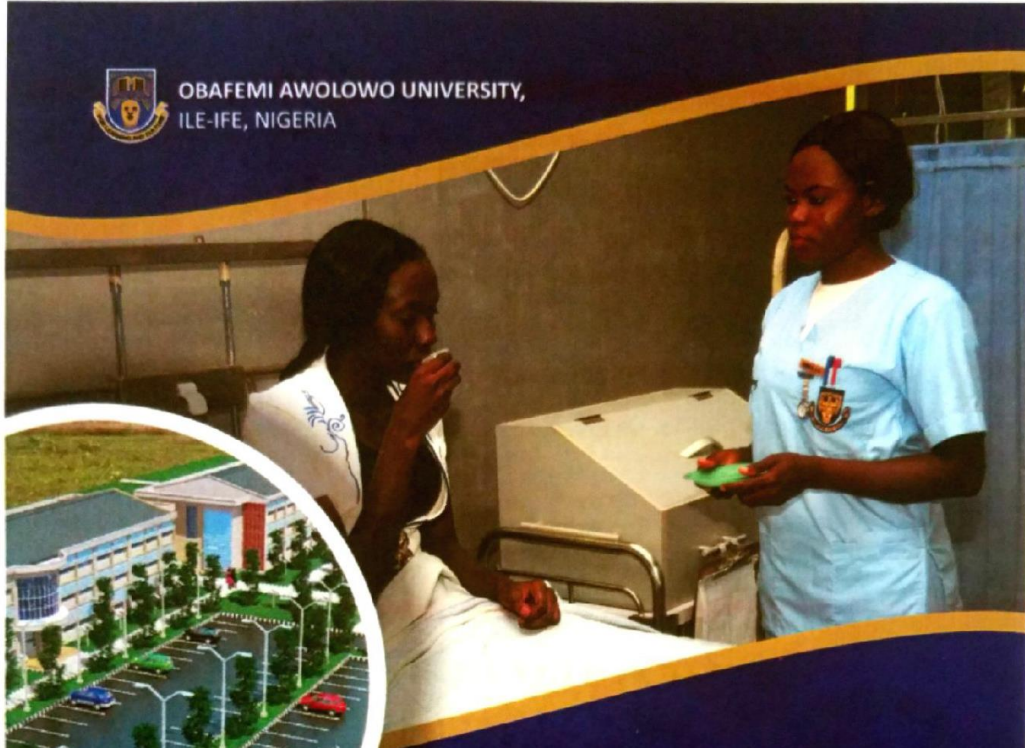




OBAFEMI AWOLOWO UNIVERSITY,
ILE-IFE, NIGERIA



**COLLEGE OF HEALTH SCIENCES
FACULTY OF BASIC MEDICAL SCIENCES
DEPARTMENT OF NURSING SCIENCE**

STUDENT'S HANDBOOK

2019 - 2024



FOREWORD

Nursing has evolved as a practice profession with a body of knowledge that requires sound science base (basic, applied and social), liberal arts education and dexterity in clinical skills. Nursing programme in the University is rigorous and requires that students take guidance from teachers, mentors, preceptors, and clinicians in the classroom, in the laboratory, in clinical and community settings. The Bachelor of Nursing Science prepares a polyvalent graduate whose competence must be sound to provide primary care as to meet health and nursing care needs of people across the life span.

The Department of Nursing Science of the Obafemi Awolowo University pioneered the generic programme. We offer a very broad range of courses from the humanities, social and basic sciences to courses covering all aspects of Nursing Science and leading to the Bachelor of Nursing Science Degree. Our students are prepared for rewarding and flexible careers in all health care and community settings, social services, educational settings and within government and non-governmental organizations. Other courses leading to strong academic and business oriented programmes are also offered at the undergraduate and postgraduate levels in Nursing Science. The Department do not only train young minds to become well-groomed professionals, but we also inculcate discipline required for real life sustenance in line with the University's motto "For Learning and Culture".

We have very highly motivated teachers/instructor/facilitators/tutors and preceptors who are also willing to mentor students ensuring that they acquired desirable knowledge, attitudes and skills to prepare them for life long career in Nursing. Staff members from diverse specialization from the department also give leadership to the growth of the profession in all ways.

We are proud of our graduates and alumni working in all spheres of lives and giving quality leadership in health and related disciplines. Our Alumni are known for excellence locally, nationally and internationally. We acknowledge the support of our Alumni in North America as they begin the work of building a virile alumni body that can also provide quality support to the department. We hope to continue to build stronger organization comprising alumni in and outside Nigeria who would also take the initiatives to give something back to the institution that give them the professional footing into a worthy career.

This handbook gives you basic information and describes the range of courses covered in the BNSc degree programme. It also gives guide to how you can work your way through Obafemi Awolowo University, through the Department of Nursing Science and other servicing Departments.

Prof. Omolola O. Irinoye
Head
Department of Nursing Science
September 2018

THE UNIVERSITY:

Postal Address:

The Obafemi Awolowo University,
Ile-Ife, Nigeria

vc@oauife.edu.ng

registra@oauife.edu.ng

LAGOS LIAISON OFFICE

9 Methodist Church Street
Opebi, Ikeja, Lagos, Nigeria
Telephone: 01-7740726

ABUJA LIAISON OFFICE

8 Zaire Crescent, Maitama District
Abuja, Nigeria

DEPARTMENT OF NURSING SCIENCE,
FACULTY OF BASICMEDICAL SCIENCE
COLLEGE OF HEALTH SCIENCES

NATIONAL UNIVERSITY COMMISSION:

Plot 430 Aguiyi Ironsi Street,
Maitama District
PMB 237, Garki GPO, Abuja Nigeria
Telephone:; 09-5233176-81
Fax: 09-5233520

TABLE OF CONTENTS

1.0	INTRODUCTION	vii.	Grade Point Average (GPA)
1.1	Members of Staff of the Department	1.5.4	GPA and CGPA sample computations
*1.2	Historical Notes	i.	Sample computations
*1.2.1	History of the University	ii.	Notes on sample computations
*1.2.2	Mission, Vision, Major Thrusts of the University	1.6	Miscellaneous notes on the course unit system
**1.2.3	History of the College of Health Sciences	i.	Withdrawal from the University
1.2.3.1	History of <u>Faculty of Basic Medical Science</u>	ii.	Final assessment and class of degree
*1.2.4	History of the <u>Department of Nursing Science</u> <u>Botany</u>	1.7	Transfer within the University and length of stay in the University
1.2.5	Mission, Vision, objectives of the Department		
1.2.6	Members of the University	2.0	BACHELOR OF NURSING SCIENCE
1.2.7	Officers of the University	2.1	Objective
1.2.8	Establishment of the University Council	2.2	Degree offered
	(a) Functions	2.3	Entry requirements
	(b) Composition of the Members of Council	2.4	Requirements for the award of degree
1.3	Organization, Administration and Control	2.5	Graduation Requirements
1.3.1	Congregation	(a)	Foundation Programme
1.3.2	Information of facilities	(b)	Special Electives
	A. Hezekiah Oluwasanmi Library	(c)	Departmental Requirements
	B. Division of Students' Affairs	(d)	Restricted Electives
1.3.3	Rolls of Honours for students	(e)	Free Electives
1.4	University Examination Regulations	2.6	Outline of Programme for Parts I-IV
1.4.1	Registration for University Examinations	2.7	Course Content
1.4.2	Absence from Examination	2.7.1	
1.4.3	Examination Offences	2.8	Prizes in the Department
1.5	The Course Unit System and the Computation of Grade Point Average (G.P.A) as operated in Obafemi Awolowo University	3.0	POSTGRADUATE PROGRAMME
1.5.1	Introduction	3.1	Introduction
1.5.2	Calculation of Grade Point Average (G.P.A)	3.2	Degree Awarded
1.5.3	Definition of Terms	3.3	General Requirements
i.	Student Workload	3.4	General Departmental Requirements
ii.	Total Number of Units (TNU)	3.5	Course Work
iii.	Cumulative Number of Units (CNU)	(a)	General Plan
iv.	Level of Performance Rating	(b)	Course Requirements
v.	Total Credit Points (TCP)	(c)	Courses
vi.	Cumulative Credit Points (CCP)	3.6	Examinations
		(a)	M.Sc.
		(b)	Ph.D.
		3.7	Staff for graduate programmes
		3.8	Course syllabus
		4.0	Area of Active research

1.0 INTRODUCTION

This document is intended to serve as a general source of information for students in the Department of Nursing Science. Programmes of the department are structured to help you grow academically, physically, mentally and socially with high moral standards that also speak to your understanding of the ethical expectations of the profession of nursing. The courses, though rigorous, groom graduates to become independent individuals with critical minds that can objectively analyse issues and make critical judgment as basis of making decision in all aspects of their personal and professional life.

All activities in the various programmes of the department are designed to bring out the best out of every student by helping each to understand his/her strength and weaknesses and utilize the former to improve upon the latter in a supportive learning environment. As it is in any University environment, students learn through interaction with the physical and social environment that can help them develop their talents while interacting through curricula and extra-curricular activities. This is done while interacting with colleagues, administrative, technical and teaching, technical and administrative staff in the department, the faculty, the college and the university at large. Through the virtual world, students can also interact with people in other parts of the country and the world. Every interaction will assist students to be articulate and appropriately groomed practitioner with high regards for the dignity of persons even as they mature into the practice of Nursing as a profession.

Students need to be adequately informed of some administrative procedures in the University to benefit fully from the opportunities provided by the Obafemi Awolowo University. The University provides a handbook for the student. It will be required that students get the university handbook, get updated with most recent rules and regulations of the University with regards to studentship, registration for courses and examinations. This handbook also provides additional information that are important for students undergoing the Bachelor of Nursing Science Degree programme. The handbook provides detailed information about the courses that students have to do, the time of doing such courses, mode of assessment and graduation requirements. It is important that students consult this handbook regularly.

Beyond what students can get from this handbook, students have class coordinators and students also have the opportunity to take counsel from the Academic Advisers before taking major decisions in respect of their academic work and professional life. The Head of Department is also a source of up-to-date information and should be consulted with issues that Class Coordinator and Academic Adviser are unable to resolve. Though the information provided in this handbook is ensured to be accurate, the information provided by the Head of Department, or any person acting on behalf of the Head of Department takes precedence over the information provided in this handbook.

1.1 Members of Staff of the Department

Staff of the Department of Nursing Science cover core nursing professionals in the department, other health professionals in the Faculties of Basic Medical Sciences, Clinical Sciences, Pharmacy, other lecturers from Faculties of Science, Social sciences, Technology, Education among others. Others are also drawn from the Obafemi Awolowo University teaching Hospital Complex and other training clinical sites. A list of names some of the staff are as listed.

**Table 1: LIST OF LECTURERS AND CLINICAL
ACADEMIC STAFF IN THE DEPARTMENT OF NURSING SCIENCE**

S/N	Name in Full	Area of Specialty	Qualifications	Present Rank
1	Prof. B.R. Fajemilehin	Medical-Surgical Nursing. Gerontological Nursing.	PhD (Sociology and Anthropology), M.Sc. (Nursing), BNSc, RN, RPHN, FamPlan, R. G.N., RNE, FWACN	Professor
2	Prof. O. O. Irinoye	Medical- Surgical Nursing, Public/Community Health Nursing, Gender & Development, Women's and Adolescents' Health	PhD (Health Sciences), M.Sc. Women, Development and Administration M.Sc. (Nursing), B.Sc (Nursing), RN, RM, RPHN, RNT.	Professor
3	Dr. A.A. E. Olaogun	Medical-Surgical Nursing, Standardized Nursing Languages	PhD (Sociology and Anthropology), M.Sc. (Nursing), B.Sc. (Nursing), RN, RM, RPHN, RNT	Reader
4	Dr. A. A Ogunfowokan	Community and Public Health Nursing, School Health Programme, Sexual violence	PhD (Nursing), M.Sc. (Nursing), BNSc. (Nursing), RN, RM, RPHN, FWACN.	Reader
5	Dr. E. O. Ayandiran	Medical-Surgical Nursing, Nursing Education	PhD (Nursing), M.Sc. (Nursing), BNSc. (Nursing), RN, RPHN,	Senior Lecturer
6	Dr. A. E. Olowokere	Community and Public Health Nursing, Care of the Vulnerable populations & Community Midwifery	Ph.D. (Nursing), M.Sc. (Nursing), BNSc. (Nursing), RN, RM, RPHN.	Senior Lecturer
7	Mrs. F. A. Faremi	Community and Public Health Nursing, Genetic Nursing, Occupational Health Nursing	M.Sc. (Nursing), BNSc. (Nursing), RN, RM, RPHN, OccupH,	Senior Lecturer
8	Dr. J. O. Faronbi	Medical- Surgical Nursing, Gerontological Nursing	PhD (Nursing), M.Sc. (Nursing), BNSc. RN, RPHN	Senior Lecturer
9	Dr. C. S. Adereti	Medical-Surgical Nursing, Nursing practice	PhD (Nursing) M.Sc. (Nursing), BN.Sc., RN, RM, RPHN.	Lecturer I
10	Dr. E. K. Afolabi	Community and Public Health Nursing, Oncology	PhD (Nursing) M.Sc. (Nursing), BNSc., RN, RM, RPHN, FWACN.	Lecturer I
11	Dr. S. J. Ayamolowo	Community and Public Health Nursing, Community Midwifery	PhD (Nursing), M.Sc. (Nursing), BNSc., RN, RPHN.	Lecturer I

12	Dr. O. E. Olagunju	Community and Public Health Nursing, Adolescent Health	PhD (Nursing), M.Sc. (Nursing), BNSc.,RN, RM, RPHN, FWACN	Lecturer I
13	Dr. A. O. Olajubu	Community and Public Health Nursing, Community Midwifery	PhD (Nursing), M.Sc. (Nursing), BNSc., RN, RM, RPHN	Lecturer I
14	Mrs. M. O. Oginni	Medical-Surgical Nursing, Maternal and Child health	M.Sc. (Nursing), BNSc., RN, RM, RPHN	Lecturer I
15	Mr. T. T. Famakinwa	Medical-Surgical Nursing, Nursing Education	M.Sc. (Nursing), BSc. (Nursing), MHPM, RN.	Lecturer I
16	Mr. O. O. Oyediran	Medical -Surgical Nursing, Peri-operative Nursing	M.Sc. (Nursing), BNSc., RN, R.Periop. Nursing, FWACN	Lecturer II
17	Miss. O. O. Oyelade	Mental Health and Psychiatry, Public Health Nursing	M.Sc. (Nursing), BNSc., RN, RPsyN	Lecturer II
18	Mrs A.O. Komolafe	Community and Public Health Nursing; Community Midwifery General Nursing	MSc.N, BNSc., RN., RM., RPHN	Assistant Chief Nursing Officer
19	R. O. Salau	Community and Public Health Nursing; School Health	B.N.Sc., MSc.N, RN, RM, RPHN	Nursing Officer I

ASSOCIATE ACADEMIC STAFF			
	Name and Department	Qualification	Present Rank
	Obsterics, Gynaecology and Perinatology		
1	E. O. Orji	MBBS, FMCOG, FWACS	Professor
2	A.T. Owolabi	MBBS, Mcom.H, FWACS	Professor
3	A.B. Adeyemi	BSc, MBChB, FWACS	Professor
4	O. M. Loto	MBChB, FWACS, FMCoG	Professor
5	K.O. Ajenifuja	MBBS, FWACS	Reader
	Paediatrics and Child Health		
6	J. B. E. Elusiyan	MBChB, FWACP	Professor
7	P. O. Obianjuwan	MBChB, FWACP	Senior Lecturer
8	C.H. Ayanbolu	MBChB, FWACP	Senior Lecturer
	Anatomy and Cell Biology		
9	P. U. Nwoha	B.Sc., M.Sc., Ph.D	Professor
10	O. S. Adewole	MBBS, M.Sc.	Professor
11	A. A. Abiodun	MBBS, M.Sc.	Senior lecturer
	Name and Department	Qualification	Present Rank
	Anatomy and Cell Biology		
12	O. A. Ayannuga	MBBS, M.Sc., Ph.D.	Senior lecturer

13	D. O. Adeyemi	B.Sc., M.Sc., Ph.D.	Senior Lecturer
14	O. A. Komolafe	B.Sc., M.Sc., Ph.D.	Senior Lecturer
15	D. A. Ofusori	B.Sc., M.Sc., Ph.D.	Senior Lecturer
16	S. O. A. Odukoya	MBBS, M.Sc.	Lecturer I
17	B. E. Arayombo	MBBS, M.Sc., Ph.D.	Lecturer I
18	A. O. Tanimowo	MBBS, M.Sc., Ph.D.	Lecturer I
19	S. K. Ojo	MBBS, M.Sc., Ph.D.	Lecturer I
	Physiological Sciences		
20	A.O. Ayoka	B.Sc., M.Phil., Ph.D.	Reader
21	R.O. Akomolafe	B.Sc., M.Sc., Ph.D.	Reader
22	O. Ogunlade	MBChB., M.Sc., Ph.D FWACP	Reader
23	O. S. Akinsomisoye	B.Sc., M.Sc., Ph.D.	Senior Lecturer
	Medical Biochemistry		
24	B.A. Emman-Okon	B.Sc., M.Sc., Ph.D.	Senior Lecturer
25	J. O. Areola	B.Sc., M.Sc., Ph.D.	Lecturer I
26	T. T. Adeniyi	B.Sc., M.Sc.	Lecturer I
	Medical Microbiology and Parasitology		
27	A.O. Aboderin	B.Sc., MBChB, M.Sc., FMCPPath	Professor
28	A.O. Onipede	B.Sc., MBChB, M.Sc., FWACP	Professor
29	E. Donbraye	B.Sc., M.Sc., Ph.D.	Senior Lecturer
	Pharmacology		
30	M. A. Akanmu	B.Pharm., M.Sc., PhD., MPSN	Professor
31	O. R. Ilesanmi	B.Pharm., M.Sc., MPhil PhD., MPSN	Professor
32	O. I. Adeyemi	B.Pharm., M.Sc., PhD., MPSN	Reader
	Morbid Anatomy and Forensic Medicine		
33	G. O. Omoniyi-Esan	MBChB, FMCPPath	Professor
34	A.O. Komolafe	MBChB, FMCPPath	Senior Lecturer
	Community Health		
35	O. A. Esimai	MBChB, M.S.c, FMCPH	Professor
36	O. O. Aluko	B.Sc., MPH	Senior Lecturer
	Philosophy		
37	G. Fasiku	BA, MA, PhD	Reader
38	O. A. Oladosu	BA, MA, PhD	Senior Lecturer
	Name and Department	Qualification	Present Rank
	Mental Health		
39	S. K. Mosaku	MBChB, FMCP	Professor
40	O. O. Aloba	MBChB, FWACP	Senior Lecturer
41	A.O. Akinsulore	MBChB, FMCP, FWACP	Senior Lecturer
	Computer Science and Engineering		
42	B.S. Afolabi	B.Sc., M.Sc., Ph.D., CNP, COREN	Reader
43	A.I. Oluwaranti	B.Sc., M.Sc., Ph.D., CNP, COREN	Reader
	Institute of Entrepreneurship and Development Studies		
44	I.O. Abereijo	B.Sc. M.Sc. PhD.	Reader
	Chemistry		
45	A. O. Ogunfowokan	B.Sc., M.Sc., Ph.D.	Professor

46	E. A. Oluyemi	B.Sc., M.Sc., Ph.D.	Professor
47	O. O. Soriyan	B.Sc., M.Sc., Ph.D.	Professor
48	Dr T. O. Olomola	B.Sc., M.Sc., M.Phil, Ph.D.	Senior Lecturer
	Physics & Engineering Physics		
49	A. A. Okunade	B.Sc., M.Sc., Ph.D.	Professor
50	M. A. Eleruja	B.Sc., M.Sc., Ph.D.	Professor
51	M. O. Awoyemi	B.Sc., M.Sc., Ph.D.	Senior Lecturer
52	O. K Owoade	B.Sc., M.Sc., Ph.D.	Senior Lecturer
	Botany		
53	J. O. Faluyi	B.Sc., M.Sc., Ph.D.	Professor
54	S. O. Oke	B.Sc., M.Sc., Ph.D.	Professor
55	A.M. A. Sakpere	B.Sc., M.Sc., Ph.D.	Senior Lecturer
56	S. A. Saheed	B.Sc., M.Sc., Ph.D.	Senior Lecturer
	Zoology		
57	V. F. Olaleye	B.Sc., M.Sc., Ph.D.	Professor
58	O.O.Komolafe	B.Sc., M.Sc., Ph.D.	Professor
59	M. O. Awodiran	B.Sc., M.Sc., Ph.D.	Senior Lecturer
	Mathematics		
70	S. O. Ajadi	B.Sc., M.Sc., Ph.D.	Professor
71	A.A. Adesina	B.Sc., M.Sc., Ph.D.	Professor
72	O. P. Layeni	B.Sc., M.Sc., Ph.D.	Reader
73	M. O. Olatinwo	B.Sc., M.Sc., Ph.D.	Reader
	Economics		
74	A.E. Akinlo	B.Sc., M.Sc., Ph.D.	Professor
75	O. T. Ajilore	B.Sc., M.Sc., Ph.D.	Senior Lecturer
	Political Science		
76	A. S. Obiyan	B.Sc., M.Sc., Ph.D.	Professor
77	O. S. Afolabi	B.Sc., M.Sc., Ph.D.	Senior Lecturer
	Sociology and Anthropology		
78	M. A. O. Aluko	B.Sc., M.Sc., Ph.D.	Professor
79	J. O. Aransiola	B.Sc., M.Sc., Ph.D.	Reader
80	A.A. Adisa	B.Sc., M.Sc., Ph.D.	Senior Lecturer

*1.2 Historical Notes

1.2.1 History of the University

Obafemi Awolowo University, Ile-Ife is one of three Universities established in Nigeria between 1961 and 1962 as a result of the report submitted to the Federal Government in September, 1960, by a Commission it appointed in April 1959 under the Chairmanship of Sir Eric Ashby, Master of Clare College, Cambridge, to survey the needs of post-secondary and higher education in Nigeria over the next twenty years. On 8th June, 1961 the Law providing for the establishment of the Provisional Council of the University was formally inaugurated under the Chairmanship of Chief Rotimi Williams.

On 11th June, 1970, an Edict known as the University of Ife edict, 1970 was promulgated by the Government of the Western State to replace the Provisional Council Law of 8th June, 1961. This Edict has since been amended by the Obafemi Awolowo University, Ile-Ife (Amended) Edict No. 112 of 1975 (Transitional Provisions) Decree No.23 of 1975. This new Decree effected a takeover of the Obafemi Awolowo University by the Federal Military Government and established a Provisional Council as an interim governing body of the University which shall subject to the general direction of the Head of the

Federal Government, control the policies and finances of the University and manage its affairs. This Provisional Council has since been replaced by a Governing Council.

The University started with five Faculties – Agriculture, Arts, Economics and Social studies (now Social Sciences), Law and Science. Six new Faculties have since been added, namely the Faculty of Education (established on 1st October, 1967), the Faculty of Pharmacy (established on 1st October, 1969), the Faculties Technology and Health Sciences (now College of Health Sciences) (both established on 1st October, 1960), Faculty of Administration with effect from 1st October 1979) and Faculty of Environmental Design and Management (established on April 6, 1982).

In 1992, the University established a collegiate system with five Colleges. The system did not function effectively and was abandoned after two years. However, the Postgraduate College and the College of Health Sciences were retained. The College of Health Sciences now comprises of the Faculties of Basic Medical Sciences, Clinical Sciences and Dentistry.

The following other Institutes and major units exist in the University:

- The Adeyemi College of Education located in Ondo
- The Institute of Agricultural Research and Training, Ibadan
- The Natural History Museum
- The Institute of Ecology and Environmental Studies
- The Centre for Gender and social Policy Studies
- The Centre for Industrial Research and Development
- The Institute of Public Health
- The Institute of Cultural Studies
- The Technology Planning and Development Unit
- The Computer Centre
- The Drug Research and Production Unit
- The Equipment Maintenance and Development Centre
- The Central Technological Laboratory Workshop
- The Central Science Laboratory
- Centre for Gender and Social Policy Studies
- Centre for Distance Learning
- Entrepreneurship and Development Studies (IFEDS)
- Obafemi Awolowo University Investment Company Limited

Finally, some other agencies over which the University has no direct, or, in some cases limited control, have premises within the University.

- The Regional Centre for Training in Aerospace Surveys
- The National central for Technology Management
- The Centre for Energy Research and Development
- The African Regional Centre for Space Science and Education in English.

Finally, some other agencies over which the University has no direct, or, in some cases limited control, have premises within the University.

The student population has rising steadily from 244 in 1962/63 to over 30,000 at present.

1.2.2 Mission, Vision, Major Thrusts of the University

Mission

To nurture a teaching and learning community; advance frontiers of knowledge; engender a sense of selfless public service; and add value to African culture.

Vision

A top rated university in Africa.

The **major thrusts** of the University Strategic Plan for 2016 – 2020 are:

- Teaching,
- Research and Innovation,
- Governance,
- Fund Generation and Management,
- Human Resources Development and
- Infrastructure and Estate Development.

These major thrusts involve the following broad objectives:

- The modernisation of the University’s teaching programmes, through a continuous review of the curricula and teaching support services
- The pursuit of a research agenda that will deepen the University’s contribution to national development through research outputs and products uptake,
- The preparation of students for self-employment and entrepreneurship.
- The continued development and expansion of Information and Communication Technology (ICT) for all aspects of the institution’s functions.
- An expanded revenue base backed by improved financial management capability.
- The development of strategic linkages and partnerships

1.2.3 History of the College of Health Sciences

The Faculty of Health Sciences, formally instituted in the then University of Ife in 1970 after careful planning and following a demand of the then Government of the Western State in 1967. Following three years planning, the International Working Party comprising representatives of an Inter-University Council and other Nigerians who served on the planning committee met in January 1971 to prepare the report submitted to the Senate and following Senate approval of the report, a Dean was appointed in April 1972 and the Faculty of Health Sciences was inaugurated on 8th march, 1972. The aim of the then Faculty was to train a Health Team of Graduates and non-graduates – medical, dental, nursing, physiotherapy and other personnel in other professions allied to medicine so as to be able to provide a comprehensive health care in any community (rural or urban) in the state and the nation. The foundation students were admitted into the Faculty in September 1972. The Faculty of Health Sciences became the College of Health Sciences with three (3) faculties comprising Faculties of Basic Medical Sciences, Clinical Sciences, and Dentistry evolved from the former Faculty of Health Sciences in 1991/92 session.

1.2.3.1 History of Faculty of Basic Medical Sciences

The Faculty of Basic Medical Sciences is one of the three faculties constituting the present College of Health Sciences of the Obafemi Awolowo University, Ile-Ife. It was created in 1993, when the old Faculty of Health Sciences became collegiate. The Faculty has ten (10) departments. These are Departments of Anatomy and Cell Biology, Chemical Pathology, Haematology and Immunology, Medical Biochemistry, Medical Microbiology and Parasitology, Medical Pharmacology and Therapeutics,

Medical Rehabilitation, Morbid Anatomy & Forensic Medicine, Nursing Science and Physiological Sciences.

The faculty has produced many graduates and postgraduate professionals and have also groomed scholars who have grown through the academic career ladder that are giving leadership in educational, clinical settings, national and international organizations.

1.2.4 History of the Department of Nursing Science

The Obafemi Awolowo University, Ile Ife started the baccalaureate programme in Nursing in Nigeria. The University's decision to run this generic degree programme emanated from a report submitted from a committee of national and international experts on nursing and nursing education that was commissioned by the then University of Ife. In 1972, a nurse, Ms Olufemi Kujore was appointed and mandated to develop the curriculum for approval by the then Faculty of Health Sciences and the Senate of the University. The first 10 students into the nursing programme were admitted through the University Preliminary Courses in September 1973 and into the Faculty in 1974. In its history of providing leadership in nursing education in the country, the department started the post-graduate nursing programme in the nation admitting three MSc students in 1986 while in 2005, it started the part-time BNSc programme with 72 students. The part-time programme under the purview of the Centre for Distance Learning (CDL) with support from the Open and Distance Learning Unit of the National Universities Commission has been successfully migrated to the ODL mode adopting the blended learning approach of combining face-to-face with online instructions and clinical learning. The BNSc degree programme offers general, liberal and professional education for nurses. It is designed to produce polyvalent nurse practitioners who can function effectively within the health care delivery system of the nation functioning as general nurses, midwives and public health nurses. The curriculum of the programme had been reviewed over the years and the last review was approved by the Senate of the University in September 2018. The department has received full accreditation by the National Universities Commission over the years and still had full accreditation in the 2014 accreditation exercise. The 2018 revised curriculum was an upgrade of previous ones with particular attention to relevance and effective use of information technology to meet education of learners, health care needs and development in professional context and considering global context of nursing practice.

Past Heads/Acting Heads of the Department

SN	Names	Status	Duration/Tenure
1.	Ms O.O. Kujore		
	Ms G. Afafe funa		
	Dr Daramola		
	Dr R.O. Fabayo		
	Mr B.A. Jaiyeoba		
	Dr A.A. Ojo		1993-95; 2002-2004
	Prof M.K. Jinadu		
	Prof B.R. Fajemilehin		
	Dr B.A. Oyeleye		
	Prof O.O. Irinoye		
	Dr A.O. Olaogun		
	Dr. A.A. Ogunfowokan		
	Dr E. O. Ayandiran		

1.2.5 Vision and Mission of the Department of Nursing Science

Vision

To be a globally acclaimed centre of excellence in nursing education for quality practice, nursing research and development through the use of dynamic and innovative curricula to train and produce outstanding nu

rise graduates; ensure high-quality, scholarly research outputs that help nurses to be responsive to the community through their community-oriented services.

Mission

To provide exceptionally high-quality nursing education through student-centred programmes that offer cutting-edge programmes in a scholarly environment that fosters excellence in instructional delivery, research activities, and compassionate patient care at the individual, family and community levels.

1.2.5.1 Purpose and Institutional Objectives of the BNSc Programme

The Purpose of the Programme

The purpose of the programme is to prepare professional nurses/midwives/public health nurses capable of assuming professional responsibilities in various health delivery agencies including the community and social agencies. With further experiences, they 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 BNSc Curriculum

1. To uphold the academic standards stipulated by the Obafemi Awolowo University, Ile-Ife.
2. To provide a milieu conducive to learning and practising 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 mentor students into leadership responsibilities by involving them in the administration of the Department and management of self-directed organizations.
5. To develop problem solving potentials and research interest of students by exposing them to problem situations and by involving them in research projects.
6. To direct educational activities towards the development of a health team approach to health care.
7. To carry out research aimed at improving the quality of health nursing care.
8. To organise continuing education programmes for her faculty members and for other nurses outside the university.
9. To support the participation of faculty members and students in University and professional affairs.
10. To evaluate the educational programmes of the department in the light of:
 - i. the educational objectives;
 - ii. the health needs of the nation;
 - iii. their adequacy as foundations for further studies;
 - iv. emerging trends in nursing education globally; and
 - v. emerging trends in curriculum development and implementation.
 - vi. effective use of technology to enhance teaching, learning, research and practice
11. To formulate and maintain active recruitment programmes.
12. To develop and maintain audio-visual, and other learning resources.
13. To adopt technology as appropriate in the implementation of the curriculum in line with emerging

trends in education generally and in nursing education in particular.

14. To formulate future plans and seek funds to maintain its educational and training programmes.

The Learning Outcomes for the Programme

The graduate, 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 nursing process and standardised nursing languages;
3. the communication process and group dynamics;
4. the process of scientific inquiry; and
5. 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. effective communication by organising thoughts and expressing such in manners that could be easily comprehended.
5. planning and effecting health promotion, disease prevention and health restorative activities.
6. working cooperatively as a member of the health team in Primary Health Care by:
 - i. sharing information;
 - ii. accepting responsibility and limitation willingly;
 - iii. participating in group activities;
 - iv. utilising standard protocols in giving primary health care.
7. applying appropriate evaluation tools and instituting desirable changes.
8. utilising information communication technology in information management, client education, care and self-development.

C. Attitude that:

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

1.2.6 Members of the University

Members of the university include academic and non-academic staff engaged in various activities for the successful running of the university

1.2.7 Officers of the University

VISITOR

Retired General Mohamadu Buhari

President and Commander-in-Chief of the Armed Forces of the Federal Republic of Nigeria

PRO-CHANCELLOR

Dr. Yemi Ogunbiyi

VICE-CHANCELLOR

Professor Eyitayo Ogunbodede

DEPUTY VICE-CHANCELLOR (ACADEMIC)

Professor A. S. Bamire

DEPUTY VICE-CHANCELLOR (ADMINISTRATION)

Professor C. O. Ajila

REGISTRAR

Mr. M. I Omosule

LIBRARIAN

Dr. F. Z. Oguntuase

BURSAR

Mr. S. O. Ayansina

1.2.7.1 Composition of the University Governing Council

Dr. Yemi Ogunbiyi (Pro-Chancellor)	Chairman
Professor E.O. Ogunbodede (Vice-Chancellor)	Member
Professor A.S. Bamire (Deputy Vice-Chancellor (Academic))	Member
Professor C.O. Ajila (Deputy Vice-Chancellor (Admin.))	Member
Mr. Inowei T. Akono Member (Government Nominee)	Member
Mr. Ulu Awa Arua (Representative of Federal Ministry of Education)	Member
Muhammad Bello Kaoje (Government Nominee)	Member
Professor Felix Nduka Madubuike (Government Nominee)	Member
Alh.Ishaq Kunle Sanni (Government Nominee)	Member
Professor F.O. Aladejana (Representative of Senate)	Members
Professor M.A.O. Aluko (Representative of Senate)	Member
Professor T.A. Olugbade (Representative of Senate)	Member
Professor R.O. Soetan (Representative of Senate)	Member
Dr. A. Mosobalaje (Representative of Congregation)	Member
Dr. A.B. Olowookere (Representative of Congregation)	Member
Mr. J.O. Oke (Representative of Convocation)	Member
Mrs. M.I. Omosule (Registrar)	Secretary

- 1.2.8 Establishment of the University Council**
 - (a) Functions**
 - (b) Composition of the Members of Council**
- 1.3 Organization, Administration and Control**
 - 1.3.1 Congregation**
 - 1.3.2 Information of Facilities**
 - (A). HEZEKIAH OLUWASANMI LIBRARY**

PLAN OF THE LIBRARY

The Library consists of the North and South wings, which have connected walkways.

MEMBERSHIP

Membership of the Library is available, on completion of a registration card, to all students, members of the senior staff of the University and such other persons as may be determined by the Library Committee or the University Librarian on behalf of it. Students are required to renew their registration at the beginning of each academic year. Library Cards and Borrower's Tickets are not transferable; books issued on them remain the responsibility of the person whose name appears on them.

A lost Library Card or Borrower's Ticket may be replaced on submission of a written application.

THE LIBRARY COLLECTION

Hezekiah Oluwasanmi Library now contains over 380,000 volumes: It consists of two main areas:

- (i) The Undergraduate Areas and
- (ii) The Research areas.

1. Serial Collection

The Serial Collection consists of:

- (a) Current journals, the most current issues of which are shelved in the display section of the Serials Room.
- (b) Latest backfile i.e the latest 10 years of journals which are on open access to registered senior staff and postgraduate students.
- (c) Older back-files i.e. journals older than ten years are on closed access to all categories of readers who must obtain and complete request forms at the serials hatch.

2. Africana Special Collection

The Africana Special Collection is a collection of rare and other books of primary interest to people whose fields of interest are in African Studies. Staff publications and theses submitted for higher degrees of the University as well as of other Universities are also housed there. The Collection is on closed access.

3. Document Collection

The Documents Collection includes official publications of the Federal Government of Nigeria, the old regional governments, the present state governments and the "Federal Capital Territory. It also includes publications of other African governments and international organizations.

4. Reference Collection

Dictionaries, encyclopaedia, handbooks, directories, atlases, University Calendars, etc are shelved in the Reference Room. Bibliographies, indexes and abstracts are available in the Bibliography Room. Reference books do not ordinarily circulate. A newspaper clippings file (post-October, 1985) and a vertical file of reprints and other pamphlet type material is kept in the Reference Room.

5. Reserve Collection

(i) Day reserve collection

Multiple copies of textbooks, particularly some of those recommended for specific courses, are shelved in the Reserve Books Room on Floor 3 North Wing East

(ii) Two-Hour Reserve

Some other materials, periodical articles in particular, are placed on 2-hour reserve. These may be obtained on request (signature and seat number required) and retained for a period of two hours at a time, subject to renewal, provided other readers have not demanded the materials.

6. Recent Accessions

A selection of books added to the Library stock is normally displayed for several days before being put in the main collection. The books may not be borrowed while on display but may be reserved at the Loans Desk.

CATALOGUES

A library catalogue is a finding list of books and other materials available in the Library. The following catalogue can be found in the Catalogue Hall:

- (i) The Author/title Catalogue
- (ii) The Subject Catalogue
- (iii) The Shelf List
- (iv) The Serial Catalogue
- (v) The Documents Catalogue

HOW TO BORROW A BOOK

When you have found the book you want to borrow, you will be required to sign your name and address on the book card provided in duplicate. You must surrender a Borrower's Ticket for each book borrowed. When you return a book, you must ensure that you receive your Borrower's Ticket back immediately

(B) DIVISION OF STUDENTS' AFFAIRS

1. Guidance and Counsellor Unit:

The Division of Student affairs has Professional Counsellors who are committed to helping students grow in self-understanding in the process of integrating their personal and academic experiences. The services are free to students and are confidential (i.e. not used as part of his/her other University records). The services include personal counseling, group counseling, study skills improvement, tests anxiety reduction, personal crisis intervention, psychological testing, career and occupational counseling and settlement of grievances between students. Where necessary, consultations are made with campus organisations, specialist and academic Departments, to ensure that students' problems are resolved satisfactorily.

The Counsellors can be contacted in Rooms 9 & 10 Division of Student Affairs between 10.00 a.m. and 2.00 p.m. Monday to Friday.

2. Scholarship and Financial Assistance:

The Division of Students' affairs serves as a link between students and sponsoring authorities, both within and outside Nigeria. Students are advised to check the Notice Boards in their respective faculties as well as those at the Division of Student Affairs Building for advertisements and other relevant information. Liaison is also maintained between students and government at various levels for scholarship and bursaries.

1.3.3. ROLL OF HONOURS FOR STUDENTS

Senate at a Special Meeting held on Wednesday, 1st November, 2006 decided that Roll of Honours for Students be instituted in the University to enhance discipline and good performance among students.

All students are enjoined to strive to be on the Honours Roll. The details are as follows:

- (i) The Honours Roll should be at three levels, namely:
 - (a) Departmental Honours Roll
 - (b) Provosts/Deans Honours Roll
 - (c) University/Vice-Chancellor's Honours Roll
- (ii) The beneficiaries must have a minimum CGPA of 4.0 for Departmental Honours Roll; 4.25 for Provost/Deans Honours Roll and 4.5 for Vice-Chancellor/University Honours Roll in all the Faculties, except the Faculty of Pharmacy and College of Health Sciences where the candidates are expected to have a Cumulative Averages of 60% and 62% respectively.
- (iii) The beneficiary must maintain this grade annually to continue to enjoy the award.
- (iv) The recommendations must be processed along with results of Rain Semester Examinations.
- (v) The student must be of good conduct.
- (vi) He/She must not have outstanding or carry-over courses and must not be repeating the year.
- (vii) No student on Leave of Absence shall enjoy the Annual Roll of Honours Award.
- (viii) No student that has a disciplinary problem shall enjoy the award.
- (ix) The award shall be based on the recommendation of the Department Board of Examiners, while that pertaining to the Vice-Chancellor/University shall be processed through the Committee of Deans.
- (x) Names of beneficiaries shall be displayed as follows:
Departmental Honours - Departmental Notice Board
Provost/Deans Honours - Faculty Notice Board
Vice Chancellor/
University Honours - Floor 'O' Secretariat Building
- (xi) Each beneficiary shall be given a certificate.

1.4 UNIVERSITY EXAMINATION REGULATIONS

1.4.1. Registration for University Examination

- (a) A candidate for a University examination must have registered for the courses in the prescribed format not later than the closing date prescribed for registration for such courses. Any candidate who fails to register for courses at the appropriate time as prescribed by Senate will not be allowed to take any examination in such courses. Any examination taken without course registration shall be null and void.
- (b) Students who register for courses are committed to the number of units registered for and are expected to take examinations in such courses. If a student failed to take an examination he would be scored '0F' for the number of units he had registered for and in which he had failed to take the prescribed examination.
- (c) Any student who does not have any course or courses to offer in a particular semester should apply for leave of absence.
- (d) A candidate who has less than 15 units in a particular semester to graduate should apply to his/her Faculty Board for permission to register for less than 15 units. Failure to do so constitutes a breach of regulation which may result in the non-processing of the candidate's results.
- (e) A candidate who cannot register for courses during the prescribed period for registration because of an illness, must ensure that medical report on his illness is forwarded by him or his parents/sponsors to reach the Dean of his Faculty not later than four weeks after the end of the normal registration period as scheduled in the University Calendar: Such a medical report should be forwarded for authentication by the Director of Medical and Health Services for it to be considered valid. Such a

candidate shall be exempted from the penalties of late registration. All applications should be routed through the Head of Department.

- (f) Students must attend a minimum of 75% of course instructions Including lectures, tutorials and practicals where required to qualify to sit for examination in any course.
- (g) A candidate for a university examination in a particular degree programme should not be a regular candidate for another degree in this or any other university concurrently. Any candidate so discovered shall forfeit his/her studentship.

1.4.2 **Absence from Examination**

Candidates must present themselves at such University examinations for which they have registered. Candidates who fail to do so for reason other than illness or accident shall be bound by the following regulations.

- (a) Any student who fails to register for courses during one Semester without permission should be deemed to have scored “0F” in the minimum number of units required for full time student (i.e. 15 units.)
- (b) Candidates who registered for courses, attended classes regularly, did all practicals and tests but did not take required Semester examinations should be given a continuous assessment grade in each of the affected courses and a grade of “0” in the examination which they should have taken, but which they did not take.
- (c) Candidates who have less than 15 units to graduate but who fail to take the required examinations should be deemed to have scored “0”F in the outstanding courses only provided such candidates obtained permission to register for less than 15 units
- (d) Any candidate who on account of illness, is absent from a University examination may be permitted by the Senate on the recommendation from the appropriate Faculty Board, to present himself for such examination at the next available opportunity provided that:
 - i. A full-time student in the University shall report any case of illness to the University Health Centre at all times.
 - ii. When a student falls ill during examination he should first report to the Director, Medical and Health Services before attending any hospital outside the University. A report of sickness should be made to the Registrar within a week and a medical certificate for validation of his illness within three weeks.
 - iii. When a student falls ill before an examination he shall be under an obligation to send a medical report countersigned by the Director, Medical and Health Services within one week of such illness. Any time outside this period, shall be considered on its own merit.
 - iv. The Director of Medical and Health Services should, within 48 hours, submit a medical report on a candidate who is ill during an examination and is taken to the Health Centre or referred by it to the hospital for treatment.
 - v. A candidate applying for leave of absence on medical grounds must forward his application together with a medical report to the Dean of his Faculty through his Head of Department. The Medical report must be countersigned by the Director of Medical and Health services. All applications for Leave of Absence must be taken by the appropriate Faculty Board.

1.4.3 **EXAMINATION OFFENCES**

(A). EXAMINATION OFFENCES

- i. A candidate shall not be allowed during an examination to communicate by word or otherwise with any other candidates nor shall he leave his place except with the consent of an invigilator. Should a candidate act in such a way as to disturb or inconvenience other candidates, he shall be warned and if he persists he may, at the discretion of the invigilator, be excluded from the examination room. Such an action by the invigilator must also be reported in writing through the Head of Department to the Vice-Chancellor within 24 hours.

- ii. It shall be an examination offence for any student, staff or any person whatsoever to impersonate a candidate in any University examination. Any student or staff of the University found guilty under this regulation shall be subjected to disciplinary action by the appropriate authority of the university. The candidate impersonated shall also be liable of an infraction of this regulation where it is established directly from circumstantial evidence that the impersonation is with his knowledge or connivance.
- iii. No candidate shall take into an examination room, or have in his possession during an examination any book or paper or printed or written documents, whether relevant to the examination or not, unless specifically authorized to do so. An invigilator has authority to confiscate such documents.
- iv. Mobile phones are not allowed in examination halls.
- v. A candidate shall not remove from an examination room any papers, used or unused, except the question paper and such book and papers, if any, as he is authorized to take into the examination room.
- vi. Candidates shall comply with all “direction to candidates” set out on an examination answer book or other examination materials supplied to them. They shall also comply with direction given to them by an invigilator.
- vii. Candidates shall not write on any paper other than the examination answer books. All rough work must be done in the answer books and crossed out neatly. Supplementary answer books, even if they contain only rough work must be tied inside the main answer books.
- viii. When leaving the examination room, even if temporarily, a candidate shall not leave his written work on the desk but he shall hand it over to an invigilator. Candidates are responsible for the proper return of their written work.
- ix. Smoking shall not be permitted in examination room during examination sessions.
- x. Any candidate or staff who attempts in any way to unlawfully have or give pre-knowledge of an examination question or to influence the marking of scripts or the award of marks by the University examiner shall be subjected to disciplinary action by the appropriate authority of the University.
- xi. If any candidate is suspected of cheating, receiving assistance or assisting other candidate or of infringing any other examination regulation, a written report of the circumstance shall be submitted by the invigilator to the Vice-Chancellor within 24 hours of the examination session. The candidate concerned shall be allowed to continue with the examination.
- xii. Any candidate suspected of examination malpractice shall be required to submit to the invigilator a written report immediately after the paper. Failure to make a report shall be regarded as a breach of discipline. Such report should be forwarded along with the invigilator’s report to the Vice-Chancellor.
- xiii. Where a Head of Department fails to forward a report on examination malpractice to the Vice-Chancellor such action would be considered as misconduct. Where the Vice-Chancellor is satisfied on the basis of the reports forwarded to him that candidate has a case to answer, he shall refer the case to the Central Committee on Examination Malpractice.

(B) PENALTIES FOR EXAMINATION MALPRACATICE AND OTHER OFFENCES

- i. Any examination offence would attract appropriate penalty including outright dismissal from the University.
- ii. Where the Vice-Chancellor has reason to believe that the nature of any question or the content of any paper may have become known before the date and time of the examination to any persons other than the examiners of the paper, the Board of Examiners, and any official of the University authorized to handle the paper, he may order the suspension of the examination or the cancellation of the paper or setting of a new paper and shall report the matter to the Senate. The Vice-Chancellor shall also take any disciplinary measure against any student or students involved as he may deem appropriate.

- iii. If in the opinion of an invigilator, circumstances arise which render the examination unfair to any candidate, he must report the matter to the Vice-Chancellor within 24 hours after the examination. Where such matter is reported to the Vice-Chancellor he may take such action as he deems fit. If he directs that another examination be held, that examination shall be the examination for the purpose of this regulation.
- iv. Any candidate or member of staff may complain to the Vice-Chancellor that an examination has been improperly conducted. The Vice-Chancellor shall investigate the complaint and report the result of his investigation to the senate which shall take such action as it may deem appropriate, including with-holding a result or deprivation of the award of a degree, diploma etc as laid down in Statute 17. However where it is shown to the satisfaction of the Committee of Deans that any alteration or amendment of a University regulation involving a change in a course of study or in examination requirements had caused hardship to a candidate in any examination, the Committee of Deans shall make such provisions as it thinks fit for the relief of each hardship and report same to Senate.

1.5 The Course Unit System and the Computation of Grade Point Average (GPA)

1.5.1 Introduction

A. PATTERN OF EXAMINATION

- i. Each course shall be examined at the end of the course. The examination shall be conducted as prescribed by Senate.
- ii. Each examination shall be 1-3 hours in duration. In addition there may be a practical paper and/or an oral examination.
- iii. There shall be continuous assessment of each course and this shall constitute a percentage of the final grade.

B. MEASUREMENT OF PERFORMANCE

Performance in a course shall be measured in terms of:

- i. The results of prescribed theory and practical examination
- ii. Continuous assessment which shall constitute 40% of measured performance
- iii. Assessment of such essay, practical exercises and reports prescribed for each course.

C. LEVEL OF PERFORMANCE

A candidate shall be recorded as having attained in a course a level of achievement graded as follows:

A	=	Excellent	70% - 100%
B	=	Very Good	60% - 69%
C	=	Good	50 - 59%
D	=	Satisfactory	45% - 49%
E	=	Adequate	40% - 44%
F	=	Failure	0% - 39%

1.5.2 CALCULATION OF GRADE POINT AVERAGE (GPA)

The overall performance of each candidate during an entire semester shall be determined by means of weighted grade point average, obtained by awarding credit points in respect of each course multiplied by the numerical value of the grade obtained as follows.

A	=	5 credit point per unit
B	=	4 credit point per unit
C	=	3 credit point per unit
D	=	2 credit point per unit
E	=	1 credit point per unit
F	=	0 credit point per unit

The grade point average is the total number of credit points divided by the total number of units for all courses taken during a particular semester.

1.5.3 DEFINITION OF TERMS

- i. **Student Workload:** This is defined in terms of course units. One unit represents on hour of lecture or one hour of Tutorials or 2-4 hours of practical work per week throughout a semester. Thus for example, a course in which there are 2 hours of lectures and 1 hour of Tutorial per week is a 3-unit course.
- ii. **Total Number of Units (TNU):** This is the total number of course units carried by a student in a particular semester. It is the summation of the load Units on all Courses carried during the semester. For example, a student who is carrying 6 courses of 3 units each has a TNU of 18 for that semester. No student shall be allowed to carry (i.e. register for) or be examined in more than 24 units in any particular semester. **Cumulative Number of Units (CNU):** This is the summation of the total number of units over all the semesters from the beginning to date. A student who is prone to repeating courses will finish (if he does not drop out) with a higher CNU than his non-repeating colleague and will most likely require a longer time to complete requirements for the award of Degrees.
- iii. **Level Of Performance Rating:** This is the rating grades obtained in terms of credit points per load unit. The rating used is as follows:

<i>Level of Performance</i>	<i>Rating (Credit points per unit)</i>
A = 70% - 100%	5
B = 60% - 69%	4
C = 50% - 59%	3
D = 45% - 49%	2
E = 40% - 44%	1
F = 0% - 39%	0

Based on the above, a student who obtained a grade of 'A' in a-unit course has scored 15 Credit points, and one who obtained a grade of C in that course has scored 9 Credit points.

- iv. **Total Credit Points (TCP):** This is the sum of the products of the course units and rating on each course, for the entire semester period. For example, consider a student who took 4 courses of 3 units each. Let's say the grade obtained in the four courses were C,B,F and D respectively. The TCP of this student is obtained as $3 \times 3 + 3 \times 4 + 3 \times 0 + 3 \times 2 = 27$.
- v. **Cumulative Credit Point (CCP):** This is the summation of Total Credit Points over all semesters from beginning to date.
- vi. **Grade Point Average (GPA):** This is the total credit points (TCP) divided by the total number of units (TNU). For example consider the student's scores referred to above. His TCP is 27, and of course, his TNU is 12 (i.e. 4 courses at 3 units each, for the semester). The highest GPA that can be earned is 5.0 and that is when a student has earned a grade of 'A' in every course during the semester. The lowest GPA obtainable is 0.0 and this would happen if the student has F in every course during the semester.
- vii. **Cumulative Grade Point Average (CGPA):** This is the summation of TCPs for all semesters, divided by the summation of TNUs for the said semesters. Like the GPA, CGPA obtainable ranges from 0 to 5.

1.5.4 GPA AND CGPA SAMPLE COMPUTATIONS

Sample Computations: Consider a hypothetical direct entry student who has enrolled in a course programme designated as SOC and has just completed 2 full semesters in the University. His course programme and his GPA and CGPA could be as follows:

HARMATTAN SEMESTER

1	2	3	4	5	6	7	8
	L	T	P	Units		RESULTS	
Course Code					GRADES	Credit Points	GPA/CGPA
SOC 201	2	1	0	3	78A	3x5=15	GPA=45÷18=2 CCP=45+0=45 CNU=18+0=18 CGPA=45÷18=2.50
SOC 203	2	1	0	3	60B	3X4=12	
SOC 105	2	1	0	3	45D	3X2=6	
SOC 208	2	1	0	3	38F	3X0=0	
GPY 201	2	1	0	3	53C	3X3=9	
DSS 201	2	1	0	3	40E	3X1=3	
				18units TNU		45 (TCP)	

RAIN SEMESTER

1	2	3	4	5	6	7	8
	L	T	P	Units		RESULTS	
Course Code					GRADES	Credit Points	GPA/CGPA
SOC 202	2	1	0	3	66B	3x4=12	GPA=54÷18=3.0 CCP=45+54=99 CNU=18+18=36 CGPA=99÷36=2.75
SOC 204	2	1	0	3	72A	3X5=15	
SOC 106	2	1	0	3	47D	3X2=06	
SOC 209	2	1	0	3	53C	3X3=09	
GPY 202	2	1	0	3	42E	3X1=03	
DSS 202	2	1	0	3	50C	3X3=09	
				18units		54 (TCP)	

1.6 Miscellaneous Notes on the Course Unit System

i. Withdrawal from the University

A student who fails to reach a cumulative grade point average (CGPA) of 1.00 at the end of one semester shall be placed on probation during the second semester. If s/he fails to achieve a CGPA of at least 1.00 at the end of the second semester, s/he shall be required to withdraw from the university.

ii. Assessment and Award of Degrees

- (i). A student's workload is defined in terms of course units. One unit represents one hour of lecture or one hour of tutorial, or 2-4 hours of practical work per week throughout a semester. All courses shall run for one semester or a full session of two semesters.
- (ii). The final award and the class of the degree shall be based on the Cumulative Grade Point Average (CGPA) obtained by each candidate in all prescribed courses approved by the University. The final cumulative grade point average shall be calculated on the basis of the total

number of credit points and the total number of course units registered for during the course of the student's programme. In the case of a failed course, the candidate must repeat the course at the next available opportunity. If the course is an elective, the candidate may substitute another course and shall not be required to pass the failed elective, substitution can only be made from the list of restricted electives. The failed grade would however be reflected in the transcript.

- (iii). A candidate who has satisfactorily completed all requirements for the degree with an overall grade point average of not less than 1.50 shall be awarded the honours degree as indicated below:

First Class	4.50 – 5.00
Second Class (Upper Division)	3.50 – 4.49%
Second Class (Lower Division)	2.40 – 3.49%
Third Class Honours	1.50 – 2.39%
Pass	1.00 – 1.49%

- (iv). Passes in 12 units of Special Electives is a requirement for graduation.
 (v). A candidate who scores a cumulative grade point average (CGPA) of less than 1.00 in two consecutive semesters shall be required to withdraw from the University.

1.7 **Transfer Within the University and Length of Stay in the University**

- a. To qualify for a degree, a candidate will normally be required to spend a minimum of two academic years at the Obafemi Awolowo University.
- b. If a student transfers from one Faculty to another, the transfer would be treated as if he/she is just being admitted into the University since as part of the requirement for graduation, *the student has to take all the foundation/compulsory courses in the new Faculty/Department.* In that case his/her stay in the new Faculty/Department should be 1 ½ times the number of semesters required to complete a programme.
- c. Where a student transfers from a science based Faculty to another, the computation of his result in the new Faculty shall take cognizance of his previous CGPA in the new Department. The duration of the stay in the university will be what remains of the 1½ times the number of semesters required to complete the programme as approved by Senate.
- d. Where a student is transferring from a science-based to a Humanities/Arts-based Faculty or Vice-versa, the transfer should be treated as if the student is just being admitted into the University. The GPA of the student will not be transferred to the new Department. He/She will however be required to take all the foundation/compulsory courses in the new Department.

2.0 BACHELOR OF NURSING SCIENCE

2.1 Institutional Objectives of the BNSc Curriculum

1. To uphold the academic standards stipulated by the Obafemi Awolowo University, Ile-Ife.
2. To provide a milieu conducive to learning and practising 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 mentor students into leadership responsibilities by involving them in the administration of the Department and management of self-directed organizations.
5. To develop problem solving potentials and research interest of students by exposing them to problem situations and by involving them in research projects.
6. To direct educational activities towards the development of a health team approach to health care.
7. To carry out research aimed at improving the quality of health nursing care.
8. To organise continuing education programmes for her faculty members and for other nurses outside the university.
9. To support the participation of faculty members and students in University and professional affairs.
10. To evaluate the educational programmes of the department in the light of:
 - i. the educational objectives;
 - ii. the health needs of the nation;
 - iii. their adequacy as foundations for further studies;
 - iv. emerging trends in nursing education globally; and
 - v. emerging trends in curriculum development and implementation.
 - vi. effective use of technology to enhance teaching, learning, research and practice
11. To formulate and maintain active recruitment programmes.
12. To develop and maintain audio-visual, and other learning resources.
13. To adopt technology as appropriate in the implementation of the curriculum in line with emerging trends in education generally and in nursing education in particular.
14. To formulate future plans and seek funds to maintain its educational and training programmes.

2.1.1 The Learning Outcomes for the 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 nursing process and standardised nursing languages;
3. the communication process and group dynamics;
4. the process of scientific inquiry; and
5. 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. effective communication by organising thoughts and expressing such in manners that could be easily comprehended.
5. planning and effecting health promotion, disease prevention and health restorative activities.
6. working cooperatively as a member of the health team in Primary Health Care by:

- i. sharing information;
 - ii. accepting responsibility and limitation willingly;
 - iii. participating in group activities;
 - v. utilising standard protocols in giving primary health care.
 - 7. applying appropriate evaluation tools and instituting desirable changes.
 - 8. utilising information communication technology in information management, client education, care and self-development.
- C. Attitude that:**
- 1. recognises the essential worth of the individual through her interpersonal responses.
 - 2. appreciates varieties in behaviour which may influence the care of the individual; and the family.
 - 3. shows commitment to the role of the nurse and to the nursing profession.
 - 4. shows sense of responsibility for self-direction and personal growth.
 - 5. shows respect for the rights of his/her clients as individuals and groups.
 - 6. reflect positive disposition to use of technology in all aspects of life

2.1.2 FUNCTIONS THAT WILL BE PERFORMED BY A GRADUATE OF THE BACHELOR OF NURSING SCIENCE DEGREE

1. The graduate 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 equipments and procedures in client assessment;
 - (b) making plans related to identified diagnoses;
 - (c) giving appropriate treatment in Primary Health Care, Emergency and other care situations and making referrals as necessary for further in-depth care;
 - (d) using obtained data and standing orders to make appropriate care plans for the individual and groups and evaluate the effectiveness of the plan through further observation;
 - (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 cognisance 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; and
 - (i) utilising appropriate technology in direct and indirect client care including performing needed technical skills with refined dexterity and feeling response.

- (j) monitoring and evaluation of nursing and other health care related interventions
2. The graduate will teach and demonstrate high quality health and nursing care to students, health care personnel, patients and families by:
 - (a) identifying individual learning needs and formulating appropriate learning content and method;
 - (b) using appropriate educational psychological principles and evaluating and revising teaching plans according to progress made in learning; and
 - (c) precepts through his/her exceptional positive health practices.
 3. The graduate will function as a leader by demonstrating the following behaviour:
 - (a) recognising his/her own personal behaviour and needs;
 - (b) creating an environment conducive to the promotion of high quality health and nursing care;
 - (c) understanding the role of the various members of the health team, thereby planning responsibility and supervision accordingly;
 - (d) organising and implementing team work, and working effectively with people;
 - (e) making nursing decisions based on pertinent data and scientific principles;
 - (f) understanding institutional policies, legal consideration and professional ethics;
 - (g) accepting responsibility for his/her own actions;
 - (h) identifying his/her own capabilities, responsibilities and limitations;
 - (i) coordinating the work of various nursing and health teams;
 - (j) applying nursing decisions in order of priority;
 - (k) updating his/her knowledge and skills as are desirable to give credible guidance and support to subordinates; and
 - (l) deploying information and communication technology to maximize efficiency and effectiveness in care giving and in working with others.
 4. The graduate will initiate research and also work with other members of the health team in multidisciplinary research projects.
 5. The graduate will use evidence to moderate his/her practice.
 6. She/He will interpret nursing activities to groups within and outside the professional health teams.
 7. The graduate will function as a change agent by:
 - (a) constantly evaluating the milieu in which she/he practices;

- (b) identifying factors which affect the direction of nursing and the area of nursing chiefly affected;
 - (c) deciding on change that is imminent and planning strategies for incorporating this into existing structures; and
 - (d) working with others in the assessment, introduction and evaluation of change.
8. The graduate 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.
9. The graduate will continue to learn by:
- (a) continually participating in the field of inquiry;
 - (b) acquiring new knowledge and new experience for continuous professional growth and development;
 - (c) using his/her potentials for graduate study; and
 - (d) continually questioning the basis for defining nursing activities.

2.2 Degree offered

The degree offered is the Bachelor of Nursing Science

2.3 Entry requirements/Admission Requirements

A. Admission into Part I BNSc Programme:

Candidates may be considered for admission to Part I BNSc degree programme after passing the University Matriculation Examination (UME) of the Joint Admission and Matriculation Board (JAMB) and the university screening examination or any other examination as prescribed by the university authority. They are also to 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 one sitting.

B. Admission into Part II BNSc. Programme (Direct Entry):

- (1) Candidates for admission into Part II BNSc programme by direct entry are those exempted from the Part I BNSc courses and are in the following categories.
- i. 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 three science subjects (with aggregate score not below 10) including Biology/Zoology, Chemistry and Physics at the Advanced General Certificate of Education or at any other equivalent examinations approved by the Senate of the Obafemi Awolowo University.

- ii. Candidates who are holders of the Registered Nurse (RN) or Registered Midwife (RM) Certificates of the Nursing and Midwifery Council of Nigeria, or its equivalent as approved by the Senate of the Obafemi Awolowo University who have passed at the required credit level in the Senior School Certificate Examination of WAEC or NECO as stated in ‘A’ above.
- iii Candidates who have successfully completed a B.Sc. degree course in any biological science-based programme in this or any other University, with a minimum of Second Class Lower Division may be considered for admission into the BNSc degree but must have passed at the required credit level in the Senior School Certificate Examination of WAEC or NECO as stated in (A).
- iv. It is compulsory that all candidates for direct entry must satisfy the condition in A above

(2) Transfer from other Faculties of this university or other Universities

- (i) Candidates who have passed the SSCE as stated in ‘A’ above and is willing to transfer from a science-based programme in this university must have a CGPA of not less than 3.5. Such candidate who may be admitted into part II BNSc programme must have passed all the required courses for Part 1 BNSc Programme.
- (ii) Candidate can only transfer into Part II BNSc programme from NUC accredited university within and outside Nigeria after satisfying the requirements in A and 2 (i) above.

2.4 Requirements for the award of degree

- a) the Cumulative Grade Point Average (CGPA) at the end of the programme will be calculated using grades from Parts II-V
- b) The BNSc degree shall be unclassified as required by the National Universities Commission’s 2018 guidelines as follows:
 - A - 70% - 100% - Pass with Distinction (First Class)
 - B - 60% - 69% - Pass with Credit (Second Class Upper Division)
 - C - 50% - 59% - Pass (Second Class Lower Division)

2.5 Graduation Requirements

- (a) Foundation Courses(FC)
- (b) Special Electives (SE)
- (c) Departmental Requirements (DR)
- (d) Restricted Electives (RE)
- (e) Free Electives (FE)

These are as indicated in the listed courses in 2.6

2.6 Outline of Programme for Parts I-V

COURSE SEQUENCE**Part I**

	HARMATTAN SEMESTER					
		L	T	P	U	
ZOO 101	Introduction to Zoology	3	0	0	3	FC
ZOO 103	Experimental Zoology I	0	0	3	1	FC
CHM 101	Introductory Chemistry I	3	1	0	4	FC
CHM 103	Experimental Chemistry I	0	0	3	1	FC
PHY 105	Physics for Biological Sciences I	3	1	0	4	FC
PHY 107	Experimental Physics IA	0	0	3	1	FC
BOT 101	Introductory Botany I	2	1	0	3	FC
BOT 103	Experimental Botany I	0	0	3	1	FC
MTH 105	Maths for Biological Science	3	1	0	4	FC
Total					22	
	RAIN SEMESTER					
BOT 102	Introductory Botany II	2	1	0	3	FC
BOT 104	Experimental Botany II	0	0	3	1	FC
CHM 102	Introductory Chemistry II	3	1	0	4	FC
CHM 104	Experimental Chemistry II	0	0	3	1	FC
SSC 102	Man and the Economic Environment	2	1	0	3	SE
SSC 104	Governance of Man	2	1	0	3	SE
SER 001	Use of English	4	0	0	2	SE
Total					19	
	Library 001*** Compulsory for all students					

Part II

HARMATTAN SEMESTER						
Course Code		L	T	P	U	
NSC 201	Foundations of Professional Nursing Practice I	2	0	4	3	DR
CLI 213	Human Anatomy I	2	0	4	3	DR
CLI 215	Human Anatomy II	2	0	4	3	DR
CLI 217	Physiological and Pathological Chemistry I	2	0	4	3	DR
CLI 219	Human Physiology I	2	0	4	3	DR
CLI 221	Human Physiology II	2	0	4	3	DR
Total					18	
RAIN SEMESTER						
NSC 202	Foundations of Professional Nursing Practice II	2	0	4	3	DR
CLI 214	Human Anatomy III	2	0	4	3	DR
CLI 216	Human Anatomy IV	2	0	4	3	DR
CLI 218	Physiological and Pathological Chemistry II	2	0	4	3	DR
CLI 220	Human Physiology III	2	0	4	3	DR
CLI 222	Human Physiology IV	2	0	4	3	DR
Total					18	

Pre Part III**Concentrated Laboratory and Clinical Practice**

Foundations of Professional Nursing Practice II Posting - 6 weeks

PART III

	HARMATTAN SEMESTER					
Course Code		L	T	P	U	
NSC 301	Community and Public Health Nursing I	2	1	0	3	DR
NSC 303	Health and Physical Assessment in Nursing	1	0	4	2	DR
NSC 305	Medical-Surgical Nursing I	3	0	4	4	DR
NSC 307	Psychology as Applied to Nursing	2	0	0	2	DR
CLI 301	Clinical Pharmacology and Drug Management in Nursing Practice I	2	1	0	3	DR
CLI 271	Medical Microbiology and Parasitology	1	0	4	2	DR
SOC 201	Introduction to Sociology I	2	1	0	3	DR
EVH 309	Environmental Health	1	0	4	2	DR
CSC 221	Computer Appreciation	2	0	0	2	DR
Total					23	
	RAIN SEMESTER					
NSC 302	Community and Public Health Nursing II	2	1	0	3	DR
NSC 304	Community and Public Health Nursing II Practicum	0	0	4	1	DR
NSC 306	Medical-Surgical Nursing II	3	1	4	5	DR
NSC 308	Introduction to Epidemiology	2	0	0	2	DR
CLI 302	Clinical Pharmacology and Drug Management in Nursing Practice II	2	1	0	3	DR
SOC 202	Introduction to Sociology II	2	1	0	3	DR
PHL 210	Medical Ethics	2	1	0	3	DR
CLI 352	Histopathology and Forensic Medicine	1	0	4	2	DR
Total					22	

Indexing of Students for the First Professional Examination with Nursing and Midwifery Council of Nigeria.

Pre Part IV**Concentrated Laboratory and Clinical Practice (8 weeks)**

Medical-Surgical Nursing - 6 weeks

Community and Public Health Nursing – 2 weeks

Part IV

	HARMATTAN SEMESTER	L	T	P	U	
Course Code						
NSC 401	Introduction to Biostatistics	2	1	0	3	DR
NSC 405	Research Methods in Nursing	2	1	0	3	DR
NSC 407	Advanced Medical-Surgical Nursing I	3	1	0	4	DR
NSC 409	Advanced Medical Surgical Nursing I Practicum	0	0	8	2	DR
NSC 411	Mental Health and Psychiatric Nursing	2	0	4	3	DR
NSC 415	Advanced Medical Surgical Nursing II	3	1	0	4	DR
NSC 413	Maternal and Child Health Nursing I	3	1	0	4	DR
Total					23	
	RAIN SEMESTER					
NSC 402	Management of Nursing Care Services	2	0	4	3	DR
NSC 404	Curriculum Development and Teaching Methodology	2	0	4	3	DR
NSC 406	Nutrition in Health and Diseases	2	0	0	2	DR
NSC 408	Advanced Medical Surgical Nursing III	3	1	0	4	DR
NSC 410	Advanced Medical-Surgical Nursing II Practicum	0	0	8	2	DR
NSC 414	Maternal and Child Health Nursing II	3	1	0	4	DR
NSC 416	Maternal and Child Health Nursing II Practicum	0	0	8	2	DR
Total					20	

Professional Qualifying Examination for Nurses organized by the Nursing and Midwifery Council of Nigeria comes up in the **MONTH OF MAY** for yet to be registered students in Part IV

Pre Part V

Concentrated laboratory and Clinical Practice (6 weeks)

Mental Health and Psychiatric Nursing – 3 weeks

Maternal and Child Health Nursing II – 3 weeks

Part V

Course Code	HARMATTAN SEMESTER	L	T	P	U	
NSC 501	Advanced Community and Public Health Nursing I	2	1	0	3	DR
NSC 503	Advanced Community and Public Health Nursing I Practicum	0	0	8	2	DR
NSC 505	Special Topics Seminar	1	0	2	2	DR
NSC 507	Advanced Mental Health and Psychiatric Nursing	2	1	0	3	DR
NSC 509	Advanced Mental Health and Psychiatric Nursing Practicum	0	0	8	2	DR
NSC 511	Advanced Maternal and Child Health Nursing I	3	1	0	4	DR
NSC 513	Advanced Maternal and Child Health Nursing Practicum I	0	0	8	2	DR
	One Restricted Elective	2	0	4	3	RE
NSC 515	Introduction to Health and Nursing Informatics	1	1	0	2	DR
Total					22	DR
	RAIN SEMESTER	L	T	P	U	DR
NSC 502	Advanced Community and Public Health Nursing II	2	0	4	3	DR
NSC 504	Advanced Community and Public Health Nursing II Practicum	0	0	4	1	DR
NSC 506	Research Project	0	0	16	4	DR
NSC 508	Introduction to Monitoring and Evaluation of Health Programmes and Services	2	0	0	2	DR
NSC 510	Entrepreneurship in Nursing	2	0	0	2	DR
NSC 512	Advanced Maternal and Child Health Nursing II	3	1	0	4	DR
NSC 514	Advanced Maternal and Child Health Nursing Practicum II	0	0	8	2	DR
NSC 516	Introduction to Health Economics	2	0	0	2	DR
	One Restricted Elective	2	0	4	3	RE
Total					23	DR

- Professional Qualifying Examination for Midwives organized by the Nursing and Midwifery Council of Nigeria comes up in the **MONTH OF MARCH** for students yet to be registered as midwives in Part V
- Professional Qualifying Examination for Public Health Nurses organized by the West Africa Health Examination Board comes up in the **MONTH OF JUNE** for students yet to be registered as public health nurses in Part V

RESTRICTED ELECTIVES

Any one from the list must be taken each semester in Part V:

HARMATTAN SEMESTER					RAIN SEMESTER				
	L	T	P	U		L	T	P	U
NSC 531- Renal Nursing	2	0	4	3	NSC 532- Operating Theatre Nursing	2	0	4	3
NSC 533 - Occupational Health Nursing	2	0	4	3	NSC 534 – Geriatric Nursing	2	0	4	3

2.7 Course Content - *COURSE DESCRIPTION*

PART ONE – As presented by the respective departments offering the course(s). They include the following:

ZOO 101 Introductory Zoology I			(3 – 0 – 0)		3units
BOT 102 Introductory Botany II			(2 – 1 – 0)		3units
ZOO 103 Experimental Zoology I			0 – 0 – 2)	1unit	
BOT 104 Experimental Botany II			(0 – 0 – 2)	1unit	
CHM 101 Introductory Chemistry I			(3 – 1 – 0)		4units
CHM 102 Introductory Chemistry II			(3 – 1 – 0)		4units
CHM 103 Experimental Chemistry I			(0 – 0 – 3)		1unit
CHM 104 Experimental Chemistry II			(0 – 0 – 3)		1unit
PHY 105 Physics for Biological Sciences I			(3 – 1 – 0)		4units
SSC 104 Governance of Man			(2 – 1 – 0)		3units
PHY 107 Experimental Physics IA			(0 – 0 – 1)		1unit
BOT 101 Introductory Botany I			(2 – 1 – 0)		3units
BOT 103 Experimental Botany 1			(0 – 0 – 2)	1unit	
MTH 105 Maths for Biological Science			(4 – 1 – 0)	4units	
SSC 102 Man and Economic Environment (2-1-0)				3units	
Special Electives			(2 – 0 – 0)		2units

PART TWO

NSC 201: Foundations of Professional Nursing Practice I (2-0-4) = 3 units

This course introduces nursing students to the fundamentals of nursing as a practice profession. Contents covered include concepts and definition of health; history of nursing; attributes of nursing as a profession; Nursing ethics and etiquettes; the roles of nurses within organizational and professional ethical prescriptions; understanding scientific basis of nursing care; the health care delivery system; safety and hygiene in nursing care;; basic procedures in Nursing such as bed making, bed and bathroom bath; food service, e.t.c. 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 202: Foundations of Professional Nursing Practice II (2-0-4) = 3 units

This is continuation of NSC 201course. Contents include introduction to nursing process; Client teaching and learning environment; communication in health care; assessment of vital signs; asepsis; skin integrity and wound care. The students are also exposed to promotion of physical health such as activity and exercise, sleep, nutrition for improved health, fecal elimination, oxygenation and circulation, Maslow hierarchy of needs. Laboratory exposure is essential in this course for topics that require demonstration.

CLI 213 Human Anatomy I (2-0-4-) = 3 units

This course examines the basic anatomical terminology and general organisation of the body which include; history and methods of cytology, cell structure, structure of membranes, fundamental body tissues, organs and glands. It also covers bones and cartilage classifications and the nervous tissue. The lymphatic systems, spleen and thymus are also discussed. In addition, the students are exposed to the cardio-pulmonary systems of the body such as anatomy of the thoracic cage, histology of the respiratory systems, heart and great blood vessels and other structures relating to the heart and lungs.

CLI 214: Human Anatomy III ((2-0-4) = 3 units

The course is an introduction to human embryology and the anatomy of the reproductive system. It describes the development and the organization of the testis and ovary. The concept of Oogenesis, spermatogenesis and embryogenesis are discussed in detail. The course will also constitute discussion on the bones and joints of the pelvis viz-a-viz anatomy of the uterus and the prostate gland. Associated structures of the reproductive organs such as the bladder and the urethra are discussed.

CLI 215: Human Anatomy II (2-0-4) = 3 units

This course is designed to expose the students to anatomy of the upper and lower limbs. It focuses on the evolution and development of the locomotor apparatus in man, classifications of joints, bones of the lower

limbs, the lymphatic and venous drainage, blood supply to the lower limbs and dermatomes of the lower limb. The anatomy of the skin will also be discussed alongside its functions and clinical anatomy.

CLI 216: Human Anatomy IV (2-0-4) = 3 units

This anatomy course deals with the anatomy of the Gastrointestinal Tract and Endocrine. The course explores the development of the digestive system and congenital abnormalities associated with it. Histology of the oral cavity, pharynx, oesophagus, stomach, small intestine, large intestine, rectum, anal canal, liver, gall bladder and pancreas. The gross anatomy including innervations and blood supply of important structures of the GIT are also discussed. Particular attention is paid to histological and cytological characteristics common to all endocrine gland and their histochemical features. The development of thyroid and parathyroid glands among others are also discussed.

CLI 217: Physiological and Pathological Chemistry I (2-0-3) = 3 units

This course deals with chemistry of important biological compounds, stressing biogenesis and reaction mechanisms as well as structure chemistry. It focuses on the chemistry, structure and classification of Carbohydrates including Stereoisomerism of Monosaccharides, Epimers and Anomers. Acids, bases and buffers are also discussed. The students will also be equipped with the knowledge of chemistry of amino acids, classifications of lipids and, classifications and characteristics of enzymes. It encompasses the chemistry of vitamins and coenzymes with their structures and functions; chemistry of nucleic acids and nucleotides such as the viruses, ribosomes, chromosomes, haemoglobin and haemoglobinopathies

CLI 218: Physiological and Pathological Chemistry II (2-0-3) = 3 units

This is a course that covers nutritional biochemistry. The students are exposed to food, nutrients, energy values of food and energy expenditure by humans. Digestion, absorption, metabolism and functions of food are discussed. They are also exposed to evaluation of nutritional status and nutritional requirements, energy metabolism, basal metabolic rate (BMR) and specific dynamic action (SDA). Fat and water soluble vitamins are also taught viz-a-viz trace elements. The students offering this course will also be exposed to some nutritional disease conditions such as obesity, kwashiorkor, marasmus etc. Biotechnology and bioinformatics as applicable to genetic engineering are also described. In this course, biochemical functions of liver and other organs with special emphasis to biochemistry of diseases (e.g cancer, diabetes, Sickle cell Anaemia and HIV/AIDs) are discussed.

CLI 219: Human Physiology I (2-0-4) = 3 units

This course covers topics in general physiology, nerve and muscle physiology and blood physiology. Specifically, body cells, homeostasis and body fluid compartments and measurements are discussed. It also

covers the general and characteristics and functions of blood, different blood cells, haemostasis and immunity.

CLI 220: Human Physiology III (2-0-4) = 3 units

This course is about renal, endocrine and reproductive physiology. The course covers physiological anatomy of hypothalamo-pituitary axis, kidney, male and female reproductive systems. Nature, synthesis and transport of different hormones are discussed including their measurements and mechanisms. The students are also introduced to endocrine glands. This course further covers the rennin-angiotensin system, the functions of the kidney, glomerular filtration and urine formation. Markers of renal function are also discussed. In addition, the course introduces the students to male and female sex hormones, physiology of contraception, pregnancy and lactation.

CLI 221: Human Physiology II (2-0-4) = 3 units

The students are introduced to Cardiovascular, Gastrointestinal and Respiratory physiology. Functions of the cardiovascular systems, physiological anatomy of the heart, haemodynamics and cardiac muscle physiology are taught. The students are also exposed to cardiac output estimation, regulation of arterial blood pressure and electrocardiography. Also discussed with the students are, physiology anatomy of the respiratory systems, lung volumes, mechanism of breathing, gas diffusion and oxygen and carbon-dioxide transport.

CLI 222: Human Physiology IV (2-0-4) = 3 units

This course is designed to equip the students in Neurophysiology and higher functions of the nervous system. The students are introduced to general organization of the nervous systems, neurotransmitters and excitation and secretion coupling. Functional organization of autonomic nervous systems, sensory and motor divisions of the CNS, somatosensory physiology, brain stem, deep tendon and superficial reflexes, and upper and lower motor neuron. Also taught are hypothalamus and limbic system, sleep and EEG and physiology of learning and memory. Physiology of the special senses, skin and thermoregulation are also taught in this course

PART THREE

NSC 301: Community and Public Health Nursing I (2-1-0) = 3 units

The course exposes students to historical antecedents of community health nursing practice. The roles of community health nurses are explored viz-a-viz settings for community practice. Other contents include; Community assessment, nursing process as applied to community practice, skills used in community practice, community mobilization, participation and involvement, levels of health prevention. Other contents cover socio-demographic variables and population dynamics as predictors of patterns of life in the

community, patterns of diseases. The concept of the family as a unit of care in the community is also explored including theoretical understanding of the construction of the family, types and characteristics of families; family developmental task, tools in family health assessment, family care, demography and population dynamics, Family Nursing Theories.

NSC 302: Community and Public Health Nursing II (2-1-0) = 3 units

This course is a continuation of NSC 301. 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. Contents includes; models for community health practice, principles and theories of health promotion, Health counselling, Primary health Care (PHC) - definition, elements, principles and delivery. Vaccination of under-five children and adults, cold chain systems. national and international health organizations, disaster nursing. Primary oral health care principles will be explored.

NSC 303: Health and Physical Assessment in Nursing (1-0-4) = 2 units

This exposes the students to acts of health and physical examination of clients either in the hospital or community setting. The students explore health assessment through life span, using critical thinking and nursing process. The cultural considerations in assessments are also explored in this course. Basically, techniques of physical and health assessment using inspection, palpation percussion and auscultation are demonstrated. The roles of the nurse and intervention in abnormal findings of the body systems are discussed. The practical component of the course will entail exposure of the students to assessment of clients at various health care settings.

CLI 301: Clinical pharmacology and drug management in Nursing Practice I (2-1-0) 3 units

The course is designed to enable the student acquire the knowledge of the derivation, action and functions of drugs on the systems of the body. It considers problems of drug therapy and the contribution of traditional chemotherapeutic measures to health maintenance, drug derivations and standardisation, classification of drugs, dosage, administration, and body's reaction to drug therapy. The course also considers concerns and problems of drug therapy within the context of the rights of the clients and responsibilities of the nurse. The responsibilities of the nurse in drug storage, administration and management are also covered in the course.

**CLI 302: Clinical Pharmacology and Drug Management in Nursing Practice II
(2-1-0) = 3 units**

This course covers principles of therapy, prophylaxis and control of bacterial parasitic and viral infections, chemotherapy for parasitic infections. Therapeutic drugs and their actions on cells. Diet, therapy,

toxicology and drug abuse; nurses' role in drug therapy. Specifically, drugs used in disorders relating to all body systems (GIT, Renal, special senses, reproductive, skin, nervous, endocrine e.t.c.) are discussed.

NSC 304: Community and Public Health Nursing Practicum (0-0-4) = 1 unit

The students are posted to Primary Health Care Centres for their practicum. They rotate through immunization and outpatient clinics, school health services, nutrition clinic, communicable disease clinic, injection room and other clinics as applicable to the course. The students participate in the care of under-five children including health education of parents and home visit as may be applicable.

NSC 308: Introduction to Epidemiology (2-0-0) = 2 units

The course introduces students to the principles, methods and conceptual models of epidemiology as 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. Communicable diseases, natural history of disease, epidemiological measurements are also explored. The students are also expected to submit a Term Paper at the end of the course

NSC 305: Medical-Surgical Nursing I (3-0-4) = 4 units

The course is designed to enable students learn and integrate the role of the professional nurse in the care of children and adults with medical-surgical problems. It identifies and discusses the health needs of different age group with particular reference to their health problems when these needs are not met. Contents include: assessment of disability, dietetics, basic human needs, personal and environmental health, growth and development, nursing process, care of patients with learning problems and through developmental stages, emergency care, care of the terminally ill, medication administration, patient comfort and pain management, the surgical patients, anaesthesia and anesthetic nursing, rehabilitative nursing.

NSC 306: Medical-Surgical Nursing II (3-1-4) = 5 units

This is a continuation of NSC 307. The course covers disease states within the framework of the body systems utilizing the systems approach. It focuses on equipping students with knowledge of the underlying pathology, clinical manifestations, diagnostic techniques, and management of acute and chronic disorders of selected human systems such as the gastrointestinal system, care of patients with inflammation and

infections, orthopaedic nursing, care of patients with respiratory problems. Nursing process and the nursing care plan approach are discussed.

NSC 307: Psychology As Applied to Nursing (2-0-0) = 2units

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 include: learning-memory thinking; sensation and perception, motivation; emotions and personality, psychological aspects of man and the family, psychomotor development, application of psychological concept and theories to nursing.

NSC 320: Human Behaviour in Health and Illness (2-0-0) = 2 units

This course will help the learner appreciate the characteristics of the family in health and disease. The Germ Theory as a way of explaining the concept of disease, demography and population dynamics, patterns of life in the community and how these are affected by disease. How patterns of life and community organization affect healthcare delivery will also be explored.

EVH 309: Environmental Health (1-0-4) = 2 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 with impact of the environment on health and illness, waste management, air quality assessment. This course explains the history of international and National Public health laws and their applicability to environmental health.

CLI 352: Histopathology and Forensic Medicine (1-0-4) = 2 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.

CLI 271: Medical Microbiology and Parasitology (1-0-4) = 2 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. The microscopic

examination of microorganisms and description of various microbial staining techniques. The role of microbiology in medicine, agriculture, industry and other sectors are explored.

PHL 210: Medical Ethics 2-1-0) = 3 units

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 I (2-1-0) = 3 units

This course introduces students 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 organisations.

SOC 202: Introduction to Sociology II (2-1-0) = 3 units

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

CSC 221: Computer Appreciation (2 – 0 – 0) = 2 units

The course examines the definition and attributes of a computer exploring what computers can do (text manipulation, calculation, logical functions, text analysis etc.) and different specialists that are part of computer use (operators, programmers, system analysts and others). 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, Learners will explore types of computer (analogue, digital, hybrid); classification/categorization of computers (mainframes, mini, micro, super computers); operating systems; flowcharts. Learners enrolled in this course will also be equipped with knowledge and skills pertinent to personal computer usage and handling.

PART FOUR

NSC 401: Introduction to Biostatistics (2-1-0) = 3 units

The course introduces the concepts of data, data demand and use, application of statistics in analysis of data derived from clients/patients populations. Students are assisted to understand the statistical process

and various statistical methods in common use thereby developing their ability to draw conclusion from statistical analysis. Students will also acquire knowledge and skills in data presentation and interpretation, data communication, and data-informed decision making. The course also highlights the nurse's role in data collection and data quality. Other contents include; determination of errors- type I and II, testing of hypothesis, level of significance, application of central tendencies and variance in data management, graphical representation of data and inferential statistics.

NSC 402: Management of Nursing Care Services (2-0-4) = 3 units

The aim of this course is to introduce the students to philosophy, theory, principles and techniques of management generally and as related to management of nursing care services. The course introduces students 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. Management theories, decision making, organizational structure, communication and leadership styles, motivation, group dynamics, delegation, supervision, accountability, budgeting and forecasting, conflict and conflict resolution. It also presents a discourse of the nursing process as a tool for scientific approach to solving management problems and management by objective.

NSC 404: Curriculum Development and Teaching Methodology (2-0-4) = 3 units

This course is designed to introduce the students to the concept, principles and models in curriculum development. Students will also learn about theories and principles of teaching and learning. Students will be assisted to explore the use of the various theories and principles in the development of nursing curriculum and developing patients/clients education programmes. Innovative teaching styles and test construction are explored. The course provides opportunity to apply teaching and management concepts and theories in practice. Students are required to develop teaching plans for assigned topics and teach students in classroom sessions for a period of two weeks.

NSC 405: Research Methods in Nursing (2-1-0) = 3 units

This course introduces students to the rudiments of research process. The course examines various definitions and types of research, ethical issues in research. It discusses the research process (from the stage of problem identification, through literature review to report writing). Specifically they are exposed to research design, sampling, methods of data collection, analysis, 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. At the end of the course, students are expected to generate research proposals.

NSC 406: Nutrition in Health and Diseases (2-0-0) = 2units

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 to ensure that students are equipped with knowledge and skills needed for instituting dietary therapy and providing well-balanced diets to clients and patients. The students are also exposed to nutrition in some selected disease conditions and dietary requirement in life developmental stages

NSC 407: Advanced Medical-Surgical Nursing I (3-2-0) = 5 units

This course equips students with an understanding of the aetiology, pathophysiology, diagnosis, and clinical manifestations of acute and chronic disorders. It also exposes them to care of patients with alteration in cardiovascular organs, disorders of blood and blood forming organs, endocrine disorders, renal and urinary disorders, the development of nursing judgement 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 hospitalization. By understanding the pathophysiological underpinnings of diseases and the nursing process, students 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.

NSC 408: Advanced Medical-Surgical Nursing III (3-1-0) = 4 units

The course covers disease states within the framework of the body systems utilizing the systems approach. Students are exposed to care of patients with GIT disorders and care of male and female clients with reproductive disorders and sexually transmitted infections; oncology nursing. They will be equipped with knowledge and skills pertinent to making both medical and nursing diagnosis; providing appropriate nursing care and evaluating the effectiveness of such care.

NSC 409: Advanced Medical-Surgical Nursing I Practicum (0-0-8) = 2 units.

This is the clinical component of Advanced Medical-Surgical Nursing I. It is designed to further facilitate and augment knowledge and skill acquisition by the learners. It shall expose students to the skills required for developing nursing judgement for appropriate nursing care. Nursing care plans are developed for each patient being nursed by the students as they give holistic care. Emphases are placed on nurses'

responsibilities without denigrating the importance of team work in various clinical settings. The students rotate through medical and surgical units in designated hospitals.

NSC 410: Advanced Medical-Surgical Nursing II Practicum (0-0-8) = 2 units

This course builds on the clinical skills acquired in NSC 409. Students are taken through special units in the hospital such as, ophthalmology unit, theatre, accident and emergency, renal, ear nose and throat, and Neurology. Laboratory exposure for the students will include skills needed in these units such as gowning, surgical hand scrubbing for peri-operative nursing, bandaging of different types, etc.

NSC 411: Mental Health & Psychiatric Nursing (2-0-4) = 3 units

This course is designed to discuss the professional nurses' role in the promotion of mental health. The introduction to theories of personality and the personality disorders, classification of mental disorders, various therapeutic media for the management of the psychiatric patients and legal aspects of psychiatric nursing are taught in this course. The course further introduces students to 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 413 - Maternal and Child Health Nursing I (3-1-0) = 4 units

The aim of this course is to provide insight into maternal and child health from conception onwards. The course focuses on the nursing care of mothers, the newborn, and the family. In this course, topics that will be covered include drugs used in midwifery practice, pain management in midwifery practice, anatomy and physiology of the male and female reproductive organs, fetal development, review of history of midwifery in Nigeria and worldwide, ethics and legal issues in midwifery practice, theories applied to midwifery practice, basic concepts of midwifery practice, standard nursing language and nursing process, Ethico-Legal aspect of HIV/AIDs, and quality of care in midwifery practice.

NSC 414: Maternal and Child Health Nursing II (3-1-0) = 4 units

This course is a continuation of NSC 413. The course exposes students to apply an indepth knowledge of the reproductive system to the practice of normal midwifery. It emphasizes the health of the family and the normal needs of the mother, father, foetus and other siblings in the family context. Learners will acquire skills in the management of normal pregnancy, labour, puerperium and the care of the baby. In this course, topics that will be covered include prenatal care, focused antenatal care, normal labour, and stages of labour, normal peuperium, community midwifery, the care of the newborn and newborn

environment, infant nutrition, discharge, and follow-up. It will also cover family planning and infertility, data collection and management information system in family planning.

NSC 415: Advanced Medical Surgical Nursing II (2-1-0) =3

This course is a continuation of Medical Surgical Nursing I. It covers disease states within the framework of the body systems utilizing the systems approach. Students are exposed to care of patients with disorders of nervous system; Eyes, Ear, Nose and throat; they will be equipped with knowledge and skills pertinent to making both medical and nursing diagnosis; providing appropriate nursing care and evaluating the effectiveness of such care.

NSC 416: Maternal and Child Health Nursing II Practicum (0-0-8) = 2 units

The practicum course is designed to expose students to their professional role by providing students the opportunity to apply and integrate knowledge acquired through Maternal and Child Health course work. The practicum experience will assist students in discovering, developing and refining necessary competencies and skills related to maternal and child health care. Students are expected to complete 8hrs per week and spend a period of 15 weeks in the clinical settings where maternal and child health services are being rendered. Students' activities in this course cover normal midwifery. During this practicum, the students are expected to rotate through family planning clinic, antenatal clinic, labour ward, and postnatal wards in primary and tertiary institutions. Each student is expected to conduct 20-30 antenatal palpation, 10 vaginal examination, 10-25 normal midwifery, care for 5-30 women during normal puerperium, and perform minimum of five episiotomies. In the family planning Unit, each student must insert 5-10 IUCD and give oral contraceptives to at least 10 women. The course lecturer and the clinical instructors will conduct on the site supervision of students.

PART FIVE

NSC 501: Advanced Community and Public Health Nursing I (2-1-0) 3 units

This course focuses on the development of students' competences 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 exposed to comprehensive community needs assessment; working with small groups, programme planning, implementation and evaluation in the community, promoting health of home care populations, family and community violence, school health nursing, nursing process in the community.

NSC 502: Advanced Community and Public Health Nursing II (2-0-4) 3 units

The course emphasizes on the impact of intervention modalities on the lives of individuals, family and community. Contents include: rural nursing, communication, collaboration and contracting in the community, health education, care of vulnerable populations, Policy and politics in community Health , Quality management in community health Nursing

NSC 503: Advanced Community and Public Health Nursing I Practicum (0-0-8) – 2 units

This course will expose the students to Primary Health Care services with skills in consultation and management of common childhood diseases and follow up care. The students will be under full supervision of Public Health Nurses for diagnoses of common childhood illnesses, prescription of drugs and management of such illnesses. They will also carry out follow up care of such a child to his/her home.

NSC 504: Advanced Community and Public Health Nursing II Practicum (0-0-4) – 1 units

This practicum is an extension of NSC 503. Students are expected to extend the follow-up care in their previous practicum to the community of the child that was managed. The course is therefore a pure community assessment and intervention. Students are posted to different community settings such as prison, schools, rural settings, market etc, for thorough community assessment and interventions. The report of the posting is submitted to the coordinator and presented as a seminar.

NSC 505: Special Topics Seminars (1-0-4) = 2 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 assisted to acquire skills in public speaking and presentation using up-to-date information, education and communication material through appropriate deployment of information technology. They are also exposed to elements of writing and writing styles.

NSC 506: Research Projects (0-0-16) = 4 units

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 their research projects under supervision. Students will be taking through research report writing and will also undergo oral defence of the project.

NSC 507: Advanced Mental Health and Psychiatric Nursing (2-1-0) = 3 units

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

NSC 508: Introduction to Monitoring and Evaluation of Health Programme and Services (2-0-0) =2 unit

This course builds capacity of the learners to be able to apply the knowledge of data collection and transformation to inform decision making in the process of monitoring and tracking of services and programmes that are provided by nurses. The concept of monitoring and evaluation are explored, use of appropriate tool for assessment and the process of developing a monitoring and evaluation plan is also covered. Learners are expected to learn through case studies and practical experiences of monitoring of services and programmes provided by nurses at all levels of care.

NSC 509: Advanced Mental Health and Psychiatric Nursing Practicum (0-0-8) = 2 units

This course is the clinical component of NSC 511 (Advanced Psychiatric Nursing). It aims at building on clinical skills acquire in the preceding year. It exposes learner to the clinical component of specific mental health/psychiatric disorders across life span. It will utilize a systemic framework approach to pragmatics and dynamics of human behaviours. Students will be posted to specific psychiatric hospital for their clinical experiences.

NSC 510: Entrepreneurship in Nursing 2-0-0 (2 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 to meet community health needs or considering opportunity for self-employment in nursing.

NSC 511: Advanced Maternal and Child Health Nursing I (3-1-0) = 4 units

This course covers complications associated with pregnancy, labour, postpartum and the neonatal life. It highlight the midwife roles and responsibilities in prevention and management of obstetrics emergencies. Socio-cultural events that contribute significantly to causes of pregnancy complications and obstetrical emergencies are discussed. Topics covered by this course include risk factors/ conditions that complicate pregnancy and labour, management of risk factors/ conditions, medical conditions that complicate pregnancy, malposition and malpresentation and their management, abnormal labour, obstetrics emergencies in pregnancy and labour. It will also cover abnormal condition of the new born.

NSC 512: Advanced Maternal and Child Health Nursing II (3-1-0) = 4 units

This course is a continuation of NSC 511. The course covers overview of reproductive health and reproductive rights, information education and communication, safe motherhood, lifesaving skills, growth and development of a child, common occurring disease from birth to age 5, Integrated Management of Neonatal and Childhood Illnesses (IMNCI). Other topics covered include adolescent reproductive health, gender issue in reproductive health, reproductive health conditions, HIV/AIDs.

NSC 513: Advanced Maternal and Child Health Nursing Practicum I (0-0-8) 2 units

This practicum course focuses on building the skills of the students in complicated midwifery. Students are expected to complete 8hrs per week and spend a period of 15 weeks rotating through the ANC, labour ward and postnatal ward, Neonatal ward and Special Baby Care Unit (SBCU). The students are expected to focus on how to manage complications in maternal and child health nursing. During this practicum, each student must conduct minimum of 10 complicated deliveries, manage 5-10 women having abnormal puerperium, manage 5-10 babies in SBCU, and also conduct minimum of 5 manual vacuum aspirations. The clinical settings include secondary and tertiary health care facilities.

NSC 515: Introduction to Health and Nursing Informatics (1-1-0) 2 units

This course exposes learners to the concepts of health and nursing informatics. Other contents covered include concept and use of informatics in nursing practice, Competencies in efficient use of information technology in health care, electronic health records, protection of the privacy, confidentiality, and security of information in health care environments and the potential utility of a wide array of social networking tools in communicating health-related information.

NSC 516 Introduction to Health Economics (2-0-0) 2units

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.

RESTRICTED ELECTIVES

NSC 531: Renal Nursing (2 -0-4) = 3 units

The course is designed to provide a unique and comprehensive learning frame that will foster the acquisition of basic and advanced knowledge and technical skills required for providing standard and quality Nephrology Nursing care to clients in diverse settings. The classroom and the clinical sessions are designed to facilitate in the students, the development of a sense of responsibility for directions, critical thinking, accountability for clinical decisions taken, self-direction and personal development. Technical skills needed for conducting renal replacement therapy and other therapeutic measures with maximal dexterity are discussed.

NSC 532: Operating Theatre Nursing (2-0-4) = 3 units

The course encompasses lectures and clinical practice that emphasize various forms of theatre design, preparation of surgical patients and theatre for various specialties surgeries, application of principles and techniques of asepsis and infectious control to ensure quality nursing care for patients throughout the perioperative phases. It also focuses on planning, arrangement and storage of surgical consumable, surgical instruments, electrocautery equipment to comply with the needs of patients and members of a surgical team and taking suitable and safety-conscious steps to prevent injury and enhance the level of patient safety in the operating theatre.

NSC 533: Occupational Health Nursing (2-0-4) = 3 units

This course is designed to introduce students to identification and control of risks arising from physical, chemical, and other workplace hazards. The hazards include chemical agents and solvents, heavy metals such as lead and mercury, physical agents such as loud noise or vibration, and physical hazards such as electricity or dangerous machinery. All aspects of health and safety in the workplace with focus on primary and secondary prevention strategies are discussed. The roles of Occupational health nurse are discussed in details.

NSC 534- Geriatric Nursing (2-0-4) = 3 units

This course deals with the study and care of the elderly. Students are exposed to the physical and psychosocial needs of the elderly; the environment of the elderly; elder abuse prevention and care; burden of care among informal care givers; diseases of aging; nursing care of elderly with chronic and acute illnesses; geriatric homes and home care of the elderly.

2.7.1 GENERAL AND EXAMINATION REGULATIONS FOR THE BACHELOR OF NURSING SCIENCE PROGRAMME

In addition to the general University Regulations, the following shall apply to the B.N.Sc. Programme.

1. All students are expected to compulsorily participate in the concentrated clinical postings and laboratory practical for a period of six weeks at the end of each session to improve their competency
2. There shall be a final examination in each course at the end of each semester. Each course final examination shall be conducted on completion of the course and in accordance with the University Examination Regulations.
3. A student shall only be allowed to sit for an end of semester examination in a course on the condition that he has attended at least 75 percent of classes, laboratory practical, 100 percent clinical experiences and should have completed all assignments.

Mode and Weighting of Examinations

Part I

- i. The pass mark for courses in Part I shall be 40% as applicable to University grading system
- ii. Students in Part I cannot carry over more than 6 units of courses per semester to part II. Any Part I student that fails more than 6 units in each semester shall withdraw from the programme. If a part I student fails any course at second attempt, he or she shall withdraw from the programme.

Parts II – V

- i. The pass mark for courses in Parts II - V shall be 50% except for courses outside the College of Health Sciences which is 40%
- ii. The clinical years for nursing students are Parts III to V. Therefore, students shall not be allowed to carry over courses from Part II to III and neither will they be allowed to carry over any course in the clinical years. This is because all courses in the previous year are pre-requisites to the courses in the following year. In addition, nursing students are posted to clinical sites which may be in and outside Ile-Ife. The students shall also undergo shift duties during these years.
- iii. The students in Parts II-V are given the opportunity to resit not more than 3 papers at the end of a

session. Students who fails more than 3 papers at the end of each session or fails resit examination(s) will “repeat the year” by retaking only failed courses in a subsequent session. Such candidate will be permitted to register for less than 15 units if he/she could not get enough electives to make up 15 units,

- iv. The grade for each course in the resit examination or repeat year if passed shall be used to replace the failed scores.
- v. Any student who fails any course in the repeat year shall not be entitled to resit examination but shall withdraw from the programme
- vi. A student may not spend more than 15 semesters in the programme according to the university regulation.
- vii. Assessment in each of the courses shall comprise both course work and end of semester examination. The total of 100% for all courses shall be made up as follows:

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

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

In-course could be in form of assignment, term paper or written examination

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

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

iii. Examination Format -

<u>One Theory Paper- 3 hours</u>		
Essay –	60%	} 100%
Objective –	40%	

NSC 452	In course-	20%	} 100%
	Examination–	40%	
	Teaching Practice-	40%	

NSC 541(Special Topic Seminar)	One Theory paper (3 hrs)	= 40%	} 100%
	Seminar Presentation	= 60%	

NSC 542 - Research Project - 100%

i) Practical Courses

- Laboratory Attendance and participation - 10%
 - Attendance at clinical sites - 20%
 - Assignment/Procedure scoring - 20%
 - Practical Examination - 50%
- 100%

2.7.2 GRADUATION REQUIREMENTS

For any candidate to graduate from the programme, he or she must have completed not less than 190 Units of course load, plus 12 units of University electives. The candidate must have passed the Final Qualifying Examination for General Nurses organised by the Nursing and Midwifery Council of Nigeria.

2.7.3 LEVEL OF PERFORMANCE

A candidate shall be recorded as having attained in a course, a level of achievement grade as follows:

PART I

- A = Excellent - 70-100%
- B = Very good - 60-69%
- C = Good - 50-59%
- D = Satisfactory - 45-49%
- E = Adequate - 40-44%
- F = Failure - Below 40%

PART II-V

- A = Excellent - 70-100%
- B = Very good - 60-69%
- C = Good - 50-59%
- F = Failure - < 50%

The overall performance of each of the students during an entire session shall be determined by means of weighted grade point average, obtained by awarding credit points in respect of each course on the basis of the unit value of the course multiplied by the numerical value of the grade obtained such that

PART I

- A = 5 Credit Points per Unit
- B = 4 Credit points per Unit
- C = 3 Credit Points per Unit
- D = 2 Credit Points per Unit
- E = 1 Credit Point per Unit

F = 0 Credit Point per unit

PART II -V

A = 5 Credit Points per Unit

B = 4 Credit points per Unit

C = 3 Credit Points per Unit

2.7.4 **AWARD OF DEGREE**

The degree shall be awarded to candidates who have satisfactorily completed all requirements for the degree of Bachelor of Nursing Science and have also complied with the general regulations of the University and the additional requirements of the BNSc Degree Programme. The following grades of degree will be applied to the result as:

A - 70% - 100% - Pass with Distinction (First Class)

B - 60% - 69% - Pass with Credit (Second Class Upper Division)

C - 50% - 59% - Pass (Second Class Lower Division)

2.7.5 **Attendance in Classroom, Laboratory, Clinical Site**

Students are expected to make at least 75% attendance of classes and 100% attendance of laboratory practical and clinical postings. ***Failure to have 75% attendance makes the student ineligible to sit for examinations.*** Clinical postings missed with approval by the Head of Department based on health reasons goes without penalty with the students expected to arrange a make-up postings specially organized by the clinical posting team subject to students taking responsibility for extra costs for such postings. Absence from clinical postings without approved permission from the department earns the students repeat clinical posting twice the number of days/weeks missed and possibility of other sanctions as deemed fit by the department.

Dressing: Students are expected to wear neat, well-fitting, non-exposing and decent cloth with minimal non-bogus jewelry for class sessions. These should be covered with white laboratory coats whilst in the skills laboratories.

For clinical postings, students are expected to wear the departmental approved uniform - white sneakers, blue scrub, (top and trousers for males, top and trousers or skirt for females) with the name tags whilst in the clinical sites. All students must have short unpainted nails, female students are expected to use tiny jewelry, well packed hair while male students are required to get short hair, be clean shaved with no beards. All these are essential for the safety of the nurse and the patients and for infection control.

The BNSc students use the ceremonial corporate uniform of the department for all professional examinations and official engagements



Figure 1 – Scrub for Clinical posting

Figure 2: Corporate Uniform of the BNSc Students (Male and Female)

2.7.6 Clinical Learning

Clinical learning takes cognisance of nursing as an interpersonal engagement involving the nurse, the clients and their family, other health professionals and member the public. Your learning activities occur in small groups, in the classrooms, in online interactions and clinical sites. You will learn nursing skills in the laboratories before you will begin to interact with clients. You are expected to take responsibility for your learning through planning, consultations and active participation in all designated teaching-learning activities. You will be expected to keep records of all your clinical learning experiences in the laboratories and in the clinical sites with such appropriately countersigned by designated persons to do so. You will be supported to take a lead role and be an active participant in all your learning activities. You must take responsibility for your learning and development.

Students are encouraged to engage in guided self-directed laboratory learning. The number of students that can use any of the laboratories will be guided by the instructors and support staff. Students will be required to provide 48hours notice of their intention to use the laboratory facilities. The nature and extent of learning activities carried out during these self-learning sessions will be at the description of the Clinical Instructors and support Staff.

The Department of Nursing Science also has Preceptors who support clinical learning for all students in communities and clinical sites all over the country. You will be informed about the preceptors for the various clinical sites.

2.7.7 Clinical Assessment

Your assessment will be based on your laboratory and clinical sites learning. You will be required to comply with ethical standard in practice as you gain self-awareness, sustain personal and professional conduct. You will be required to effectively engage in quality communication. You will benefit from daily reflection on your experiences and tracking of new learnings. Your assessment will include self-assessment, peer assessment, assessment by instructors, preceptors, clinicians and examiners.

TAKE NOTE

Behaviours in clinical sites/skills laboratories:

Students must adhere strictly to the following instructions when carrying out practical work/procedures in the clinical sites/skills laboratory:

- i. Appropriate clothing must be worn at all the times as designated by the dress code prescribed above.
- ii. Appropriate foot wear must be worn
- iii. Long hair must be tied back
- iv. Outdoor clothing and bags must not be worn into the wards.
- v. People under the influence of alcohol of drugs will not be permitted to enter the ward/Lab.

- vi. Individuals with respiratory or allergy problems e.g. cotton wool/latex allergy should inform the clinical instructors and get clearance before coming to clinical site so that preventive action can be taken.
- vi. Smoking, drinking, eating (including the chewing of gum) in the classrooms, laboratories and clinical sites.
- vii. Applying heavy cosmetics are prohibited in the classroom, laboratory and clinical sites.
- viii. Cuts, abrasions and dermatological problems are to be covered with water proof sticking plasters or surgical gloves and must be cleared with the clinical instructors/preceptors/supervisor on duty.
- ix. All waste materials must be disposed of in the appropriate waste containers. If in doubt, ask the clinical instructor/officer in charge in the clinical sites/laboratories.
- x. No running, noisy or troublesome behavior.
- xi. Hands must be washed at all times in the laboratories and clinical sites.

General Conduct of Nursing Students

- i. Students are expected to behave courteously, and not to engage in behaviour which is, or is likely to be, prejudicial to the good order or to the reputation of the department.
- ii. Students are required to treat University property and equipment with respect.
- iii. Students are required to abide by all requirements for professional conduct and behavior, as defined by the University or an associated professional regulatory body, and be aware that failure to do so may result in the submission of a report to the relevant professional regulatory body.
- iv. Students are expected not to attempt to gain unfair advantage in assessments and examinations.
- v. Breaches of the above will be deemed to constitute misconduct. Academic misconduct procedures may be instigated.

2.7.7. General Students' Support

Students of the department are given multiple opportunities for academic and psychosocial support to meet their needs in the school environment, to promote wellbeing, reduce stress, promote adjustments and to resolve challenges. Support is provided at two levels of group and individual levels.

a. Class Coordinator

Every class has a Class coordinator (CC) who is an academic staff that provides guides and help to resolve group challenges. The Class Coordinator also provides information and guidance to the class with regards to resolving issues related to time-table, clinical postings, professional examinations and other issues that may be peculiar to students at different levels of the BNSc programme. The CC is the liaison person between the class and the department and usually also stand to protect the interest of the group.

b. Academic Staff Advisers

Every student is assigned to an Academic Staff Adviser (ASA). This is the person charged with the responsibility of providing guidance, counseling and encouragement with regards to solving all problems relating to your academic work. **The relationship between you and your Academic Staff Adviser (ASA) should be cordial, should not be exploitative, abusive or become too intimate beyond officially acceptable conduct. It is unacceptable for ASA to make love advances to his/her advisee**

and when this happens, students are expected and should feel free to report such to the Head of Department and any other senior academic staff in the department of the same gender. Your Adviser may also extend his/her duty to attend to you and your sponsors by providing information, advices and general guidance as and at when due. If your Adviser cannot help you in solving a particular problem, you may be directed to another staff (or the Head of Department). Ensure that you go to whoever you are directed to and do not hide information from those who are in a position to help you.

Facing the Challenges of the University Environment

The University environment is quite challenging as students have the primary responsibility of planning their time, taking responsibility for self-directed learning, managing freedom, expenses and relationships. Students have reported different problems ranging from difficult in managing their time, inability to concentrate, difficulty in reading, pressure from groups, problems with accommodation, and inability to cope with the demands of normal university workload among others. It is natural to attempt to solve your problem on your own and you are encouraged to do this. However, there would be situations that you may be unable to resolve some of the challenges on your own. You must use all resources provided by the department and the university to seek for solutions to your problems, you must contact your Class coordinator, Academic Staff Adviser immediately without delay. Do not wait until the problem becomes too complicated. Your academic problems should be given particular attentions. Do not wait too long and do not travel home due to challenges that can be resolved within the university campus. Use your fund/allowance prudently and be careful with your properties. Make sure you have enough resources to take you through the semester such that you will not suffer during the period of examination.

It is important that you avoid unnecessary traveling during school session. If you must travel home for any urgent reasons, please inform your class representative, coordinator, adviser who should also help convey the information to the Head of Department. It is important that permission are taken in writing for record purposes. Do not run away from school and do not deceive your colleagues, staff advisers, teachers and parents. Stay away from trouble within and outside the campus. Students living outside the students' halls of residence need to be very careful. The rules of the game are different when living outside the University campus. Safety must be considered at all times. Students living in town must avoid walking around in the night and must be cautious of where they go even during the day.

Challenges may arise from accommodation issues, living with roommates, classmates, class attendance, lecturers, running courses, examinations, clinical postings, intimate relationships, spiritual issues to mention just a few. Depending on the source of challenges, the hall warden (accommodation), student adviser (all academic matters), class coordinator (courses, examination, class attendance, clinical

postings), the chief BNSc coordinator (leave of absence, examinations, results), the counselor (personal matters, intimate relationships) and the Head of Department (for academic and personal matters) should be consulted for prompt assistance. Do not keep challenges to yourself. Be at peace with everyone

2.8 Prizes in the Department

1. Adetoun Bailey Prize: For the best graduating student in Nurse-Patient Interaction
2. Louis Bell Prize: For the best graduating student in Community Health Nursing whose score is not less than 60% in the course and whose total grade is also not less than 60%.
3. Olufemi O. Kujore Prize: Best graduating student in Medical-Surgical Nursing with the highest average in NSC 331/332 and NSC 431/432 and a minimum of pass with credit.
4. Grace C. Afamefuna Prize: For the best graduating student in Maternal and Child Health Nursing with highest average in NSC421/422 and NSC 521 and a minimum of pass with credit.
5. Faculty Prize: For overall final year best student from the Faculty of Basic Medical Sciences.

2.9 Professional Examinations

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

Students have to be indexed and must be registered for the examination at different periods of running the BNSc Degree programme and must pass the Pre-council examinations usually conducted before the students get registered to do the NMCN qualifying examinations. Students get indexed for the basic general nursing education in the third year of the BNSc programme. Students Passing the qualifying professional examination for general nursing is a requirement to have the BNSc degree to ensure that graduates of the BNSc degree can practice on graduation. Students after passing the general nursing qualifying examination gets indexed for professional qualifying examination for midwives and get indexed for the professional examination in Public Health Nursing. Students usually will cover the course contents for the professional examinations with hard work. The BNSc Degree curriculum is integrated such that the

courses from year one to five take cognisance of the various curricula for the professional programmes. However, students usually have to do extra work. Preparing students for both the University examination and the professional examinations always make more demands on the lecturers, clinical instructors and preceptors so students are enjoined to cooperate with the department to help them achieve the goal of being polyvalent practitioners. Failure to pass the basic general nursing professional examination twice may result to asking the student to withdraw from the BNSc programme and transfer to a health related course. This requirement is based on the premise that the BNSc degree programme is a generic programme developed to groom nurse clinicians; it was conceived as a practitioner's degree. A candidate that cannot pass the basic qualifying examination to practice as a general nurse will face challenges passing other professional examinations. Students are encouraged to work hard to pass the basic general nursing examination once. Some students may drop out from doing the professional examinations for midwifery and public health nursing voluntarily or at the instance of the department if the students fail to meet up with the requirement for indexing or registration for the additional two professional examinations. Some of the conditions are that students must pass all theory papers and must have fulfilled the clinical postings and submission of the required case studies and projects. All examinations associated with professional qualifications are paid for by the students. *The university do not take responsibility for external examinations conducted by professional regulatory bodies. These often require that students inform their parents/guardians of the details of the professional examination well ahead of time.* Students are also encouraged to work closely with the class coordinator, the BNSc Degree Chief Coordinator, the Clinical Instructors/Supervisors and clinicians met during clinical and community postings.

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

Beyond intellectual demands of the BNSc degree programme, and deference to the Motto of the University (For Learning and Culture), an aspiring student in the programme that would be presented for final university and professional qualifying examinations are expected to learn

Positive ethical and moral conduct, within interpersonal relationships with colleagues in class, teachers (in the University and clinical setting), other health professions, clients (individuals, families, small groups and communities) are not negotiable and students from misconduct may be asked to withdraw from the programme willingly or be forced out! Students in the programme are assisted and expected to learn positive ethical and moral conduct that will cumulate in taking professional oath at the point of graduation.

Conclusion

The students of the BNSc Degree programme are required to work hard in multi-dimensional physical, legal and interpersonal environments of the University, clinical and community settings. The programme is a 12-calendar month programme! It is important, that you master the guidelines and rules to successfully

go through the programme. It is important that you ask questions, seek counsel and support from various units of the Obafemi Awolowo University.

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

ALL THE BEST.