-level skills required for independent learning and the University. Contents cover skills in reading, listening, note-taking, communication, language, organizing study time, examination techniques, comprehension, skimming, and scanning text organization, grammar, spelling and punctuation, sentence elements, vocabulary development.

**CHM 107 General Chemistry I (Practical)      1 Unit****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 radon, thermochemistry, chemical equilibrium, electrolyte and ionic equilibrium, theory of acids, bases and indicators, absorption chromatography etc.

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



**GSS 112 Citizenship Education 2 Units**

The course introduces students to the social, cultural, political and economic heritage of the Nigerian nation with emphasis on the people, intergroup relations, problems of cultural diversity and nation-building, law and language etc. It is aimed at awakening national consciousness among the students.

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

**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**

**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**

**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 102 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.

**PUH 211 Environmental Health and Sanitation (Fieldwork I) 2 Units**

This course covers environmental determinants of public health status. It will examine technologies for the prevention and control of environmental decay, nuisance and natural disaster. Basic principles of environmental sanitation protection and laboratory and field procedures for isolating microorganisms in water, food and other environmental media will be introduced. Food laws, inspection of food and food establishments, including markets and effects of microorganisms and insects of significance in food sanitation are discussed. Community sanitation, particularly on disposal of the dead, including dead animals, legal procedures for disposal of corpses, cemetery sanitation, compound burials and bye-laws are discussed. Sanitation of special premises: hospitals, barracks, airports/seaports etc, and sewage/wastewater disposal systems such as V.I.P. latrine, pour-flush, Eco-san, Community-led

total sanitation (CLTS) are covered. Basic concepts, principles, nature, classification (types) and management of solid waste are presented. Definition and classification of wastes, solid waste materials and composition, solid waste and health, sources of waste; waste collection methods and contracting, collection equipment. Planning of solid waste collection systems; reuse, recycling and reclamation methods are discussed. Waste generation, collection, handling and disposal are presented. Theory of integrated waste management (ISWM), **Industrial work experience**, field and laboratory sampling and monitoring of solid wastes and waste management technologies are emphasized.

**BCM 221 Biochemistry 3 Units**

The course covers gases, solutions, equilibrium and dissociation constants, hydrogen ion concentration and pH. The biochemical importance of pH is discussed. Acids, bases buffers and osmotic pressure are examined. Methods of expressing concentrations, bonds and interactions are introduced. Introduction to the principles and application of the commonly used biochemical techniques (colorimeter, chromatography, electrophoresis, centrifugation, spectrophotometry, spectroscopy and manometry) are covered.

**PUH 221 Community Mental Health 2 Units**

The course covers basic mental health concepts, principles and their application to Public Health. Psychopathological basis of mental illness and classifications of mental disorders are presented. Promotion of mental health, prevention of mental disorders and provision of mental health care will be highlighted. The course will explore common mental illnesses in Nigeria and examine mental health care systems and socio-cultural and legal contexts of mental health in Nigeria.

**ANA 241 Systemic Anatomy I 3 Units**

The course covers anatomical positions and terminologies. Also, body organization, cell theory and the cell; basic tissues of the body, skeletal plan, arrangement of muscles, their origin, and nerve and blood supply of limbs are presented. Skeletal system, joint, muscular systems, circulatory and surface anatomy, are also covered. Some emphasis will be made on the embryologic characteristics of the systems.

**PHS 241 Introductory and General Physiology 3 Units**

The course covers the composite mammalian cell, cell membrane, transport and potential; physiology of excitable tissues, compartmentalization and composition of body fluids; characteristics and functions of blood; haematopoiesis, blood groups, infection and immunity; clotting mechanism, physiological anatomy of the heart, ECG, blood pressure; cardio-vascular

adjustment in health and disease and functional organization of the autonomous nervous system.

**PUH 271 Biostatistics I 3 Units**

This course introduces basic biostatistics, which includes data management, summarization and presentation of data, measurement scale, measures of central tendency, measures of dispersion and skewness. The normal curve and central limit theorem are also introduced. Students are provided with specific data to work on for practical purposes and must develop simple questionnaire protocols for analysis. NOTE: Student must pass this course in order to qualify to take PUH 371 (Biostatistics II).

**GST 212 Computer Applications 2 Units**

This course equips students with computer skills for collecting, organizing, and analyzing data; and presenting research reports in Public Health. Students can develop PowerPoint presentations and present reports using the projector, and conduct literature research using the internet.

**GST 202 Entrepreneurship Development (Theory) 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 course builds on the concepts introduced in GST 102.

**MMP 212 Introduction to Medical Microbiology/Parasitology 2 Units**

The course covers the simple organization of bacterial, viral and eucaryotic cells. Microorganisms and their encounter with the human body, entry routes, bacteria flora of the human body and the concepts of commensals and pathogens are explained. Morphological basis of bacterial cell groups (bacillus, coccus, coccobacillus, and spiral forms) and Gram morphotypes, prototype bacterial, viral and protozoan diseases; agents of transmission are covered. Control of microbial infections, concepts of antiseptics, disinfectants and antibiotics are presented.

**MMP 232 Introduction to Medical Parasitology (PRACTICAL) 1 Unit**

The practical aspects of materials presented in the course MMP 212 are demonstrated.

**PUH 242 Public Health Nutrition (Fieldwork) 2 Units**

This is an introductory course that covers an overview of nutrition and its relationship to overall human development. Food components nutrients; their classifications, roles, functions, sources, deficiency/disorders associated with each and their prevention/management are underscored. Nutrient

requirements through the life cycle and nutrients/non-nutrient interrelationships are also discussed. Tools, skills and techniques necessary for nutrition programme planning, implementation and evaluation are discussed. The role of Public Health Nutritionists in determining the nutrition needs of specific target populations and promoting good health and overall wellbeing will be introduced. Skills will be directed at community nutrition surveys in children 0-5 years and school children up to 18 years. Students are expected to participate actively in community and institutional nutritional surveys using the structured questionnaire prepared by staff and students.

**PUH 252 Family Health and Human Reproductive Health 2 Units**

This course introduces students to the meaning and significance of family health in the context of primary health care. Overview of the various social structures of the family provides the student with an understanding of types of family structures they may likely encounter during practice. Knowledge relating to the organization of family health services is covered. Emphasis will be placed on the following areas; contemporary issues on gender preferences, reproductive health, including family planning, genital mutilation and human sexuality. Reproductive health and population dynamics are also featured.

**PUH 262 School Health Programme 2 Units**

This course introduces students to the health problems of the school child. Major elements of the school health programme are reviewed, including needs assessment and problem diagnosis. The course covers, among others, the objectives, need for school health service, comparative analysis of school health service in different countries, school health service programmes, curriculum design and evaluation and discusses controversial issues such as sex education. Students are expected to visit various schools to observe conditions existing and to write and present reports.

**PUH 282 Population and Demographic Dynamics 2 Units**

The course covers the meaning of demography and methods of demography. Emphasis will be placed on using demographic materials and methods in planning, policy analysis and evaluative research in public health. Demographic features of the Nigerian population are equally emphasized, and trends in general population growth are featured. Topics covered include data sources and quality from the census, special surveys, and vital and other registration systems. Students are to present the descriptive statistics and graphics with reports writing and submitted on assigned projects. The overview of the following concepts; sociology of human fertility, population and economic development, migration and mortality, politics of population, population policies and programmes, demography and society and demographic transition and dividend are also examined.

### **YEAR THREE**

#### **MMP 311 Basic Parasitology/ Medical Entomology 3 Units**

Classification and life cycle of protozoans – the amoebas, ciliates, flagellates and sporozoans. Life cycle and pathogenicity of the nematodes – Ascaris, Strongyloides, Trichuris, guinea worm, Hookworms, Trichinella, Enterobius etc. The cycle and pathogenicity of cestodes – the tapeworms, D. Latum, Echinococcus – hydatid disease, and the larval forms of cestodes are emphasized.

#### **PUH 311 Introduction to Health Services Management 2 Units**

The course introduces students to concepts in health care management. It addresses, among other issues at the rudimentary level on the health policy process, health planning, decision making, organizing health organizations, coordinating, leading the team, teamwork, and systems approach.

#### **PUH 321 Principles of Epidemiology (Public Health Practicum I) 2 Units**

This is an introductory course designed to acquaint students with the basic principles of epidemiology. The course covers principles and methods of epidemiologic investigation of infectious and non-infectious diseases. Attention is focused on the historical context and developments, the definition of terms and concepts, scope, uses, concepts of disease causation, measures of disease frequency, levels of prevention, types and methods of epidemiological investigations. Students are exposed to medical information and statistics to illustrate key concepts presented throughout the course. The course also covers disease notification and surveillance, applying epidemiological methods to laboratory sciences and inferences, illustrating epidemics/types of epidemics, the spread of infectious diseases, and vaccination.

#### **PUH 331 Principles of Primary Health Care (PHC) 2 Units**

This course provides an overview of the concept and principles of PHC. The evolution of PHC and the practice of PHC and its role as the core of our health system is discussed. It examines the PHC components and their relevance and application. This course also introduces students to basic principles of primary health care and general health planning. Specific attention is drawn to PHC program formulation in which the interrelationship between assessment of health situation, prioritization of problems, selection of interventions, selection of strategies, objectives are examined. Decision-making process based on planning, monitoring, and evaluating PHC interventions.

**PUH 351      Epidemiology of Non-Communicable Diseases      3 Units**

The purpose of this course would be to enable the students to distinguish the important differences between communicable diseases and non-communicable diseases such as cancer, hypertension, diabetes, Road Traffic Accidents etc. Students are expected to describe the present-day morbidity in Nigeria and compare it with the developed nations. Some important factors associated with NCD such as heredity, social class, occupation, sex, personal lifestyle, behaviour, and seasonal variations are discussed with examples. The course would also include a discussion of methods of prevention.

**PUH 361 Sociology in Health and Disease      2 Units**

This course covers definitions and basic concepts of health, illness, sickness, and primary health care; health as a holistic concept; and concept of disease. It discusses the natural history of diseases, causation, control, prevention, intervention, theories of health and disease, sociology in medicine and sociology of medicine. Other topics include doctor/patient relationship, health and social control, formal and informal health care delivery, politics in health and disease, inter- and intra-professional conflicts among medical professionals. It explores health care delivery as a social problem, prospects and current health problems seen in cross-cultural perspective, principles and theories related to personal, family and public health.

**PUH 371      Biostatistics II      2 Units**

This course covers probability, statistical inference, significance testing using parametric test statistics, and its application to research and public health. Students are expected to work in small groups, practising different data collection, analysis, summarization, and presentations using computer software. The pre-requisite is PUH 271 (Biostatistics I).

**PUH 381 Water and Air Quality Management (Public Health Practicum)**

**2 Units**

Definition, concepts, principles and objectives are presented. Standards for drinking water quality, international treaties and conventions, procedures for water quality monitoring and surveillance are discussed. Protection of water sources, including effluents and partially treated wastewater discharge, are covered. Concept of air quality, composition of air; air pollution, common air pollutants and measurement of air quality, air quality modelling; air quality assessment technologies are discovered.



The course will cover analysis of global public health and global public health agencies with emphasis on defining and evaluating preventive efforts to affect the quantitative, biological, economic, social, political and behavioural determinants of health. Investigation of the burden of disease, social justice and equitable health care are discussed. Emphasis will be placed on reproductive health, population dynamics, complex humanitarian emergencies, globalization and global cooperation. Past and contemporary public health situations will be evaluated and discussed to comprehend better the main topics covered. Also, ethical considerations in Public Health, constitutional and social bases for public health law are covered. These include the development of statutes, regulations, and their effects on social problems and sanitation laws. Regulations guiding water, food and drug and regulatory agencies, e.g. NAFDAC, NDLEA etc. are presented

**PUH 322 Principles of Pharmacology 3 Units**

The course presents definitions, basic concepts and principles in Pharmacology. Sources, classification and composition of drugs are presented. The students are exposed to the basic concept of Pharmacokinetic, including drug absorption, distribution, metabolism and excretion. Basic concepts of drug actions in the body

– Pharmacodynamics, including drug receptors, receptor theories, drug targets, drug interactions, drug-food interactions and adverse drug reactions, are presented. Self-medications and challenges, herbal medicine preparations, uses and potential risks are discussed. Rational drug use and drug and substance abuse with emphasis on alcoholic beverages, sedatives and stimulants and health effects and treatment are presented. Drugs used for infectious diseases (Antibiotics), environmental toxicants and pollution (heavy metals, polychlorinated hydrocarbons and endocrine disruptors), The Essential Drug List formulation, implementation and public health impact and legal control of poisons and drugs of abuse are also discussed.

**PUH 332 Occupational Health and Safety 2 Units**

The course presents definitions and basic concepts, and principles in Occupational Health and Safety evaluation. It highlights selected industrial accidents; health and safety hazards in selected occupations in Nigeria. It discusses general principles and methods for controlling health and safety hazards at work, including environmental and biological monitoring of the workplace. It presents occupational diseases, occupational health services and industrial regulation through legislation.

**PUH 342 Contemporary Issues in Public Health 2 Units**

In this course, students are introduced to topical issues relevant to local, national and international public health. Such issues range from changing patterns in communicable and non-communicable diseases (Malaria, polio, HIV/AIDS, tuberculosis/leprosy, cerebrospinal; meningitis, maternal mortality and infant mortality), nutrition targeting in refugee and internally displaced persons (IDP) situations, systems thinking in public health, new epidemics, climatic and atmospheric changes, genetic engineering (including cloning), accidental and violent injuries, traditional medicine, to political and socio-economic concerns.

**PUH 352 Laboratory/ Field Methods in Public Health**

**(Public Health Practicum IV)**

**2 Units**

The course introduces the student to basic laboratory techniques and field techniques, procedures and methods in Public Health directed at the prevention, surveillance, control of diseases and improvement of the community's health. Emphasis is on practical demonstrations and field applications of concepts, principles and theories related to the laboratory aspects of Public Health. Methods of Community diagnosis, surveys and field trials of interventions against selected tropical diseases are described, including immunization techniques.

**PUH 362 Epidemiology of Communicable Diseases (Public Health Care Practice)**

**3 Units**

The purpose of this course is to introduce students to the factors affecting the occurrence of communicable diseases (agent factors) and the variable response of the host (man) to infection, such as the development of immunity. This course introduces students to the epidemiologic model of Host-agent, rate of transmission. Focus on increasing understanding of the relationship and interaction between host, agent, and environment to control communicable diseases. An example is the HIV/AIDS pandemic in sub-Saharan Africa in general and Nigeria in particular. The types and role of vectors in disease transmission, the public health/medical significance of arthropods, pathogen development in arthropods and examples of vector-borne diseases are also discussed. Students are also introduced to the national disease notification systems, national immunization schedule and immunization techniques) The course concludes with vector control principles and methods, such as chemical control, biological control, personal protection measures, environmental management, and integrated control.

**PUH 372 Health Economics, Budgeting and Financing (Fieldwork)**



students. Coordination is by the SIWES Directorate of Havilla University and the Departmental SIWES Coordinator.

**PUH 421 Health Issues of Adolescents, Adults and Persons with Disability** **3 Units**

This course emphasizes health psychology, health behaviour, health issues and health problems relating to adolescents and adults. Application of health behaviour models to risk behaviours, protective factors and social, material and health needs of adolescents and adults. Exploration of behavioural aspects of health in adolescents, young adults, and older adults with a special focus on health needs of persons with disabilities.

**PUH 431 Quality Assurance in Public Health Services** **2 Units**

This course introduces students to quality dimensions in health, approaches to quality assessment and assurance in public health services. Topics covered include definitions and the need for quality in public health services, quality assessment and assurance, dimensions of quality health care. The structure, process, and outcome approaches to quality assessment in health care. It discusses client, professional, and management quality, continuous quality improvement, and clinical risk management.

**PUH 441 Disaster and Emergency Management** **3 Units**

Types of disaster, natural and manmade, especially those likely to occur in Nigeria, are discussed. The importance of an Early Warning System, Management and Rehabilitation/Re-settlement of affected populations will be emphasized. Recent examples of disasters and their management would serve as case studies. Disaster planning and mitigation are discussed.

This course also describes first aid as a humanitarian act, defines the concepts and scope of first aid, steps and techniques in responding to an emergency or accident before the arrival of professionals. It examines basic fire and road safety codes and accident prevention. This course has theory and practical aspects taught with support from the Nigerian Red Cross, Road Safety Corps and the State Fire Service Department. Students who pass the theory and practical demonstration could qualify for a one-week certificate course with the Nigerian Red Cross and receive certification on basic life support and cardiopulmonary resuscitation.

**PUH 451 Research Methods in Public Health** **2 Units**

The course exposes students to the definition of research, research classification based on purpose, research methods, and research settings. It

discusses sampling techniques, including probabilistic and non-probabilistic, research designs and data collection methods, and how to develop a research proposal and report research findings.

The course also exposes students to practical research processes in Public Health, from literature review to application of the reviewed literature in the development, pretesting and validation of research instruments. For ease of instruction, the course is conveniently divided into two parts; qualitative and quantitative applications. Students must work in small groups, practising different data collection methods, data analysis and presentation of results and referencing using computer software.

**PUH 461 Health Communication and Social Marketing  
(Fieldwork II)**

**2 units**

The course covers the concepts of health information, education and communication (IEC) and their relevance to health education processes. This course focuses on understanding how different models and channels of communication inform the study of and understanding of health issues both within and outside the healthcare setting. As a frontline action needed for effective health communication, consumer health education is emphasized, especially in the ever-evolving technology-based communication. Patient-provider communication, caregiving, medical and health promotion, storytelling in health and health entertainment are discussed.

**PUH 400 Research Project (Final Defence)**

**6 Units**

Each student continues data collection, analysis, and project report writing. Students must continually consult their supervisors in the process for guidance. After that, an external examiner scrutinizes the research report and conducts an oral examination for each student.

**PUH 402 Seminar (Mock Research Project Defence)**

**3 Units**

Each student defends research work at a mock departmental defence. After that, an external examiner scrutinizes the research report and conducts an oral examination for each student.

**PUH 412 Rural Field Experience (SIWES II) Internship**

**6 Units**



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