BENSON IDAHOSA UNIVERSITY

Core Curriculum & Minimum Academic Standards
for the Nigerian University System (CCMAS)

Faculty of Allied Health Sciences

Department of Nursing Sciences

B.N.Sc. Nursing Science

Student Handbook

2023-2028

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BENSON IDAHOSA UNIVERSITY

Mandate

The vision of Benson Idahosa University flows from its divine mandate which was God's spoken words to its founder, Archbishop B.A. Idahosa: to raise for Him Africa's first Charismatic Christian University. It was to be a centre of excellence where leaders would be raised to take God's name to places of prominence in Nigeria, Africa, and the world. His vision was to raise up an army of professional and academics who would go in Christ name to the ends of the world with the fire of the Holy Ghost to impart truth by precept and example.

Vision Statement

Benson Idahosa University aspires to be model for ***Academics, Professionals and Entrepreneurs, who will be effective disciples for Christ by excelling in their professional fields***. It will be distinguished by high performance in interdisciplinary research, addressing national and international problems, eliminating wrong behavioural patterns among students and becoming a storehouse of knowledge to be used for benefit of mankind on Christian ethical principles designed to change the nation and the continent by changing one student's life at a time.

Mission Statement

Benson Idahosa University is a private Christian University providing state-of-the-art undergraduate, postgraduate and professional education. We are committed to the mission of ***raising leaders for the nation, who are complete in spirit, mind and body, thus contributing to the production of high-level leadership and quality manpower for the nation and the world.*** We perform these functions by judiciously utilising current information and communication technology, networking with similar institutions worldwide, putting people first in operations and emphasising Christian ethical values. The beneficiaries of the University's service are students, employers of labour, present and future generations, Nigeria and the global community.

Our Core Purpose

Change Nigeria

Our Core Values (TOP-TIAA)

Teamwork
Ownership Mentality
People Matter
Transparency & Integrity
Innovation
Accountability
Academic excellence with Godliness

List of Principal Officers

S/N	Title	Name	Qualifications	Position
1	Professor	Sam Guobadia	B.Sc.(Economics) M.Sc.(Economics) Ph.D. (Economics)	Vice Chancellor
2	Professor	Johnson Oyedeji	B.Sc. Agric. M.Sc. Animal Science Ph.D. Animal production & Management	Deputy Vice-Chancellor
3	Mr.	Vinton Itoya	Dip. Lib. Library Science. B. Lis. Lib & Info. Science. M.Td. Educational Management.	Registrar
4	Dr.	Gladday Igweagbara	B.Sc. Botany, MBA Accounting MPhil/Ph.D. Accounting	Bursar
5	Dr. Mrs.	Rosemary Odiachi	B.Sc. Library Science M.Sc. Library Science Ph.D. Library Science	Librarian

Staff of the Department

S/N	Name	Particulars/Degrees	Area of Specialisation	Designation
1	AGBEDIA, Clara Oniovokoyubu	Registered Nurse Registered Midwife Registered Neonatal Nurse BSc Nursing MSc Nursing Ph.D. Nursing	Nursing Education	Professor
2	ELUSOJI, Christiana Irolo	Registered Nurse Registered Midwife Registered Perioperative Nurse B.N.Sc. Nursing MSc Nursing PGD Education Ph.D. Nursing	Maternal and Child Health	Senior Lecturer
3	ENUNWAONYE, Hossanna Chimdi	Registered Nurse Registered Midwife B.N.Sc. Nursing MSc Nursing PGD Public Health PGD Education	Public Health	Lecturer I
4	OSIAN, Eunice Amaechi	Registered Nurse Registered Midwife B.N.Sc. Nursing MSc Nursing MSc Public Health PGD Education	Reproductive and Family Health	Lecturer II

5	AIKABELI, Priscilla Ononwini	Registered Nurse Registered Midwife Registered Perioperative Nurse Dip.AO Orthopaedic Nurse Dip. AO Spine Instrumentation Dip. Nursing Administration and Management BSc. Nursing MSc Healthcare Management PGD Education	Medical/Surgical Nursing	Lecturer II
6	MUNGE, Mary	Registered Nurse Registered Midwife Registered Public Health Nurse BNSc. Nursing MSc Nursing (In view)		Assistant Lecturer
7	EMINA, Anwuli	Registered Nurse Registered Midwife Registered Public Health Nurse BNSc. Nursing PGD Education MSc Nursing (In view)		Assistant Lecturer
8	OHIKHUME, Esther Imuetinyan	Registered Nurse Registered Midwife BNSc Nursing MSc Nursing	Medical/Surgical Nursing	Principal Clinical Instructor /Preceptor
9	IGWEH, Felicia Ogochukwu Ngozi	Registered Nurse Registered Midwife BNSc. Nursing, BSc Education	Medical/Surgical Nursing	Preceptor
10	AIROHI, Tessy A.	Registered Nurse Registered Midwife Registered Perioperative Nurse Dip. Nursing Administration and Management BNSc. Nursing PGD Education MSc Nursing (In view)		Clinical Instructor /Preceptor
11	EHIGIATOR, Lilian	OND Secretarial Administration HND Secretarial Administration	Administration	Secretary

B. N. Sc. Nursing Science

Overview

The Bachelor of Nursing Science (B.N.Sc.) degree programme is a generic nursing programme designed to provide sound educational and nursing knowledge essential to the preparation of nurses who will function independently and as members of the interdisciplinary health team. The health trends globally have shown disease patterns characterised by emerging and re-emerging diseases with high impact in Africa and Nigeria. There is therefore the need for a curriculum that will provide enhanced competencies, enabling nurses to provide comprehensive care and manage various disease conditions in health facilities and community settings while ensuring safety for clients and self as well as engage in referrals to appropriate services at higher levels accordingly. The Bachelor of Nursing Science (B.N.Sc.) programme runs for five years for those admitted through the Unified Tertiary Matriculation Examination (UTME) and four years for those coming through Direct Entry (DE). Students enrolled for the programme cover compulsory courses from the Life Sciences and Social Sciences and broad areas in Nursing focusing on four major clinical practice areas of community-public health, medical-surgical, maternal-child health and midwifery and mental health nursing. They are expected to also undergo clinical postings/placements in various health care facilities and community centres for requisite exposure and experiences

Philosophy

The Philosophy of the Nursing degree programme is hinged on the belief that human beings are bio-psycho-social beings whose needs are the focus of all nursing activities directed at achieving high level wellness.

Nursing utilises a blend of its own science with knowledge from the life sciences, social sciences, science of human behaviour and other applied sciences in understanding the changes in the client systems. It utilises the scientific method of inquiry and engages in evidence based practice in providing health care while providing nursing intervention to individuals, families, groups and communities at the primary, secondary and tertiary levels of care.

Objectives

The Bachelor of Nursing Science Degree Programme is specifically designed to:

1. prepare graduate nurses who can think and communicate thoughts effectively discriminate among values, and utilise evidence to inform actions in healthcare;
2. produce polyvalent nurses capable of delivering care in a variety of settings therapeutically;
3. assisting individuals, families and communities with diverse back grounds and health problems to;
4. attain optimal health and performing nursing skills at proficient levels that assured safety of the clients;
5. produce graduates who can relate their roles in health care service delivery to the broader social system and who will be engaged in life-long and self-directed learning;
6. prepare graduates who will communicate effectively with clients, members of the health care team and other stakeholders, using current technologies in education and delivery of health care services prepare graduates who can initiate innovative changes in nursing education, practice and administration through research; and

7. prepare graduates who can initiate innovative changes in nursing education, (clinical) practice and administration through research.

Unique Features of the Programme

Students who are admitted through UTME are expected to sit for the professional nursing certificate exams at 400 levels and sit for the post basic midwifery or any other post basic professional exams together with those who are admitted through DE at 500 level. Other specific features include:

1. preparing individuals for continuous professional development and lifelong learning;
2. equipping them with management skills;
3. professional, personal and quality development opportunities; and
4. life skills that facilitate adaptation to work and living.

Employability

Skills Graduates of the BNSc. programme can focus on practice in any clinical area of practice of Nursing such as medical surgical, maternal, child health and midwifery, community/public health, mental health nursing and the choices help in shaping their careers. The graduates of the programme can also choose if they wish to work in the clinical practice, academics, in schools or with development or donor agencies in the private or public sector. Specific skills that enhance employability include but are not limited to:

1. communication skills;
2. relationship and Inter-professional skills;
3. professional practice in accordance with relevant legislation and regulation;
4. skills for provision of comprehensive, safe, evidence-based care consistent with professional and organisational standards;
5. leadership and management skills;
6. research skills to facilitate development of nursing and quality improvement and quality assurance procedures; and
7. creative thinking and problem solving skills.

21st Century Skills

Graduates of BNSc programme are trained in diverse areas of nursing science and possess 21st century digital innovations in health care and education in nursing informatics and nursing entrepreneurship. Emphases are on:

1. partnership and collaboration;
2. effective communication;
3. ethical decision making;
4. creativity;
5. advocacy;
6. digital literacy
7. multi-disciplinary collaborations;
8. leadership skills and team work; and
9. critical thinking and problem solving skills.

Admission and Graduation Requirements

Five-Year Degree Programme:

In addition to appropriate Unified Tertiary Matriculation Examination scores, candidate must obtain five Senior Secondary Certificate (SSC) (or its equivalent) credit passes including Mathematics, Physics, Chemistry, Biology and English Language at not more than two sittings.

Direct Entry (Four-Year Degree Programme):

Candidates possessing Registered Nurse Certificate (RN)/Registered Midwife Certificate (RM) and the required five subjects at SSC with two Advance Level subjects may be admitted by Direct Entry.

The pass mark for core courses is 50%. The degree is an unclassified degree.

Duration of Programme

The duration of the B.N.Sc. Degree Course is five years (10 consecutive semester) for Joint Matriculation Examination (UTME) Entry candidates and four years (eight consecutive semesters) for Direct Entry Candidates. As a professional degree, the B.N.Sc shall not be classified. However, it shall be awarded as follows:

2.40 – 5.00	Pass

Global Course Structure

The programme builds solid foundation in the basic and social sciences from the 100 level with other students. These are followed by courses in the life and basic medical sciences from the second year. The nursing courses are introduced from the second year and continue systematically with the core nursing courses in four major areas of clinical practice. Professional courses are accompanied by laboratory and clinical skills acquisition in clinical practice to enable learners acquire some levels of competence. Many of the professional courses have clinical skills acquisition components that require direct contact with patients and their families either in the home, community, hospitals or other approved practice settings.

Preamble

Courses shall be provided leading to the degree of Bachelor of Nursing Sciences.

Course Structure Guide

One (1) Lecture Hour (LH) X 15 Weeks = One (1) Unit

Three (3) Laboratory Practical Hour (PH) X 15 Weeks = One (1) Unit

Forty-Five (45) Clinical Practicum Hours = One (1) Unit

***** Students who do not possess the Basic Registered Nurse (RN) certificate are expected to sit for the professional examination at the beginning of 400 levels whereas other professional examinations are taken in 500 levels.**

100 Level

Course Code	Course Title	Unit(s)	Status	LH	PH
GST 111	Communication in English I	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	-
BIO 101	General Biology I	2	C	30	-
BIO 102	General Biology II	2	C	30	-
BIO 107	General Biology Practical I	1	C	-	45
BIO 108	General Biology Practical II	1	C	-	45
CHM 101	General Chemistry I	2	C	30	-
CHM 102	General Chemistry II	2	C	30	-
CHM 107	General Chemistry Practical I	1	C	-	45
CHM 108	General Chemistry Practical II	1	C	-	45
MTH 101	Elementary Mathematics	2	C	30	-
COS 101	Introduction to Computing Science	3	C	30	45
PHY 101	General Physics I	2	C	30	-
PHY 102	General Physics II	2	C	30	-
PHY 107	General Physics Practical I	1	C	-	45
PHY 108	PHY 107 General Physics Practical II	1	C	-	45
BIU-NSC 111	Rudiments of Christian Faith	1	C	15	-
BIU-NSC 121	Life and Times of Archbishop Benson Idahosa	1	C	15	-
BIU-NSC 101	Elementary Mathematics II (Calculus)	1	C	15	-
	Total	**30**			

200 Level

Course Code	Course Title	Unit(s)	Status	LH	PH
GST 212	Philosophy, Logic and Human	2	C	30	-
ENT 211	Entrepreneurship and Innovation	2	C	30	-
ANA 203	General and Systemic embryology	2	C	30	-
ANA 201	Anatomy of upper and Lower Limb	3	C	30	45
PIO 201	Introductory Physiology and Blood	2	C	30	-
BCH 201	Biochemistry – General and Medical I	2	C	30	-
NSC 201	Foundation of Professional Nursing	2	C	15	45*
NSC 203	Developmental Psychology	1	C	15	-
PIO 212	Renal and Body Fluids Physiology	2	C	30	-
ANA 204	Anatomy of Thorax, Abdomen, Pelvis and Perineum	3	C	30	45
BCH 206	Biochemistry – General and Medical	2	C	30	-
BCH 203	General Biochemistry Practical	1	C	-	45
NSC 202	Foundation of Nursing II	2	C	15	45*
NSC 206	General and Cellular Pathology	2	C	30	-
BIU-NSC 204	Infection Control and Prevention	2	C	15	45
	Total	**30**			

*** Clinical Practicum**

300 Level

Course Code	Course Title	Unit(s)	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
GST 312	Venture Creation	2	C	15	45
PHA 301	Pharmacodynamics and Chemotherapy I	2	C	30	-
NSC 301	Epidemiology	2	C	30	-
NSC 303	Community/Public Health Nursing I	2	C	30	-
NSC 307	Human Nutrition	2	C	30	-
NSC 309	Nursing Ethics and Jurisprudence	2	C	30	-
NSC 313	Medical -Surgical Nursing I	2	C	30	-
NSC 302	Community/Public Health Nursing II	3	C	30	45
NSC 306	Medical -Surgical Nursing II	2	C	15	45
NSC 308	Medical -Surgical Nursing III	2	C	30	-
NSC 312	Medical -Surgical Nursing Practicum II (SIWES)	2	C	-	90**
NSC 314	Mental Health Nursing I	2	C	15	45
PHA 302	Pharmacodynamics and Chemotherapy II	2	C	15	45
BIU-NSC 324	Health Education	1	C	15	0
BIU-NSC 326	Human behaviour In Health And Illness	2	C	30	0
	Total	**30**			

**** Clinical Practicum**

400 Level

Course Code	Course Title	Unit(s)	Status	LH	PH
NSC 401	Medical-Surgical Nursing Practicum III	3	C	-	135**
NSC 403	Maternal and Child Health 1	2	C	30	-
NSC 405	Mental Health Nursing II	2	15	45	-
NSC 411	Biostatistics	1	C	15	-
NSC 407	Research Methodology	2	C	30	-
NSC 409	Management of Nursing Services	2	C	30	-
NSC 402	Maternal and Child Health Nursing	2	C	15	45
NSC 404	Maternal and Child Health Nursing Practicum I	2	C	-	90**
NSC 406	Curriculum Development and Teaching Methodology	2	C	30	-
NSC 410	Community/Public Health Nursing III	2	C	30	-
BIU-NSC 423	Palliative Nursing Care	2	C	30	0
BIU-NSC 424	Reproductive and Adolescent Health	2	C	30	0
BIU-NSC 425	Work Environment	2	C	30	0
BIU-NSC 426	Therapeutic Nursing	2	C	30	0
BIU-NSC 427	Evidence Based Practice Nursing	2	C	30	0
	Total	**30**			

**** Clinical Practicum/Field Work/Practicum for Data Collection**

500 Level

Course Code	Course Title	Unit(s)	Status	LH	PH
NSC 501	Community/Public Health Nursing II Practicum	2	C	-	90*
NSC 503	Maternal and Child Health Practicum II	2	C	-	90*
NSC 505	Maternal and Child health Nursing III	2	C	15	45
NSC 509	Health and Nursing Informatics	2	C	30	-
NSC 511	Nursing Seminars	2	C	30	-
NSC 513	Health Economics	2	C	30	-
NSC 502	Maternal and Child Health Nursing Practicum IV	3	C	15	90**
NSC 504	Community/Public Health Nursing IV	2	C	30	-
NSC 506	Community/Public Health Nursing Practicum III	2	C	-	90**
NSC 508	Entrepreneurship in Nursing	2	C	30	-
NSC 510	Research Project	4	C	-	180*
BIU-NSC 522	Issues and Trends in Nursing	2	C	30	0
BIU-NSC 524	Academic-Practice Collaboration in Heath Care	1	C	15	0
BIU-NSC 525	Innovation in Nursing	2	C	30	0
	Total	**30**			

**** Clinical Practicum**

Course Contents and Learning Outcomes

100 Level

GST 111: Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of the course, the student should be able to:

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening; and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and critical thinking and reasoning methods (logic and syllogism, inductive and

deductive argument and reasoning methods, analogy, generalisation and explanations). Ethical considerations, copyright rules and infringements. Writing activities: (pre-writing, writing, post writing, editing and proofreading; brainstorming, outlining, paragraphing, types of writing, summary, essays, letter, curriculum vitae, report writing, note making and many others. Mechanics of writing). Comprehension strategies: (reading and types of reading, comprehension skills, 3rsq). Information and communication technology in modern language learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening.

GST 112: Nigerian People and Culture (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the student should be able to:

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;
4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building;
6. analyse the role of the Judiciary in upholding people's fundamental rights;
7. identify acceptable norms and values of the major ethnic groups in Nigeria, and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course Contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria. Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of self-reliance (indigenous trade and market system; indigenous apprenticeship system among Nigerian people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation). Re-orientation Strategies. Operation Feed the Nation (OFN). Green Revolution. Austerity Measures. War Against Indiscipline (WAI). War Against Indiscipline and Corruption (WAIC). Mass Mobilisation for Self-Reliance. Social Justice and Economic Recovery (MAMSER). National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

BIO 101: General Biology I (2 Units C: LH 30)

Learning Outcomes

At the end of lectures, students should be able to:

1. explain cell's structure and organisations;
2. summarise functions of cellular organelle;
3. characterise living organisms and state their general reproduction;
4. describe the interrelationship that exists between organisms;
5. discuss the concept of heredity and evolution; and
6. enumerate habitat types and their characteristics.

Course Contents

Cell structure and organisation. Functions of cellular organelles. Characteristics and classification of living things. Chromosomes, genes their relationships and importance. General reproduction. Interrelationships of organisms (competitions, parasitism, predation, symbiosis, commensalisms, mutualism, saprophytism). Heredity and evolution (introduction to Darwinism and Lamarckism, Mendelian laws, explanation of key genetic terms). Elements of ecology and types of habitat.

BIO 102: General Biology II (2 Units C: LH 30)

Learning Outcomes

At the end of the lectures, students should be able to:

1. List the characteristics, methods of identification and classification of Viruses, bacteria and fungi;
2. state the unique characteristics of plant and animal kingdoms;
3. describe ecological adaptations in the plant and animal kingdoms;
4. explain nutrition, respiration, excretion and reproduction in plants and animals; and
5. describe growth and development in plants and animals.

Course Contents

Basic characteristics, identification and classification of viruses, bacteria and fungi. A generalised survey of the plant and animal kingdoms based mainly on the study of similarities and differences in the external features. Ecological adaptations. Briefs on physiology to include nutrition, respiration, circulatory systems, excretion, reproduction, growth and development.

BIO 107: General Biology Practical I (1 Unit C: PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. outline common laboratory hazards;
2. provide precautions on laboratory hazards;
3. state the functions of the different parts of microscope;
4. use the microscope and describe its maintenance;
5. draw biological diagrams and illustrations; and
6. apply scaling and proportion to biological diagrams.

Course Contents

Common laboratory hazards: prevention and first aid. Measurements in biology. Uses and care of microscope. Compound and dissecting microscope. Biological drawings and illustration, scaling, accuracy and proportion; use of common laboratory apparatus and laboratory experiments designed to illustrate the topics covered in BIO 101.

BIO 108: General Biology Practical II (1 Unit C: PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. describe the anatomy of flowering plants;
2. differentiate types of fruit and seeds;
3. state ways of handling and caring for biological wares;
4. describe the basic histology of animal tissues; and
5. identify various groups in the animal kingdom.

Course Contents

Anatomy of flowering plants, primary vegetative body: stem, leaf and root to show the mature tissues namely parenchyma, collenchyma, sclerenchyma, xylem and phloem. Types of fruits and seeds. Care and use of dissecting kits and other biological wares. Dissection and general histology of animal tissues based on vertebrate forms. Morphology and functions of epithelial, muscular, nervous and connective tissues. Examination of various groups of lower invertebrates under microscopes, identification of various groups of organisms in Animal Kingdom. And any experiment designed to emphasise the practical aspects of topics in BIO 102.

CHM 101: General Chemistry I (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. define atom, molecules and chemical reactions;
2. discuss the Modern electronic theory of atoms;
3. write electronic configurations of elements on the periodic table;
4. rationalise the trends of atomic radii, ionization energies, electronegativity of the elements based on their position in the periodic table;
5. identify and balance oxidation – reduction equation and solve redox titration problems.
6. draw shapes of simple molecules and hybridized orbitals;
7. identify the characteristics of acids, bases and salts, and solve problems based on their quantitative relationship;
8. apply the principles of equilibrium to aqueous systems using Le Chatelier's principle to predict the effect of concentration, pressure and temperature changes on equilibrium mixtures;
9. analyse and perform calculations with the thermodynamic functions, enthalpy, entropy and free energy; and
10. determine rates of reactions and its dependence on concentration, time and temperature.

Course Contents

Atoms, molecules and chemical reactions. Modern electronic theory of atoms. Electronic configuration, periodicity and building up of the periodic table. Hybridization and shapes of simple molecules. Valence Forces. Structure of solids. Chemical equations and stoichiometry. Chemical bonding and intermolecular forces. Kinetic theory of matter. Elementary thermochemistry. Rates of reaction. Equilibrium and thermodynamics. Acids, bases and salts. Properties of gases. Redox reactions and introduction to electrochemistry. Radioactivity.

CHM 102: General Chemistry II (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the students should be able to:

1. state the importance and development of organic chemistry;
2. define fullerenes and its applications;
3. discuss electronic theory;
4. determine the qualitative and quantitative of structures in organic chemistry;
5. describe rules guiding nomenclature and functional group classes of organic chemistry;
6. determine rate of reaction to predict mechanisms of reactions;
7. identify classes of organic functional group with brief description of their chemistry;
8. discuss comparative chemistry of group 1A, IIA and IVA elements; and
9. describe basic properties of Transition metals.

Course Contents

Historical survey of the development and importance of Organic Chemistry. Fullerenes as fourth allotrope of carbon, uses as nanotubules, nanostructures, nanochemistry. Electronic theory in organic chemistry. Isolation and purification of organic compounds. Determination of structures of organic compounds including qualitative and quantitative analysis in organic chemistry. Nomenclature and functional group classes of organic compounds. Introductory reaction mechanism and kinetics. Stereochemistry. The chemistry of alkanes, alkenes, alkynes, alcohols, ethers, amines, alkyl halides, nitriles, aldehydes, ketones, carboxylic acids and derivatives. The Chemistry of selected metals and non-metals. Comparative chemistry of group IA, IIA and IVA elements. Introduction to transition metal chemistry.

CHM 107: General Chemistry Practical I (1 Unit C: PH 45)

Learning Outcomes

At the end of the course the students should be able to:

1. state the general laboratory rules and safety procedures;
2. collect scientific data and correctly carrying out Chemical experiments;
3. identify the basic glassware and equipment in the laboratory;
4. state the differences between primary and secondary standards;
5. perform redox titration;
6. recording observations and measurements in the laboratory notebooks; and
7. analyse the data to arrive at scientific conclusions.
8.

Course Contents

Laboratory experiments designed to reflect topics presented in courses CHM 101 and CHM 102. These include acid-base titrations, qualitative analysis, redox reactions, gravimetric analysis, data analysis and presentation.

CHM 108: General Chemistry Practical II (1 Unit C: PH 45)

Learning Outcomes

At the end of this course, the students should be able to:

1. identify the general laboratory rules and safety procedures;
2. collect scientific data and correctly carrying out Chemical experiments;
3. identify the basic glassware and equipment in the laboratory;
4. identify and carry out preliminary tests which includes ignition, boiling point, melting point, test on known and unknown organic compounds;
5. perform solubility tests on known and unknown organic compounds;
6. conduct elemental tests on known and unknown compounds; and

7. conduct functional group/confirmatory test on known and unknown compounds which could be acidic / basic / neutral organic compounds.

Course Contents

Continuation of CHM 107. Additional laboratory experiments to include functional group analysis, quantitative analysis using volumetric methods.

MTH 101: Elementary Mathematics I (Algebra and Trigonometry) (2 Units C: LH 30)

Learning Outcomes

At the end of this course students should be able to:

1. explain basic definition of Set, Subset, Union, Intersection, Complements and use of Venn diagrams;
2. solve quadratic equations;
3. Solve trigonometric functions;
4. identify various types of numbers; and
5. solve some problems using Binomial theorem.

Course Contents

Elementary set theory, subsets, union, intersection, complements and venn diagrams. Real numbers, integers, rational and irrational numbers. Mathematical induction, real sequences and series. Theory of quadratic equations. Binomial theorem. Complex numbers. Algebra of complex numbers. The Argand diagram. De-Moivre's theorem, nth roots of unity. Circular measure, trigonometric functions of angles of any magnitude, addition and factor formulae.

COS 101: Introduction to Computing Sciences (3 Units C: LH 30; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. explain basic components of computers and other computing devices;
2. describe the various applications of computers;
3. explain information processing and its roles in the society;
4. describe the Internet, its various applications and its impact;
5. explain the different areas of the computing discipline and its specialisations; and
6. demonstrate practical skills on using computers and the internet.

Course Contents

Brief history of computing. Description of the basic components of a computer/computing device. Input/output devices and peripherals. Hardware, software and human ware. Diverse and growing computer/digital applications. Information processing and its roles in society. The Internet, its applications and its impact on the world today. The different areas/programs of the computing discipline. The job specialisations for computing professionals. The future of computing.

Lab Work: Practical demonstration of the basic parts of a computer. Illustration of different operating systems of different computing devices including desktops, laptops, tablets, smart boards and smart phones. Demonstration of commonly used applications such as word processors, spreadsheets, presentation software and graphics. Illustration of input and output devices including printers, scanners, projectors and smartboards. Practical demonstration of the Internet and its various applications. Illustration of browsers and search engines. How to access online resources.

PHY 101: General Physics I (Mechanics) (2 Units C: LH 30)

Learning Outcomes

At the end of the course, student should be able to;

1. identify and deduce the physical quantities and their units;
2. differentiate between vectors and scalars;
3. describe and evaluate motion of systems on the basis of the fundamental laws of mechanics;
4. apply Newton's laws to describe and solve simple problems of motion;
5. evaluate work, energy, velocity, momentum, acceleration, and torque of moving or rotating objects;
6. explain and apply the principles of conservation of energy, linear and angular momentum;
7. describe the laws governing motion under gravity; and
8. explain motion under gravity and quantitatively determine behaviour of objects moving under gravity.

Course Contents

Space and time. Units and dimension, Vectors and Scalars. Differentiation of vectors: displacement, velocity and acceleration. Kinematics. Newton laws of motion (Inertial frames, Impulse, force and action at a distance, momentum conservation). Relative motion. Application of Newtonian mechanics. Equations of motion. Conservation principles in physics. Conservative forces. Conservation of linear momentum. Kinetic energy and work. Potential energy. System of particles. Centre of mass. Rotational motion: Torque, vector product, moment, rotation of coordinate axes and angular momentum. Polar coordinates. Conservation of angular momentum. Circular motion. Moments of inertia. gyroscopes and precession. Gravitation: Newton's Law of Gravitation. Kepler's Laws of Planetary Motion. Gravitational Potential Energy. Escape velocity. Satellites motion and orbits.

PHY 102: General Physics II (Electricity & Magnetism) (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. describe the electric field and potential, and related concepts, for stationary charges;
2. calculate electrostatic properties of simple charge distributions using Coulomb's law, Gauss's law and electric potential;
3. describe and determine the magnetic field for steady and moving charges;
4. determine the magnetic properties of simple current distributions using Biot-Savart and Ampere's law;
5. describe electromagnetic induction and related concepts, and make calculations using Faraday and Lenz's laws;
6. explain the basic physical of Maxwell's equations in integral form;
7. evaluate DC circuits to determine the electrical parameters; and
8. determine the characteristics of ac voltages and currents in resistors, capacitors, and Inductors.

Course Contents

Forces in nature. Electrostatics; electric charge and its properties, methods of charging. Coulomb's law and superposition. Electric field and potential. Gauss's law. Capacitance. Electric dipoles. Energy in electric fields. Conductors and insulators, current, voltage and resistance. Ohm's law and analysis of DC circuits. Magnetic fields. Lorentz force. Biot-Savart and Ampère's laws. Magnetic dipoles. Dielectrics. Energy in magnetic fields. Electromotive force. Electromagnetic induction. Self and mutual inductances. Faraday and Lenz's laws. Step up and step-down transformers: Maxwell's equations. Electromagnetic oscillations and waves. AC voltages and currents applied to inductors, capacitors, resistance, and combinations.

PHY 107: General Practical Physics I (1 Unit C: PH 45)

Learning Outcomes

At the end of the course, the student should be able to;

1. conduct measurements of some physical quantities;
2. make observations of events, collect and tabulate data;
3. identify and evaluate some common experimental errors;
4. plot and analyse graphs; and
5. draw conclusions from numerical and graphical analysis of data.

Course Contents

This introductory course emphasises quantitative measurements. The treatment of measurement errors, and graphical analysis. A variety of experimental techniques should be employed. The experiments include studies of meters, the oscilloscope, mechanical systems, electrical and mechanical resonant systems. Light. Heat. Viscosity and many others, covered in PHY 101 and PHY 102. However, emphasis should be placed on the basic physical techniques for observation, measurements, data collection, analysis and deduction.

PHY 108: General Practical Physics II (1 Unit C: PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. conduct measurements of some physical quantities;
2. make observations of events, collect and tabulate data;
3. identify and evaluate some common experimental errors;
4. plot and analyse graphs;
5. draw conclusions from numerical and graphical analysis of data; and
6. prepare and present practical reports.

Course Contents

This practical course is a continuation of PHY 107 and is intended to be taught during the second semester of the 100 level to cover the practical aspect of the theoretical courses that have been covered with emphasis on quantitative measurements. The treatment of measurement errors, and graphical analysis. However, emphasis should be placed on the basic physical techniques for observation, measurements, data collection, analysis and deduction.

BIU – NSC 111: Rudiments of Christian Faith (1 Unit; C; LH= 15)

Senate-approved relevance

Benson Idahosa University is a Christian University whose core value is not just to raise academics but professionals and entrepreneurs who will be effective disciples for Christ by excelling in their chosen professional fields. Therefore, this course is aimed at providing every student admitted into the university with the fundamental knowledge of the Christian faith. The relevance of the course is seen in the area of enhancing the Christian knowledge, ethical and spiritual values of the students so they can become responsible and productive members of the Nigerian society.

Course Overview

From the biblical point of view, life outside God is mere existence. For anyone to experience purposeful and meaningful life he/she must be equipped with the basic knowledge of Christianity. The rudiments of Christian faith afford students the opportunity to understand the doctrine of salvation, Christian personal life, Christian marriage, its uniqueness and the Bible as God's eternal word. Furthermore, various views on the state of man at creation will be evaluated. The three aspects and the Divine means of salvation will be explained. In addition, the Christian personal life, his personal walk and required responsibilities will be unveiled.

This course also emphasizes the nitty-gritty of Christian marriage and historical development of the Bible.

The importance of the course lies in meeting the United Nations Sustainable Development Goals 3 (Good Health) and 4 (Quality education) in that not only is the students' knowledge of bible increased, they have a unique opportunity to ask pertinent question on the doctrine of salvation in a classroom setting. Furthermore, students will also acquire the necessary knowledge and skills on Christian marriage. This course builds the capacity of the students in learning to become responsible and productive members of the Nigerian society.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The basic objectives of the course in specific forms are to:

1. Identify the various definitions or meanings of salvation and other salvific concepts
2. State other aspects and divine means of salvation
3. Compare divergent views about the original state of man at creation
4. Examine the Christian personal life and required responsibilities
5. Outline the uniqueness of Christian marriage compared to African marriages
6. Explain the concept of Christian youth and marriage
7. Expatiate God's order for categories in the family
8. Recall the Bible and its historical development.

Learning Outcomes

At the end of this course, a student should be able to:

1. Discuss the doctrine of salvation and mention two definitions of salvation
2. List at least three variant views of the original state of man at creation
3. Identify four responsibilities of a Christian personal life
4. Enumerate two unique areas of Christian marriage compared to African marriages
5. Describe the concept of Christian youth and marriage
6. Define the concept of Christian marriage and state two major reasons for divorce and re-marriage
7. State God's order for four categories in the family
8. Outline the origin of the Bible, three specific years of its historical development, biblical inspiration and canonicity.

Course Content

The doctrine of salvation; the state of man. Three distinct views of the state of man: the protestant view, the catholic view, the rationalist view. The way of salvation (THE ORDO SALUTIS): repentance and faith. The three aspects of salvation: Justification, Regeneration and Sanctification. The Divine means for salvation: the blood of Jesus Christ, the Holy Spirit, the Word of God. The Christian Personal Life: a personal walk, obedience to his word, serving with talents, preaching the gospel, worshipping with his money, responding with his time, showing hospitality and walking in the Holy Spirit. Christian marriage and family: what is Christian marriage? The Christian youth and marriage, God's order for various members of Christian family. Divorce and Re-marriage. The content of the Bible, Old and New Testament. Biblical translations from antiquity: the Septuagint, the Targum. The division of Hebrew scripture into both Old and New Testament. The Hebrew division of the Old Testament which includes the law, the prophets and the writings. The English division of the Old Testament include: the Law, the Historical Books, the Wisdom Books subdivided into the Major and Minor Prophets. The History, style of writing and type of material used for writing the New Testament such as the ostraka, the papyrus, the uncials, the miniscules and the lectionaries. The writings of the Church Fathers. The Division of the New Testament: The Gospels, the Pauline Epistles, the General Epistles and the Apocalypse.

Minimum Academic Standards

In accordance with the NUC- MAS requirement facilities.

BIU – NSC 121: Life and Times of Archbishop Benson Idahosa (1 Unit; C;LH= 15)

Senate-approved relevance

Archbishop Benson Idahosa was a spiritual colossus known in several parts of the world for his exceptional missionary exploits and outstanding evangelistic ministry. Therefore, the need to study his visionary, goal oriented and purpose driven life cannot be over emphasized. This course is very relevant because it will afford every student the opportunity of having first-hand knowledge of the life and times of Archbishop Benson Idahosa. It will also enable the students imbibe his salient qualities, spiritual values and dogged faith in God.

Course Overview

In Christian history, few men have traversed the world with the message of the gospel like the Archbishop Benson Idahosa. An examination of the life of the Archbishop reveals a man saddled with the singular goal of saving and reaching humanity with the message of the gospel. The Archbishop Benson Idahosa's ministry was also characterized by outstanding miracles including the raising of dead back to life. Apart from his evangelistic outreaches he was also a voice to reckon with within the Nigerian political space. Furthermore, his business acumen led him to establish hospitals, primary, secondary and tertiary institutions of higher learning such as Benson Idahosa University.

An encounter with the historical details of his phenomenal life will help the students to be visionaries, goal oriented and trigger in them the will to win in every sphere of their endeavours in life. This philosophy of saving and reaching humanity with the message of the gospel is linked to the United Nations Sustainable Development Goal 3(Good Health and Well-being) and 9 (Industry, Innovation and infrastructure). These goals 3 and 9 will impact the youth in our generation to value hard work, embrace holy living and have faith in God. The premise is God is a specialist in doing the impossible and He is able to protect and keep whatever has been committed in to His hand.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The fundamental objectives of the course in specific forms are to:

1. Examine the phenomenal life and times of the Archbishop Benson Idahosa
2. Identify some of his worldwide missionary efforts and ministry
3. Recall his early years, challenges and dogged faith in God
4. Describe his unique spiritual values and purpose driven life
5. State some of his contributions to societal peace and development in Nigeria
6. Enumerate his contributions to the spiritual growth of some famous ministers and ministry within Nigeria and across the globe
7. Expatiate on the relevance of theological (biblical) concepts such as: evangelism, missions and discipleship
8. Explain the meaning of vision, goal setting and time management.

Learning Outcomes

At the end of the course, students should be able to:

1. Discuss five (5) specific areas on the life and times of Archbishop Benson Idahosa, his exceptional life history and worldwide evangelistic ministry
2. List two (2) of the major challenges in his days of 'little beginnings' and his eventual victory and progress in the midst of turmoil
3. Enumerate three (3) of his peculiar characteristics such as: unprecedented faith, his visionary life and unwaning missionary exploits
4. Name two (2) major ways he positively impacted the society through his business prowess and his influence in Nigerian governance (politics)
5. Identify four (4) of his outstanding legacies and imbibe some of his salient qualities (spiritual values)and appropriate his exemplary faith and Christian life
6. State at least three methods of evangelism and two variant definitions and meaning of Evangelism, Missions and Discipleship
7. Relate three (3) ways to sustain one's vision and mobilize people to buy into it
8. Describe two (2) major ways to be goal oriented
9. Outline two (2) secrets to life and time management.

Course Content

The definition of evangelism. The aim of evangelism. The 4C's of evangelism. New Testament concept of evangelism. Motivations for evangelism. Methods of evangelism. Literature evangelism. The meaning of 'Disciple'. Jesus concept of Discipleship. The demands of discipleship. Definition of missions and origin of modern missionary movement and characteristics. Missionary work in the 20th century. Studying the Life and Times of Archbishop Benson Idahosa through the work book FIRE IN HIS BONES. How to sustain your vision and mobilize people to buy into it. How to set and reach your goals. Taking your community by storm. Time and life management and how to invest your life.

Minimum Academic Standards

In accordance with the NUC- MAS requirement facilities.

BIU-NSC 101: Elementary Mathematics II (Calculus), (1 Unit; C; L= 15)

Senate-approved relevance

Calculus as a branch of mathematics, evolved from algebra, arithmetic and geometry. It is the basis of the part of mathematics called analysis. Calculus can be employed in many problems involving the notion of extreme amount such as the fastest, the most, the slowest, or the least. Although nurses may not use calculus formulas in their everyday routine, calculus helps in understanding many concepts in physics, chemistry, population biology and other upper level sciences. The knowledge of this course will aid nursing students' understanding of the rate at which drugs are metabolised in the body, or how heart rate can be monitored using repetitive waves, how to calculate medicine dosages, convert centigrade to farenheight and intravenous calculation of drips. Furthermore, blood pressure measurement, temperature, pulse and weight use elements of calculus.

Course Overview

Calculus is commonly used in physical, biological and social sciences. In the physical sciences, it applies to the study of the speed of a falling body, or the rate of decay of a radioactive material. In the biological sciences, calculus aids the understanding of the rate of growth of a tumour cell or the rate of growth of a colony of bacteria while in the social sciences, it applies to study of statistics and probability. Apart from the use of mathematics in drug administration, the knowledge of calculus is useful in calculating medication doses, intravenous fluid rates, drug titration and patients' caloric inputs and outputs. Without a solid mathematics background, a lot of concepts in Biostatistics and Research Methods in Nursing may be misunderstood.

Taking mathematics classes like calculus enhances nursing students' critical thinking and problem-solving skills. Furthermore, knowledge of calculus is required for mathematics courses at higher level, to understand research. Most foreign schools require a pass mark of 60% or higher in calculus to qualify for a nursing programme abroad. The importance of the course lies in meeting the United Nations Sustainable Development Goals 9 (Industry and Innovation and infrastructure) and 4 (Quality education) The knowledge of calculus will help to build resilient infrastructure in the health care delivery system through innovative strategies. Quality nursing education is assured as the nursing students are able to understand the scientific rationale for all nursing actions.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

1. Identify the types of rules in differentiation and integration
2. Explain the meaning of function of a real variable, graphs, limits and continuity
3. Solve some applications of definite integrals in areas and volumes
4. Explain the usefulness of calculus in calculating medication doses, intravenous fluid rates, drug titration and patients' caloric inputs and outputs
5. Describe the importance of calculus in inferential statistics.

Learning Outcomes

At the end of the course, students should be able to:

1. List three (3) types of rules in differentiation and integration
2. Identify the main function of a variable in plotting a graph
3. List two (2) usefulness of definite integrals in calculating areas and volumes
4. Enumerate five (5)uses of calculus in calculating medication doses and drug titration
5. Classify three (3)ways in which calculus is used in inferential statistics.

Course Content

Function of a real variable. Graphs. Limits and idea of continuity. The derivative as limit of rate of change. Tangent and normal to curve. Techniques of differentiation. Differentiation as a limit of change of elementary function, product quotient, function of rules. Extreme curve sketching. Integration as an inverse of differentiation. Logarithmic and parametric differentiation. Methods of integration. Definite integrals. Application to areas and volumes. Stationary values of simple functions. Maxima, minima and point of inflexion. Area of surface revolution. Application of calculus in nursing.

Minimum Academic Standard

Clinical skilled laboratories with NUC-MAS.

200 LEVEL

GST 212: Philosophy, Logic and Human Existence (2 Units C: LH 30)

Learning Outcomes

A student who has successfully gone through this course should be able to:

1. discuss the basic features of philosophy as an academic discipline;
2. identify the main branches of philosophy & the centrality of logic in philosophical discourse; 3. state the elementary rules of reasoning;
3. distinguish between valid and invalid arguments;
4. think critically and assess arguments in texts, conversations and day-to-day discussions;
5. critically asses the rationality or otherwise of human conduct under different existential conditions;
6. develop the capacity to extrapolate and deploy expertise in logic to other areas of knowledge; and
7. guide his or her actions, using the knowledge and expertise acquired in philosophy and logic.

Course Contents

Scope of philosophy; notions, meanings, branches and problems of philosophy. Logic as an indispensable tool of philosophy. Elements of syllogism, symbolic logic- the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, logic of form and logic of content - deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy, character moulding and many others.

ENT 211: Entrepreneurship and Innovation (2 Units C: LH 15)

Learning Outcomes

At the end of this course, the student should be able to:

1. explain the concepts and theories of entrepreneurship, intrapreneurship, opportunity seeking, new value creation, and risk taking;
2. state the characteristics of an entrepreneur;
3. analyse the importance of micro and small businesses in wealth creation, employment, and financial independence;
4. engage in entrepreneurial thinking;
5. identify key elements in innovation;
6. describe stages in enterprise formation, partnership and networking including business planning;
7. describe contemporary entrepreneurial issues in Nigeria, Africa and the rest of the world; and
8. state the basic principles of e-commerce.

Course Contents

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship /Corporate Entrepreneurship). Theories. Rationale and relevance of Entrepreneurship (Schumpeterian and other perspectives, risk-taking, necessity and opportunity-based entrepreneurship and creative destruction). Characteristics of Entrepreneurs (opportunity seeker, risk taker, natural and nurtured, problem solver and change agent, innovator and creative thinker). Entrepreneurial thinking (Critical thinking, reflective thinking, and creative thinking). Innovation (concept of innovation, dimensions of innovation, change and innovation, knowledge and innovation). Enterprise formation, partnership and networking (basics of business plan, forms of business ownership, business registration and forming alliances and joint ventures). Contemporary Entrepreneurship Issues (knowledge, skills and technology, intellectual property, virtual office, networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, youth and women entrepreneurship. Entrepreneurship support institutions. Youth enterprise networks and environmental and cultural barriers to entrepreneurship). Basic principles of e-commerce.

ANA 203: General and Systemic Embryology (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. explain how the embryo is form from the zygote;

2. discuss the role of cleavage and gastrulation in animal development;

3. demonstrate; understanding of embryology and significance of prenatal diagnostic methods;

4. describe structural features of primordia in tissue and organs at different developmental stages;

5. define risk periods in histo and organogenesis; and

6. analyse the most often observed developmental anomalies.

Course Contents

Spermatogenesis, oogenesis; ovarian follicles; ovulation; corpus luteum; menstruation; uterine cycle; hormonal control of uterine cycle; fertilization; cleavage; implantation; reproductive technologies-IVF/surrogacy/embryo transfer; embryo manipulation & potency/twinning; molecular embryology and transgenesis; gastrulation; notochord, neurulation; derivatives of the germ layers; folding of the embryo; foetal membranes; placenta; development of limbs and teratology. Growth and perinatology; congenital malformations – general introduction. The cardiovascular system, skin, structure of the nails and hair. Macrophagic system; cellular immunology; lymphoid organs; glands – endocrine and exocrine. Respiratory system. Digestive system. Urinary and genital systems. Electron micrograph studies of each organ.

ANA 201: Anatomy of Upper and Lower Limb (3 Units C: LH 30; PH 45)

Learning Outcomes

At the end of this course, the student will be able to:

1. define fundamental anatomical terminology and discuss the anatomical position;

2. describe the anatomy of the musculoskeletal system, including the axial skeleton; appendicular skeleton, appendicular and axial muscles, and arthrology;

3. describe the general features of the bones of the upper and lower limbs;

4. identify the major muscles of the upper and lower limbs;

5. explain the types and structure of the joints of the upper and lower limbs;

6. correlate between the attachment of the muscles and their functions on the different joints;

7. identify the major nerves of the upper and lower limbs;

8. describe the functional components of each of the major nerves and its distribution;

9. identify and describe the course of the major superficial veins of the upper and lower limbs; and

10. name the major arteries of the upper and lower limbs.

Course Contents

Descriptive terms, plans and terms of relationship of the human body, terms of comparison, attachment of muscles, types of muscles, movements of joints. Osteology, principles of kinesiology, general organisation of body system. Cutaneous innervation of the upper limb; pectoral region; breast; axilla; shoulder region; arm and cubital fossa; flexor compartment of forearm; extensor compartment of forearm; hand; venous and lymphatic drainage of the upper limb. Applied anatomy of nerves; blood supply of the upper limb. Cutaneous innervation of the lower limb; femoral triangle; adductor canal and medial side of the thigh; gluteal region; back of the thigh, popliteal fossa; extensor compartment of the leg and dorsum of the foot; peroneal and flexor compartment of the leg; sole of the foot, arches of the foot; mechanism of walking; venous and lymphatic drainage of the lower limb; applied anatomy of the nerves and blood supply to the lower limb.

POI 201: Introductory to Physiology and Blood (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. describe the composition of a cell membrane;

2. explain how a potential difference across a membrane will influence the distribution of a cation and an anion;

3. describe how transport rates of certain molecules and ions are accelerated by specific membrane transport proteins;

4. distinguish between active (primary and secondary) transport, facilitated diffusion, and passive diffusion based on energy source and carrier protein involvement;

5. identify the mechanisms and role of selective transporters for amino acids, neurotransmitters, nutrients, etc;

6. explain the general concepts of homeostasis and the principles of positive and negative feedback in physiological systems;

7. identify the site of erythropoietin production, the stimulus for its release, and the target tissue for erythropoietin action;

8. discuss the normal balance of red blood cell synthesis and destruction, including how imbalances in each lead to anaemia or polycythaemia;

9. list and differentiate the various types of leukocytes;

10. describe the role of thrombocytes in haemostasis; and

11. list clotting factors and discuss the mechanism of anti-coagulants.

Course Contents

Introduction and history of physiology. Structure and functions of cell membranes. Transport process. Special transport mechanism in amphibian bladder, kidney, gall bladder, intestine, astrocytes and exocrine glands. Biophysical principles. Homeostasis and control systems including temperature regulation. Biological rhythms. Composition and functions of blood. Haemopoiesis. WBC and differential count. Plasma proteins Coagulation, fibrinolysis and platelet functions. Blood groups –ABO system – Rh system. Blood transfusion – indication for collection and storage of blood, hazards of blood transfusions. Reticulo-endothelial system. Immunity and immune deficiency disease and HIV.

BCH 201: Biochemistry – General and Medical I (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student will be able to:

1. explain the structure of different macromolecules in biological system;

2. identify types of chemical reactions involving these macromolecules;

3. explain the various methods of isolation of these macromolecules;

4. estimate the effects of acids and alkalis on the macromolecules;

5. describe purification of macromolecules; and

6. discuss quantification of the various macromolecules.

Course Contents

Introductory chemistry of amino acids, their properties, reactions and biological functions. Classification of amino acids: neutral, basic and acidic; polar and non-polar; essential and nonessential amino acids. Peptides. Introductory chemistry and classification of proteins. Biological functions of proteins. Methods of their isolation, purification and identification. Primary, secondary, tertiary and quaternary structures of proteins. Basic principles of tests for proteins and amino acids. Introductory chemistry of carbohydrates, lipids and nucleic acids. Nomenclature of nucleosides and nucleotides, effects of acid and alkali on hydrolysis of nucleic acids.

NSC 201: Foundations of Professional Nursing Practice I (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. explain the nature of nursing and the trend towards the emergence of professional practice;
2. discuss the professional context of nursing practice with relevance to education, ethics and professional behaviours, and scientific basis of nursing practice;

3. discuss the concepts of health, healthcare delivery systems and contributions of government, non-governmental and international organisations to health care delivery;

4. discuss the components and use of nursing process and nursing care plan; and

5. demonstrate moderate competence in basic nursing skills covered as part of the core knowledge areas.

Course Contents

Fundamental concepts in nursing as a practice profession. Concept of health, illness and healthcare at the three levels of service delivery. The concept and nature of nursing with attention to the history and emergence of nursing as a profession. Nursing Associations and their roles. The attributes of Nursing. The Nursing Process. Outline, components, including North American Nursing Diagnosis Association (NANDA) list and the NANDA Nursing Interventions' Classification (NIC), and the Nursing Outcomes Classification (NOC). Use of nursing process in care of patients. Nursing theories and models. Values and nursing ethics and etiquettes. The role of nurses within organisational and professional ethical prescriptions. Understanding scientific basis of nursing care. Health and diseases in a socio-cultural context. The central placement of the nurse as a practitioner and a member of the health care team in the context of health care delivery system. Comfort, safety and hygiene in nursing care. Basic procedures in nursing such as bed making, bathroom and bed bath, food service, and vital signs. Skills acquisition and laboratory demonstrations of basic nursing skills prior to exposure to clinical practice.

NSC 203: Developmental Psychology (1 Unit C: LH 15)

Learning Outcomes

At the end of this course, the student should be able to:

1. describe the developmental stages of man and influence on individual behaviour;

2. explain the quantitative adjustments that are related to growth and development in individuals;

3. associate the developmental stages of individuals with their social expectations; and

4. identify the methods to deal with health challenges of different ages and implications for nursing and society.

Course Contents

Human growth and development from conception through childhood and adolescence to old age. Erikson's developmental tasks for different stages of life. Theories of Learning. Psychology of Learning and the nurse. The nature and structure of intelligence. Individual differences. Environment and behaviour. Determinants of human health behaviour. Attitudes. Psychological influence on health and illness. Care and coping strategies in illness situations especially for children, adolescents and the elderly.

PIO 212: Renal and Body Fluids Physiology (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. sketch a cross section of a kidney; identify the renal cortex, renal medulla, renal calyces, medullary pyramids, renal pelvic space, renal artery, renal vein, and ureter;

2. describe renal blood flow, renal plasma flow, glomerular filtration rate, and filtration fraction and list typical values;

3. explain the concept of renal clearance. Use the clearance equation and an appropriate compound to estimate the glomerular filtration rate, renal plasma flow, and renal blood flow;
4. describe the effects of reductions in GFR on plasma creatinine concentrations and plot the relationship;

5. discuss the role of the ascending limb of the loop of Henle in producing a high renal interstitial fluid osmolality. From the loop of Henle, contrast the tubular fluid and interstitial fluid osmolality changes that allow either a dilute or a concentrated urine to be produced and excreted;

6. describe processes that lead to acid-base disturbances and list the common causes;

7. identify major routes and normal ranges for water intake and loss, and predict how changes in intake and loss affect the distribution of total body water.

8. list the various body fluid compartments and their ionic compositions

9. describe the methods used in measuring the body fluid compartments and

10. discuss the role of the kidney in maintaining homeostasis of body fluids.

Course Contents

Macroscopic, microscopic and ultra-structure of the kidney. Elements of renal functions. Glomerular filtration. Concept of clearance. Tubular reabsorption and secretion. Renal blood flow. Body fluid and electrolyte balance. Buffer mechanism and pH regulation. Counter-current system. Micturition. Abnormalities of renal functions. Composition and estimation of body fluid compartments. Concept of water and electrolyte balance. Role of the kidney in body fluid homeostasis.

ANA 204: Anatomy of Thorax, Abdomen, Pelvis & Perineum (3 Units C: LH 30; PH 45)

Learning Outcomes

At the end of the course, students should be able to:

1. identify the bones and bony markings of the thorax, abdomen, pelvis and perineum;

2. list the nine regions and four quadrants and the principal organs and structures that lie deep to them and which can be palpated in those regions;

3. describe the muscular components of the anterior abdominal wall, blood supply and innervation of the anterior abdominal wall;

4. identify the arteries, veins and lymphatics of the thorax, abdomen, pelvis and perineum; be able to list the main branches of the aorta and their territories; and describe the disposition of the main veins in the abdomen;

5. describe the parts, position, vertebral levels and surface markings of the stomach and duodenum as well as the position, vertebral levels and surface markings of the pancreas, spleen, liver and gall bladder;

6. describe the greater and lesser omenta and the lesser sac;

7. describe the disposition of the jejunum and ileum; describe the surface anatomy of the caecum, ascending colon, transverse colon, descending colon and sigmoid colon;

8. describe the anatomy of the pelvic diaphragm, its midline raphe, perineal body, attachment points and the structures passing through it in males and females;

9. describe the anatomy of the ischio-anal fossa;

10. describe the anatomy and relations of the ovary, uterine tubes, uterus, cervix and vagina, including their peritoneal coverings;

11. describe the anatomy and neurovascular supply of the clitoris, vulva and vagina; the anatomy of the urogenital diaphragm and perineal ‘pouches’;

12. describe the origin, course and distribution of the pudendal nerves and the sites of pudendal nerve block;

13. describe the lymphatic drainage of the foregut, pelvic and perineal organs;

Course Contents

Introduction to the trunk; thoracic cage; intercostal space; thoracic cavity; pleural cavities; lungs; mediastinum general; anterior and superior mediastinum; middle; mediastinum – heart and pericardium; heart – applied anatomy; posterior mediastinum. General anatomy of abdomen and abdominal regions; anterior abdominal wall muscles; inguinal canal – inguinal and femoral hernias; peritoneal cavity and spaces; abdominal oesophagus, stomach, duodenum, spleen, small intestine, large intestine, appendix; portal venous system; portocaval anastomoses; liver and gallbladder. Pancreas and biliary apparatus; kidneys, suprarenal glands, and ureters; diaphragm; posterior abdominal wall; aorta and inferior vena cava; posterior abdominal wall muscles; lumbosacral plexus; bony and ligamentous pelvis; pelvic diaphragm (floor); male reproductive organs; female reproductive organs; male and female external genitalia; perineum; rectum and anal canal; pelvic blood vessels; abdomino-pelvic nervous system.

BCH 202: Biochemistry – General and Medical II (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. explain the structure of the cell including its components;

2. discuss the interrelationship between different organelles of the cell;

3. recognise the differences between plant and animal cells;

4. isolate the various organelles of both plant and animal cells; and

5. describe the influence of hydrogen ion concentration on cellular function.

Course Contents

The cell theory. Structures and functions of major cell components. Cell types, constancy and diversity. Cell organelles of prokaryotes and eukaryotes. Chemical composition of cells. Centrifugation and methods of cell fractionation. Structure, function and fractionation of extracellular organelles. Water, total body water and its distribution. Regulation of water and electrolyte balance. Disorder of water and electrolyte balance. Acidity and alkalinity, pH and pK values and their effects on cellular activities.

BCH 203: General Biochemistry Practical (1 Unit: C PH 45)

Learning Outcomes

At the end of the course, students will be able to describe the various laboratory procedures used in the study of various biochemical processes described in BCH 201 and 202.

Course Contents

Laboratory experiments designed to reflect the topics covered in BCH 201 and BCH 202. Introduction to laboratory methods and procedures employed in studying biochemical processes.

NSC 202: Foundations of Nursing II (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. explain the communication process and relevance of effective communication in patient care;

2. discuss the theoretical basis for needs of patients;

3. explain the role of the nurse in helping clients meet basic needs for health;

4. describe measures appropriate for modification of patients' environment of care;

5. apply safety and comfort measures to meet needs of patients;

6. demonstrate proficiency in observation, reporting and recording; and

7. educate patients on the basic tenets of healthy living.

Course Contents

Client teaching and learning environment. Communication in health care. Assessment of vital signs. Asepsis. Skin integrity and wound care. Theories in nursing. Needs of patients and actions to meet such needs including promotion of physical health, physical activity, exercise and sleep. Nutrition for improved health. Administration of drugs (oral, injection and other routes). Intravenous infusions. Blood transfusion. Body physiological processes including elimination, oxygenation and circulation. The basic nursing procedures. Administration of oxygen. Care of tracheostomy. Nasogastric tube feeding. Cardiopulmonary resuscitation (CPR). Laboratory practical and demonstration for clinical skills of basic nursing procedures. Pre and postoperative care.

NSC 206: General and Cellular Pathology (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. describe the basic cellular events that lead to disease;

2. explain the processes such as inflammation, infection, necrosis and many others;

3. recognise the presenting cellular and physiological signs of diseases such in cancers and certain genetic disorders; and

4. discuss the progression and effects of cellular pathologies.

Course Contents

General mechanisms. The pathogenesis of disease and the dynamic nature of disease as it evolve from its incipient stage to its full expression. The effect of disease on organs and distant parts of the body. Pathology and the nature of disease. Chemistry of cell damage and the dying cell. Inflammation and infection. Inflammatory response and chemical mediators. Immunity and cellular immune response. Principles of repair and re-organisation of cell structure. Cancers and genetic diseases, progression and implications to nursing.

BIU-NSC 204: Infection Prevention and Control, (2 Units; C; LH= 30)

Senate-approved relevance

Infection is one of the leading causes of preventable death in the hospital. Many patients that come into hospital are often exposed to hospital associated infection; hence the need for adequate knowledge of infection control measures by nurses. In addition there is a global increase in the spread of infection and an ever increasing resistance to antibiotics.

This course will build the capacity of nursing students in the knowledge needed for infection prevention and control that will guide their clinical practice and enable them monitor standard, challenge and put in place preventive strategies in their area of practice.

Course overview

Hospital associated infection is recognised as a major burden for patients, society and health care management. Therefore, in this course, nurses trained in BIU will be exposed to the best practices in infection prevention and control. Emphasis is laid on the classifications and nomenclature of microorganisms, microbial pathogenesis, specimen collection and transport, predisposing factors associated with Hospital associated infections, standard and transmission based precautions. The course lays the foundation knowledge for BIU trained nurses on infection control practices in clinics/ hospital wards and also builds the capacity of nursing students' skills in standard precaution measures such as wearing of barrier gowns, laboratory coats, gloves and face masks.

The importance of the course lies in meeting the United Nations Sustainable Development Goals 3 (Ensure Healthy Lives and Promote Wellbeing for All Ages) and 4 (Quality Education). The knowledge of infection prevention and control will help to substantially reduce the number of deaths from hospital based infections. Quality nursing education is assured as the nursing students are exposed to the best practices in infection prevention and control.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

1. Describe the concept of infection prevention and control
2. Explain the concept of health care associated infections
3. Outline infection control practices in clinics/hospital wards
4. Identify predisposing factors of Hospital associated infections
5. Describe the steps in wearing of barrier gowns, gloves and face masks as standard precaution measures.

Learning outcomes

At the end of the course, students should be able to:

1. Explain the concept of infection prevention and control
2. Name four (4) hospital associated infections
3. Enumerate five (5) infection control practices in clinics/wards
4. Enumerate seven (7) predisposing factors to hospital associated infections
5. Demonstrate how to wear barrier gowns, gloves and face masks as standard precaution measures.

Course content

Introduction to microbiology and the concept of infection control. Historical approach to infection and its control. How microbes cause infection microbial pathogenesis. Classifications and nomenclature of microorganisms. Introduction to bacteriology, mycology, virology and Parasitology (the protozoan). Disinfection and sterilization. Natural and acquired resistance to infections. Determination of innate immunity. Deep tissue and superficial tissue infections. Fungal infections. Deep and systemic mycosis. Perichondrial infections. Hospital association infections. Factors associated with Hospital association infections. Specimen collection and transport. Standard and transmission based precautions. Best practices in infection control.

Minimum Academic Standard

Clinical skilled laboratories with NUC-MAS.

300 LEVEL

GST 312: Peace and Conflict Resolution (2 Units C: LH 30)

Learning Outcomes

At the end of the course, students should be able to:

1. analyse the concepts of peace, conflict and security;

2. list major forms, types and root causes of conflict and violence;

3. differentiate between conflict and terrorism;

4. enumerate security and peace building strategies; and

5. describe roles of international organisations, media and traditional institutions in peace building.

Course Contents

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of Conflicts: Ethnic, Religious, Economic, Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes; Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes; Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun; ZangoKartaf, Chieftaincy and Land disputes and many others. Peace Building, Management of Conflicts and Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and many others.). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue). Arbitration, c). Negotiation d). Collaboration and many others. Roles of International Organisations in Conflict Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

ENT 312: Venture Creation (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, students, through case study and practical approaches, should be able to:

1. describe the key steps in venture creation;

2. spot opportunities in problems and in high potential sectors regardless of geographical location;

3. state how original products, ideas, and concepts are developed;

4. develop business concept for further incubation or pitching for funding;

5. identify key sources of entrepreneurial finance;

6. implement the requirements for establishing and managing micro and small enterprises;

7. conduct entrepreneurial marketing and e-commerce;

8. apply a wide variety of emerging technological solutions to entrepreneurship; and

9. appreciate why ventures fail due to lack of planning and poor implementation.

Course Contents

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources. Social and climate conditions and Technology adoption gap). New business development (business planning, market research). Entrepreneurial Finance (Venture capital, Equity finance, Micro finance, Personal savings, Small business investment organisations and Business plan competition). Entrepreneurial marketing and e-commerce (Principles of marketing, Customer Acquisition & Retention,B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic book keeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods). Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contest, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Blockchain, Cloud Computing, Renewable Energy and many others. Digital Business and E-Commerce Strategies).

PHA 301: Pharmacodynamics and Chemotherapy I (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. discuss sources, classifications of drugs, chemical, generic and trade names;

2. identify the basic principles of pharmacology, drug uses including side effects and contra indications as they apply to the human body systems;

3. explain the ethical and legal aspects concerning drug administration;

4. identify resources for up-to-date information on drugs and medication used within clinical practice (different drug formularies)/DRF;

5. utilise knowledge acquired in drug dosage calculations and administration;

6. explain the indications, actions, dosage, route of administration and side effects of drugs considered in this course; and

7. explain the role of the nurse in pharmacovigilance and adverse event reporting.

Course Contents

Drug dérivations, sources, classifications. Pharmacology –basic principles, uses of drugs. Pharmacodynamics and pharmacokinetics. Drug actions and functions of drugs in the body systems. Routes of drugs administration (oral, parenteral, intrathecal, and other routes). Drugs for prophylaxis and control of bacterial, parasitic and viral infections. Chemotherapy for parasitic infections. Therapeutic drugs and their action on cells. Different lotions and their uses; toxicology and drug abuse. Nurses role in drug therapy. Patient safety issues through pharmacovigilance and reporting of adverse events. The National Drug Policy and Drug Revolving Fund (DRF). Problems of drug therapy and the contributions of traditional chemotherapeutic measures to health maintenance. Administration of controlled drugs and substances (DDA).

NSC 301: Epidemiology (1 Unit C: LH 15)

Learning Outcomes

At the end of this course, the student should be able to:

1. define key concepts and principles in epidemiology (such as determinants, prevalence, incidence, surveillance, type of epidemiologic studies and many others);

2. discuss epidemiological triad, models and applications;

3. describe the epidemiology of communicable and non-communicable diseases including sexually transmitted infections and HIV; and

4. explain the role of the nurse in Integrated Disease Surveillance and Response (IDSR).

Course Contents

Concepts and definition of terms in epidemiology. Purpose of epidemiology. Relationship in epidemiological triad. Epidemiological models and application. Epidemiological study designs and types. Application of epidemiology to communicable and non-communicable diseases. Measuring and interpreting patterns of disease occurrence. Routine sources of data. Communicable diseases (such as diseases of contact and droplets, water and food related, diseases spread by insects and other animals and many others) and their management. Non communicable diseases. HIV and sexually transmitted infections/diseases. Use of Integrated Disease Surveillance and Response (IDSR) Framework.

NSC 303: Community/Public Health Nursing I (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to;

1. discuss the trend of the emergence of the practice of community/public health;

2. discuss the context of the family as the unit of care in community/public health nursing;

3. discuss the relevant concepts, tools and theories used in family health assessment and care;
4. explain the concept and process of community actions in practice;

5. describe the levels of prevention and application development of programmes and services in community/public health nursing practice; and

6. demonstrate effective use of nursing process in programme and service delivery at the community level.

Course Contents

Historical antecedents of community/public health nursing practice. Role of community/public health nurses in the diverse community settings. The context of family as the unit of care in the community. Concept of the family. Types and characteristics of families. Family developmental tasks. Family nursing theories. Tools in family health assessment and family care. Demography and population dynamics. Community assessment. Community mobilization, participation and involvement. Levels of prevention. Nursing process as applied to community practice. Skills used in community practice. Levels of health prevention. Socio-demographic variables and population dynamics as predictors of patterns of life in the community. Patterns of diseases in the community. Application of development programmes and services at community levels.

NSC 307: Human Nutrition (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. discuss food classes, sources and their functions;

2. explain terminologies associated with nutrition in health and illness;

3. discuss the criteria for food selection, preservation, preparation and budgeting; and

4. discuss the relationship between nutrition and disease control and management.

Course Contents

Historical perspectives of nutrition as a science. Food classes (organic and inorganic) and their functions. Food nutrients. Relationship of digestion and absorption of food to health. Nutrient quality of local foods and diets. Factors affecting choice of food such as culture, religion, socioeconomic status, food availability, health status, natural disasters and political instability. Food selection/choice, purchasing, preservation, preparation and budgeting. Diet therapy for control and treatment of disease conditions. Planning and provision of special therapeutic diets to clients and patients. Nutrition education. Use of nutritional supplements. Factors that affect nutrition. Diet, food habits and choice. Selection and formulation of balanced and weaning diets. Use of food composition tables. Nutrient requirements and recommended daily calorie requirements (RDA)/micronutrient requirements. Food in relation to the life cycle. The role of the nurse in promotion of good nutrition in hospital (in and out patient), schools and community.

NSC 309: Nursing Ethics and Jurisprudence (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. explain concept of ethics, law, morals and many others;

2. discuss relevant issues in the nursing code of ethics (national, international) and the regulation of nursing practice;

3. explain the rights and responsibilities in patient care and the legal roles of the nurse;

4. discuss area of legal liabilities in nursing and legal protection for the nurse;

5. explain ethical dilemmas/problems and different models of ethical decision making in nursing;

6. recognise the boundaries of nursing care within the general healthcare process; and

7. utilise ethical decision-making models for resolution of ethical dilemma in practice.

Course Contents

Nursing ethics and ethical issues in the practice of nursing; personal philosophy of nursing. The national code of ethics for Nigeria. The International Council of Nurses (ICN) Code. Principles of ethics. Relationship with the patients and other members of the health team. Introduction to the laws and statutes as they affect the nursing profession and practice. Patients' Bill of Rights. Professional negligence and malpractice. Acts. Legal rights, duties and

liabilities. Informed consent. Litigations. Ethical dilemmas in practice. Sex change. Abortion. Euthanasia. Dying and death. The nurse as advocate and nurse as witness.

NSC 313: Medical & Surgical Nursing I(2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. explain basic concepts and terminologies in medical surgical nursing;

2. conduct appropriate assessment of medical and surgical patients utilising relevant tools;

3. demonstrate competence in preparation of patients for diagnostic measures in medical and surgical conditions;

4. identify needs/problems of patients with medical and surgical conditions; and

5. utilise knowledge, skills and appropriate attitudes in the management of patients with medical and surgical conditions using the nursing process.

Course Contents

Review of anatomy and physiology of organs concerned. Basic concept and terminologies of medical and surgical conditions. Health care delivery systems and models of health care. Concept of adaptation and conditions that threaten adaptation/ disrupted homeostasis and psycho physiologic response to illnesses. Disrupted homeostasis and psycho physiologic response to illnesses and nursing interventions. Diagnostic measures in medical and surgical conditions. Evidence-based nursing. Concept and principles of rehabilitation. Critical thinking. Ethical decision making, Use of nursing process as framework for practice. Skin care and wound management. Nursing care of selected medical and surgical conditions.

NSC 302: Community/Public Health Nursing II (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the student should be able to:

1. discuss socio-cultural, economic, political and environmental factors influencing individual, family, community and global health;

2. discuss models of community health practice;

3. discuss the principles and theories of health promotion;

4. demonstrate skills in health counselling;

5. discuss the concept, historical antecedents, elements, principles and components of Primary Health care;

6. discuss the Immunisation Schedules; and

7. discuss the historical antecedents and contents of special programmes for Child Health promotion.

Course Contents

Working in and with the community. Skills and attitudinal disposition to analyse the socio-cultural, political, economic, ethical and environmental factors that influence individual, family, community and global health. Models for community health practice, principles and theories of health promotion. Health counselling. Primary Health Care (PHC) – concept, elements, principles, components and service delivery. Child welfare services. Immunisation Schedules/Vaccination of under-five children and adults. The Cold Chain Systems. Special Programmes in Child Health Growth monitoring, oral rehydration, breast-feeding and immunization - Female education, Family spacing and food supplementation (GOBI-FFF). Integrated Management of Neonatal and Childhood diseases (IMNCI). School health services. Disaster nursing. Primary oral health care principles.

NSC 306: Medical & Surgical Nursing II (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. demonstrate an understanding of conditions affecting the systems identified with associated review of their respective normal functions and pathophysiologies;

2. describe signs and symptoms of disorders of the systems involved and the associated nursing and medical management;

3. explain diagnostic measures for medical and surgical conditions of the organs and systems covered in this course;

4. discuss neoplasms, benign and malignant growths, and pain in the systems; and

5. utilise the nursing process in care of patients with different medical and surgical conditions.

Course Contents

Review of anatomy, physiology and pathophysiology as they affect the systems of the body. Concept of oxygenation and disturbances of oxygen carrying mechanism. Blood pumping mechanism and blood vessel distribution. Anatomic physiologic overview of the respiratory system. Disorders of the respiratory system. Nursing care and management of patients with disorders of the respiratory system. Anatomic and physiologic overview of the cardiovascular system. Disorders of the cardiovascular system. Nursing care and management of patients with disorders of the cardiovascular system. Vascular disorders and inflammatory responses. Gastrointestinal system disorders. Metabolic disorders of ingestion, digestion and elimination. Genitourinary system disorders and management. Hepatic functions and disorders. Glucose metabolism and hormonal disorders. Nutritional disorders. Pathophysiology of cell proliferation and maturation, and neoplastic disorders. Care of patients with cancer and pain management. Medical care and nursing management of client/patients with specific acute and chronic medical and surgical conditions.

NSC 308: Medical Surgical Nursing III (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. discuss the disease conditions affecting the organs and systems covered in this course with associated review of the normal functions and pathophysiology;

2. explain diagnostic measures for medical and surgical conditions of the organs and systems covered in this course;

3. discuss immune disorders and their management;

4. explain the role of the nurse in the pre, intra and operative care of the surgical patient;

5. discuss the care and nursing management of patients in shock, unconscious patient, burns and other conditions;

6. utilise nursing process in care of patients with varying medical and surgical conditions;

7. discuss the special role of the nurse in the care of patients with disorders of the male and female reproductive system;

8. demonstrate skills in triaging in emergency and disaster situations; and

9. explain the special roles of the nurse in palliative and end of life care.

Course Contents

Anatomic and physiologic overview of the immune system. Disorders of the immune system, nursing care and management of patients with immune diseases. Musculo-skeletal system disorders (Orthopaedics) and the skin. Burns. Disorders of the special senses (eye, ear, nose, and throat). Disorders of the male and female reproductive system. Sexually transmitted infections. Nervous system disorders. Shock. Endocrine system and associated disorders. Role of the nurse in acute and chronic states of diseases of the mentioned systems. The course also deals with perioperative concepts and care. Emergency and disaster care. Unconscious patient. Patients undergoing surgical and special procedures. Care of the elderly, palliative and end of life care. Nurse's role in the special units - operating theatre, intensive care unit, eye ward, and other wards. Perioperative concepts and nursing management. Care and management of patients with special medical and surgical needs (Patients having surgery. Patients experiencing trauma. Unconscious patient. Patient with burns and many others). Care of the elderly. Palliative and end of life care.

NSC 312: (SIWES 2) - Medical Surgical Nursing Practicum II (2 Units C: PH 90)

Learning Outcomes

At the end of this clinical posting, students should be able to:

1. assist/carryout procedures such as wound dressing, client feeding, catheterisation, bed baths, and many others, as assigned to them by the supervising nurse(s);

2. develop nursing care plans for clients/patients, implement them;

3. write relevant reports on care of clients/patients and outcomes; and

4. present reports on completion of the posting as necessary.

Course Contents

Students should be posted to medical and surgical units where they are required to care for patients with diseases covered in previous medical and surgical courses. Students are expected to develop nursing care plans and implement such under the supervision of faculty, instructors, preceptors, and trained nurses on the ward. Use of case studies and presentations. The second round of four out of twelve weeks will be spent in hospitals setting. Continuous assessment of students will be undertaken by the team from the University, Clinical Site and the ITF officials. Students will also be required on returning to the institution to present a seminar on major duties performed and skills acquired during the training. Grading for the course should give attention to ITF directives.

NSC 314: Mental Health and Psychiatric Nursing I(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the student should be able to:

1. identify common causes of mental illness and predisposing factors;

2. differentiate between the features of groups of mental disorders;

3. discuss different management methods for mental disorders, including somatic therapies;

4. utilise the nursing process and DSM IV-TR multi-axial diagnosis in managing patients with mental health/psychiatric disorders in a variety of settings;

5. discuss mental health act and laws, including ethico- legal aspects of mental health; and

6. collaborate with the multidisciplinary team and multi-sectoral agencies in provision of mental health services to individuals, family and community, that includes promotion of mental health.

Course Contents

Concepts in mental health nursing and the variety of commonly occurring psychiatric conditions throughout the lifespan. The role of the nurse in the care of the mentally ill, including mental health promotion and rehabilitation in the community. Patient assessment for mental health/psychiatric disorder using the nursing process and relevant management methods. Use of the DSM – IV TR (Multiaxial System for Psychiatric Diagnosis) to evaluate and describe multiple conditions of clients. Interpersonal skills and attitudes necessary for the nurse to act as a therapeutic agent. History of the mental health movement - national and international. Classification of mental health disorders. Discussion of specific behaviours. Symptoms, signs. Intervention methods by health care providers - individual and group approach. Therapeutic care. Behaviour management. Management of different mental health disorders. Substance related disorders and management. Legal coverage (Mental Health Acts, ethical codes and

patients' Bill of rights). The legal aspects of mental health/psychiatric nursing and the nurses' role. Mental health counselling, referrals and follow ups.

PHA 302: Pharmacodynamics and Chemotherapy II (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify drugs used for the treatment and management of the listed systemic disorders - (gastrointestinal, renal, special senses, nervous musculo skeletal, reproductive, skin, endocrine and cancers and many others);

2. discuss the indications, dosages, actions, side effects, contraindications of drugs;

3. apply knowledge and skills in administration of drugs, including calculations where needed;
4. discuss nursing responsibilities and the need for safety monitoring of drugs, vaccines and other products for treatment of patients; and

5. discuss pharmacovigilance and the role of the nurse.

Course Contents

Indications, actions, dosage, routes of administration, side effects, contraindications and nursing responsibilities for use of drugs of the listed body systems (gastrointestinal, renal, special senses, musculo skeletal, reproductive, skin, nervous, endocrine, cancers and many others). Antacids. Anthelmintics. Anticholinergics. Antibiotics. Analgesics. Anaesthetics. Antidepressants. Antidiabetics. Antithyroids. Antifungal. Anti-infectives. Anticoagulants. Antihypertensives. Drugs acting on the various systems – Renal (diuretics and many others). Vasodilators. Mydriatics. Myotics. Drugs used in obstetrics and many others (List not exhaustive).

BIU-NSC 324: Health Education and Promotion,(1 Unit; C; LH= 15)

Senate-approved relevance

Health Education as a course is geared towards increasing the capacity of every member of the society to learn and acquire new skills which are designed to improve the health of individual members of the household and community. The course is aimed at introducing BIU nursing students to strategies and factors that can influence health protection and promotion. The relevance of the course is that students will develop an understanding of strategies that can be used to prevent disease outbreak, maintain positive health and instil in people the confidence to take control of their own health. Nursing students will also have the opportunities to learn how to improve their own personal health and that of their immediate families. They will also be exposed to current trends in national health problems that affect the health of the community.

Course Overview

Health education is part of Public health in Nigeria. The overall objective of the course is to help the nursing students understand the concept of health education and promotion, their interrelationship and how they contribute to the maintenance of positive health of the populace. The course also highlights health education theories and how they can be used for positive behavioural changes. This is to ensure that every individual in the society is as healthy as possible based on World Health Organization, Health for All strategy which implies the removal of the obstacles to health.The influence of good personal and environmental hygiene, safe water, adequate waste disposal, air and water pollution on health is highlighted. The course will also expose nursing students to health problems in the school environment, workplace and the community.

The course is geared towards building the capacity of the students to understand how health education and health promotion activities can be used to prevent disease outbreak in the community. The importance of the course lies in meeting the United Nations Sustainable Development Goals 3 (Good health and wellbeing), 4 (Quality education) and 8 (Decent Work and Economic Growth) as they get fulfilling jobs upon graduation.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

1. Explain the relationship between health education, promotion and protection
2. Identify individuals that can benefit from health education
3. Describe method of health education in disease prevention in a community
4. Outline ways by which the classroom teacher health education to promote personal hygiene of school children
5. Describe ways in which health education and proper waste disposal can prevent outbreak of disease at the community level
6. Identify health education strategies for reducing drug and substance abuse among teenagers in the community.

Learning outcomes

On completion of the course students should be able to:

1. Outline the relationship between health education, promotion and protection
2. List four (4)individuals that can benefit from health education in a community
3. List four (4) methods of health education in disease prevention in a community
4. Enumerate six (6) ways by which the classroom teacher can use health education promote personal hygiene of school children
5. Explain five (5) ways in which inadequate waste disposal can cause outbreak of a communicable disease at the community level
6. Outline four (4) health education strategies for reducing drug and substance abuse among teenagers in the community.

Course content

Concept of health education, health promotion and health protection and their interrelatedness. Historical perspectives of health education. Health education theories that influence behavioural changes. Food safety and health of school children. Balance diet and Food distribution in the family. Personal and Environmental hygiene. Safe water. Waste and waste disposal. Air pollution and climate change. Mental health and drug control and substance abuse. Communicable and non-communicable diseases. Traditional harmful practices that affect health. Strategies for promoting health at the community level. Health promotion at the work place. Current national health issues in health education. Nurses as agents of health protection and promotion. The role of government agencies in protection and promotion.

Minimum Academic Standard

Clinical skilled laboratories with NUC-MAS.

BIU- NSC 326: Human Behaviour in Health and Illness, (2 Units; C; LH= 30)

Senate-approved relevance

The course is a study of how normal people respond to the emotional stresses of growing up, growing older, being sick and most importantly, how health evolves into illness. The knowledge of this course will aid nursing students' understanding of the relationship between human health issues, the structure and process in health care institutions. The major focus is the social and cultural reason for diseases and illnesses and the influence of race, gender, sexuality, social class and religion. The knowledge and understanding of human behaviour gives the nurse insight into the mind and heart of the patients. Thus, is able to make appropriate nursing diagnoses that improve the quality of life of patients.

Course Overview

Nursing students are required to take this course as it enhances their understanding of human behaviour as they interact daily with patients in their clinical practice. The knowledge and understanding of human behaviour gives the nurse insight into the mind and heart of the patients, thus, is able to provide and make appropriate diagnoses. Health–illness continuum, social and cultural factors that affect health and illness behaviour, Suchman (1965) stages of illness experiences/behaviour, theories of health and illness behaviour, health seeking behaviours, complementary and alternate medicine and their healing options are also highlighted.

The course enables nurses to understand their social responsibility as agents of change. The importance of the course lies in meeting the United Nations Sustainable Development Goal 3 (Good health and wellbeing). The premise is that understanding of human behaviour enables the nurse to make appropriate nursing diagnoses. Thus, the nurse is not only treating the illness, the nurse is also improving the quality of life of the patient. Thus, sustainable development goal 3 (Good health and wellbeing) is achieved.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

1. Explain World Health Organization's perspective of health
2. Outline the distinction between illness and disease
3. Describe Suchman (1965) stages of illness experiences/behaviour
4. Explain Models/Theories of health and illness behaviour
5. Identify social and cultural reasons for diseases and illnesses in Nigeria
6. State specific behaviour that can influence the health of the youth in Nigeria.

Learning outcomes

On completion of the course students should be able to:

1. State World Health Organization's perspective of health
2. Enumerate three (3) differences between illness and disease
3. List the six (6) Suchman (1965) stages of illness experiences/behaviour
4. Explain four (4) variables in the Health Belief Model that affect illness behaviour

5. Enumerate five (5) social and cultural reasons for diseases and illnesses in Nigeria.
6. State six (6) specific behaviours that influence health of the youth in Nigeria.

Course Content

Concept of health, illness and disease. Concept of human illness behaviour. World Health Organization's (WHO) perspective of health. Health–illness continuum. Social aspects of health, illness and curing in different communities in Nigeria. Suchman (1965) stages of illness experiences/behaviour. Theories of health and illness behaviour. The sick role concept. Health seeking behaviours. Social and cultural factors that affect health and illness behaviour. Acute and chronic illness; causes and types. Preventive health behaviour. Specific health behaviour problems. Mental health; causes, distribution and prevention. Health habits that influence health of the vulnerable in the society. Complementary and Alternate Medicine (CAM) and their healing options. Complementary and alternate medicine and their impact on modern health care delivery system. Problems of health care delivery in contemporary Nigeria.

Minimum Academic Standard

Clinical skilled laboratories with NUC-MAS.

400 LEVEL

NSC 403: Medical Surgical Nursing Practicum III (3 Units C: PH 135)

Learning Outcomes

At the end of the clinical posting, the student should be able to:

1. prepare patients for special laboratory investigations and procedures;
2. set up trays and trolleys for care and management of patients;
3. care for both medical and surgical patients under supervision;
4. perform nursing procedures as assigned;
5. maintain fluid intake and output charts;
6. manage infusions, parenteral and other medications under supervision; and
7. undertake counselling of patients as necessary.

Course Contents

This clinical course is designed to provide students with the opportunity to develop more competence in medical and surgical care of patients. The students are posted to special units of the hospital such as renal/urinary, operating theatres, ear, nose and throat, eye, and gynaecological units for proper integration of theory into practice and for enhancing their patient care skills.

NSC 405: Maternal and Child Health Nursing I(2 Units C: LH 30)

Learning Outcomes

At the end of the course, the student should be able to:

1. discuss the anatomical and physiological changes that are associated with pregnancy and child birth;

2. apply knowledge of preconception in the care of women and their families;

3. describe normal pregnancy, labour and puerperium;

4. describe abnormal pregnancy, labour and puerperium;

5. discuss family planning methods including factors that affect acceptance and choice of methods;

6. apply the knowledge and skills acquired to conduct physical health assessment, plan and implement care for the family with other health care providers; and

7. discuss the role of the nurse and midwife in the clinical area and the community including during immunisations.

Course Contents

Maternal and child health from conception to delivery and post-delivery. The nursing care of mothers, the new born and the family. Drugs used in midwifery practice. Pain management in midwifery practice. Anatomy and physiology of the male and female reproductive organs. Foetal 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. Quality of care in midwifery practice.

NSC 406: Curriculum Development and Teaching Methodology (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the student should be able to:

1. recognise the principles of education and adapt it health education;

2. identify the roles of the nurse as a teacher and health educator;

3. identify teaching and learning methodologies and how to adapt them to health education;

4. discuss modern methods (such as use of information and communication technologies) to enhance teaching and learning; and

5. develop teaching plans and identify learning frameworks.

Course Contents

Principles of education and educational methodology. The role of the nurse as a teacher and health educator. Principles of education. Principles of teaching/learning. Philosophy and objectives of education in Nigeria. Relationship of the National Policy on Education and philosophy to the education of nurses. Qualities of a teacher. Teacher/learner interaction. The learning environment. The learner. Deductive and inductive reasoning. Concepts of motivation development of instructional objectives. Development of course content. Methods of evaluation. Traditional and modern/innovative teaching methods as they apply to health professional education. Educational technology and communication media. Development of curriculum and microteaching. Implementation of teaching plans in clinical settings (clinical/ patient teaching).

PHE 403: Biostatistics (1 Unit C: LH 15)

Learning Outcomes

At the end of this course, the students should be able to:

1. define basic statistical terminologies;

2. explain various types of statistics and their uses;

3. differentiate between descriptive, qualitative and quantitative data);

4. utilise statistical methods to analyse, present and interpret data; and

5. communicate data analysis result based on informed decision.

Course Contents

Review of basic statistical terminologies. Discrete/categorical and continuous data. Descriptive/quantitative and qualitative data. Parameters and statistics. Parametric and non-parametric statistics. Review of descriptive statistics. Inferential statistics. Errors – type 1 and type 11. Hypothesis testing. Level of significance. Degree of freedom. Inferences and conclusion from statistical analysis. Statistical packages (such as SPSS latest Ed and many others). Data organisation and interpretation - frequency distribution tables, graphs, charts, cumulative frequencies and curves. Data communication and data-informed decision making. The nurse's role in data collection and data quality.

NSC 409: Research Methodology (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. discuss the concept of research and benefits to nursing;

2. describe the types of research;

3. discuss the steps in the research process;

4. initiate, conduct and present a research project;

5. recognise the importance of ethics in research;

6. explain the application of research findings to nursing situations; and

7. generate research proposals and conduct a simple research study in area of interest.

Course Contents

Definition of concepts. Types of research. Benefits to nursing. The steps of the research process from problem identification, through literature review to report writing. Basic skills and knowledge required of a researcher. Conduct of simple studies in clinical area of practice. Ethical issues in research. Research design. Sampling. Methods of data collection. Validity and reliability of data collection instruments. Data analysis (descriptive and inferential statistics/statistical packages for data analysis). Presentation and interpretation of findings. Discussion of findings and referencing. Plagiarism and implications. Utilisation of research results in practice. The application and use of the research process in identifying and solving nursing problems in education and practice. Writing of research proposals and conduct a simple research study in area of interest.

NSC 411: Management of Nursing Services (2 Units C: LH 30)

Learning Outcomes

At the end of the course, the student should be able to:

1. explain the concepts of management, communication, supervision;

2. discuss the tools of management;

3. describe the elements of management;

4. discuss delegation, allocation and supervision of personnel; and

5. utilise fundamentals of monitoring and evaluation in the provision of care.

Course Contents

Definition of concepts. Evolution of management. The scope and nature of management. The various schools of management. Essential tools for effective management of resources (human, material, financial). Management theories. Decision making. Organisational structure and organogram. Communication. Interpersonal relationship and leadership styles. Motivation. Group dynamics. Delegation, supervision, accountability, budgeting and forecasting. Conflict and conflict resolution. Philosophy. Theory, principles and techniques of management generally and as related to management of nursing services. Documentation. Record keeping and performance evaluation. The nursing process as a tool for scientific approach to solving management problems and management by objectives (MBO).

NSC 402: Maternal and Child Health Nursing II (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. discuss community cultural practices that affect maternal and child health;

2. describe counselling and communication strategies of relevance in maternal and child health services;

3. demonstrate the knowledge of pre, intra and postnatal care focusing on the mother and the baby;

4. demonstrate the knowledge of care of the newborn;

5. discuss strategies and measures to reduce maternal and child mortality in the community;

6. participate in domiciliary practice and family care as necessary;

7. participate in maternal and child health service programmes immunisation, growth monitoring, oral rehydration therapy as necessary; and

8. explain the process and use of data collection and management information system in family planning services.

Course Contents

Concept of community cultural practices. Maternal and child health nursing practice in community settings. Review of the reproductive system in relation to the practice of normal midwifery. The health of the family and the normal needs of the mother, father, foetus and other siblings in the family context. Management of normal pregnancy, labour, puerperium and the care of the baby. Prenatal care/ focused antenatal care. Normal labour. Stages of labour. Normal puerperium. The care of the newborn and newborn environment. Infant nutrition. Discharge, and follow-up. Family care studies as necessary. Domiciliary Midwifery Practice. Role of the nurse. Immunisations - Expanded Programme on Immunisation (EPI)/ National Programme on Immunisation (NPI). Oral Rehydration Therapy (ORT). Physical assessment. Nursing diagnosis. The use of Standing Orderand implementation of nursing interventions. Family planning and post-natal exercises. Growth and development of the child. Health education. Growth monitoring. Family planning and infertility. Data collection and management information system in family planning. Record keeping in community practice.

NSC 404: Maternal and Child Health Nursing Practicum 1 (2 Units C: PH 90)

Learning Outcomes

At the end of this clinical posting, the student should be able to:

1. explain the concept of care of the new born including immunisation;

2. demonstrate skills for conduct of maternal and child health services including antenatal booking and service;

3. conduct health education on immunization and proper nutrition;

4. participate in patient mobilisation and community participation activities; and

5. recognise the role of the family in maternal and child care services.

Course Contents

Students are posted to clinical and community sites where maternal and child health services are provided. Students' activities include, provision of normal midwifery services. Antenatal booking and mothers' comprehensive assessment. Palpation. Weighing. Urine testing. Mothers' education. Home visits in domiciliary midwifery (Field work – 6 weeks/ Health care institutions' practice and community midwifery services.

NSC 406: Mental Health Nursing II (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. identify socio cultural issues relating to mental health (such as peer/societal pressure and many others);

2. discuss concept of community mental health, preventive mental health/psychiatric services in schools, work places and communities;

3. explain social and psychological issues affecting mental health/illness;

4. discuss the role of traditional healers in mental health/psychiatric nursing;

5. utilise the nursing process in the care and management of mental health patients in all settings; and

6. organise and implement preventive mental health activities in the community.

Course Contents

Review of psychosocial development from childhood to adulthood. Human behaviour in illness. Social and cultural issues relating to mental health. The role of traditional healers in mental/psychiatric disease interpretation and management in the society (urban and rural). Application of the nursing process in the development of nursing care plans for clients with psychiatric/mental health issues. Rehabilitation. Parole, half way homes and many others for mental health disorders. Stigmatisation and discrimination in mental illness. Community psychiatry/community mental health. Use of systemic framework approach in the application of therapeutic interventions (considering the pragmatics and dynamics of human behaviours).

NSC 410: Community/Public Health Nursing III (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. discuss the methods and process of conducting community needs assessment;

2. discuss strategies used in working with small groups at the community level and with agencies;

3. explain the programme and service development process for meeting health care needs of population groups;

4. discuss the process for programme and service implementation and evaluation with emphasis on critical public/community health issues and population groups such as

a. Home care populations

b. Family and community violence

c. School health population

d. Other special population groups at the community such as the elderly, people with disabilities, children in correctional homes and others; and

5. apply the model of public/community health planning – community diagnosis, care plans, implementation of care and evaluation in care of health needs of the community.

Course Contents

Definition of concepts. Methods and processes of community needs assessment. Development, implementation and evaluation of public/community health nursing, including primary health care programmes. Planning, organisation, and administration of programmes to meet community health needs, building on knowledge, attitudes and skills. Working with small groups and specific groups in the community

- school health population,

- the elderly,

- people with disabilities

- children/adolescents in correctional homes/ facilities and others

- strategies for control of family and community violence Programme planning, implementation and evaluation in the community. Promoting health of home care populations. School health nursing and application of nursing process in the community.

BIU-NSC 423: Palliative Care Nursing, (2 Units; C; LH= 30)

Senate-approved relevance

Globally, the need for providing appropriate quality health care services at the end of life is evolving largely due to advanced medical science and technology. With the increase in the number of patients with cancer related conditions, there is a need to sustain quality oncology nursing workforce. The context of palliative care nursing is similar, yet completely different from other nursing sub-specialties. The uniqueness is attributed to the dynamic and complex world of cancer preventive and control measures and personal growth that is gained from the intense therapeutic relationship established with cancer patients and their families. Nurses trained in BIU need to understand the contextual features and the forces that can be modified to improve the quality of care rendered to patients requiring end of life care.

Course Overview

The World Health Organization (WHO) has recognized end of life care as a global public health issue and this has led to planning and delivering of hospice care for patients in their final stages of life. Dying patients confront complex and unique challenges that threaten their physical, emotional and spiritual integrity. These experiences can be profound, yet most health workers are too frequently ill-equipped to address the suffering. In response, the Robert Wood Johnson Foundation has devoted millions of dollars to public education on this issue as a high national priority.

The course is designed to expose nursing students to end of life issues and care. In this course, the goal is symptom management and supportive care. This includes adequate pain control, avoiding prolongation of the dying process, achieving a sense of self-control, finding meaning in life and relieving the care burdens of family and loved ones while strengthening and completing those same relationships. In addition to physical symptoms, the psychological factors important to patients at the end of life are mental awareness, peace with God, not being a burden to family and feeling their life was complete. Hence, the nurse must be educated on promoting comfort so as to provide the best possible quality of life. The importance of the course lies in meeting the United Nations Sustainable Development Goals 4 (Quality education) and 9 (Industry and Innovation and infrastructure) as these goals seek to build resilient infrastructure in the health care delivery system that will foster innovative strategies for end of life care. Nursing students will also acquire the necessary knowledge and skills needed to support individuals with terminal illness.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

1. Describe the concept of palliative care
2. Identify individuals that are eligible for palliative care
3. Explain the relationship between quality of life and palliative care
4. Identify the psycho-socio-cultural coping mechanism for patients with cancer
5. Identify the role of the family and social support for end of life care
6. Utilise the nursing process in planning care for a patient with end-stage renal disease

Learning outcomes

On completion of the course students should be able to:

1. Define the concept of palliative care
2. List three (3) types of patients that can benefit from palliative care
3. Explain three (3) ways to maintain quality of life for persons living with cancer or HIV/AIDS
4. List three (3) psycho-socio coping mechanism used by patients with cancer
5. Enumerate four (4) family and psychological social support for end of life care
6. Apply the nursing process in the care for a patient with end- stage renal disease .

Course content

Incidence and trend of neoplasm. Classification, aetiology and diagnosis of neoplastic disorders. Pathophysiology of cell proliferation. Kubler-Ross stages of grief. Treatment options for neoplastic disorders (Surgery, Chemotherapy, and Radiotherapy). Socio-cultural and psychological issues in coping with cancer. Prevention and early screening/detection of cancer and Nurses' role in cancer prevention. Nursing care of patients with cancer. Screening for breast and testicular cancer. Ethical theories in oncology nursing. Principles guiding end of life care. Tools for the care of the dying. Physiological care and psychological support for end of life. Clinical manifestation and care of imminent death. Family and social support for end of life care. The quality of life for persons living with cancers and HIV. Cancer of Special Organ.

Minimum Academic Standard

Clinical skilled laboratories with NUC-MAS.

BIU-NSC 424: Reproductive and Adolescent Health (2 Units; C; LH= 30)

Senate-approved relevance

Reproductive health refers to the study of the diseases, disorders and conditions that affect the functioning of the male and female reproductive systems during all stages of life. This implies that people are able to have a satisfying and safe sex life, and have the capacity to reproduce and have the freedom to decide when and how often to do so. Thus, Reproductive and adolescent Health Nursing is designed to equip nursing students with the knowledge and skills to care for clients/patients with reproductive issues, such as infertility, teenage pregnancy and the use of family planning. The course will also address the need for male involvement in reproductive health and gender-based violence. The knowledge and skills will make nurses trained in BIU function effectively in meeting the reproductive health needs of clients in homes, health institutions and the community.

Course Overview

The course is designed to expose nursing students to issues in reproductive health of both genders. The reproductive and adolescent health as a course is designed to expose nursing students to the rudiments of reproductive health, the review of male and female reproductive organs, conditions affecting reproductive tract, HIV and AIDS and human sexuality. Factors that influence reproductive health such as cultural, socio-economic, educational and political are also highlighted. In this course, nursing students will also learn the management of youth friendly services and demonstrate appropriate clinical decisions when dealing with harmful traditional practices of maternal and child health importance, infertility and Integrated Management of Neonatal and Childhood Illnesses (IMNCI). Knowledge of reproductive and adolescent health will also include identification of common sexual deviations predominant in Nigerian societies.

This course will build the capacity of nursing students in using evidence-based practice to achieve quality health care outcomes, making them professionally competent and versatile. Reproductive health nursing as a course is linked to the United Nations Sustainable Development Goals 3(Good Health and Well-being) and 5 (Gender Equality). The provision of adolescent health services and quality care to the clients and patients across all ages ensures healthy lives and promote wellbeing of the citizenry, thus SDG 3 is achieved. Gender Equality is achieved when there is empowerment of all women and girls through youth-friendly services and reproductive health promoting programmes.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

1. Define the concept of reproductive health
2. Describe the concept of Youth Friendly Reproductive Health Services and its benefits
3. Identify the barriers to the effective use of Youth Friendly Reproductive Health Services in a primary health care facility by the youth
4. Identify the causes of teenage pregnancy
5. Outline health problems that are predominant among adolescent and youth in a rural community in Nigeria

Learning outcomes

On completion of the course students should be able to:

1. Explain the concept of reproductive health
2. List four (4)benefits of Youth Friendly Reproductive Health Services
3. Identify five (5) barriers to the effective use of Youth Friendly Reproductive Health Services in a primary health care facility by the youth
4. Enumerate four (4) causes of teenage pregnancy
5. State six (6) health problems that are predominant among adolescent and youth in a rural community in Nigeria

Course Content

Definitions of reproductive health and reproductive rights.Harmful traditional practices. Common types and strategies for the elimination of harmful practices. Infertility, causes, prevention and management.Breast and testicular self-examinations. Abortion and post abortion care services. Concept of Integrated Maternal and Neonatal Childhood illnesses (IMNCI). Common childhood diseases.Prevention of unintended pregnancies and unsafe abortion. Adolescent and youth developmental needs and tasks. Reproductive health risks and consequences for adolescents. Injuries (intentional and unintentional). Child or adolescent pregnancy. Substance abuse. ICY related addictions. STIs/HIV and AIDS. Adolescent and youth friendly health services.

Minimum Academic Standard
Clinical skilled laboratories with NUC-MAS.

BIU-NSC 425: The Work Environment (2 Units; C; LH= 30)

Senate-approved relevance

Within the context of nursing, the work environment comprises of the human, technical and organizational infrastructure. These affect the quality and effectiveness of nursing care. An effective working environment for nurses ought to result in decreased burnout and error rate and increased job satisfaction. On the other hand, an unhealthy work environment leads to absenteeism, ineffectiveness in healthcare delivery, stress and discord among healthcare colleagues, creating negative and unsafe conditions. Nurses in BIU will be exposed to the dynamics ofa healthy work environment and possible barriers and distractions in the healthcare environment that make it highly difficult for nurses to perform their duties.

Course Overview

The work environment is diverse and constantly changing. Therefore, employers of labour must create a work environment that attracts, retains and motivates their workforce. For more than a decade, evidence of unhealthy work environment such as abusive behaviour and disrespectful interactions between colleagues have been the norm in the hospital. This disrespect and non-collaborative behaviours make for an unhealthy work environment and create negative and unsafe conditions.It is therefore important to create a clinical working environment that provides nurses a career pathway that will give them greater autonomy and opportunities for development.

The course is designed to expose nursing students to the dynamics of leadership and effective communication as essential for the nursing workforce. In this course emphasis will be laid on rewards system that will be appropriate, meaningful and relative to the amount of effort leading to the reward.The course is also geared towards building the capacity of the students in the importance of the concept of teamwork as an essential aspect of a healthy environment, highlighting the opportunity to acquire a diverse range of skills and the ability to leverage on each other's strengths to offset individual weaknesses.The importance of the course lies in meeting the United Nations Sustainable Development Goals 8 (gender equality) and 16 (promotion of peaceful and inclusive societies for sustainable development). A healthy work environment significantly reduces all forms of violence in the workplace, thereby promoting

the rule of law at national and international levels. More importantly, high level of economic productivity will be achieved.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

1. Identify the main components of an unhealthy environment
2. Describe factors in the clinical area that can promote a healthy work environment
3. Explain the need for team work in the clinical area
4. Describe the importance of effective communication in work environment
5. State the importance of performance appraisal in the work environment

Learning outcomes

On completion of the course students should be able to:

1. Define three (3) key components of an unhealthy Environment
2. List five (5) factors in the clinical area that promote a healthy work environment
3. Identify four (4) benefits of team approach to work on the ward
4. Enumerate six (6)importance of effective communication in a work environment
5. State five (5) uses of performance appraisal in the clinical environment

Course Overview

The Technical Environment. Human and Organizational Environment. Unhealthy work environment. Leadership. Effective communication in work environment. Motivation and Trust. Team work. The concept of staff development. Supervision and Management. Quality Assurance. Occupational Health and Safety legislation. Patient Safety. Performance Appraisals. Staff Health. Job description. Recruitment and Retirement Plans. Factors affecting the work environment and work life of nursing staff.

Minimum Academic Standard

Clinical skilled laboratories with NUC-MAS

BIU-NSC 426: Therapeutic Nursing, (2 Units; C; LH= 30)

Senate-approved relevance

Within the context of healthcare, one of the most important factors is the establishment of an effective therapeutic relationship between the nurse and the patient. Understanding the fundamental components of this relationship and how to achieve it in clinical practice remains a vital aspect of nursing training and continuing professional development. Nurses trained in BIU will be oriented to see how this relationship will be used in nursing practice as a major force in achieving health for the patient. Hence the need to equip them with the tools and skills they need to be competent therapeutic nurses. Most importantly, there is a renewed focus on the importance of how nurses interact with patients in practice in order to prevent litigation.

Course Overview

Therapeutic relationship is a two-way reciprocal relationship involving nursing staff, the patients and their families. Caring is at the heart of this relationship. In this relationship, patients are not only listened to within the clinical decision-making context, but are actively encouraged to participate in their own health care, with clear boundaries of both personal and professional interactions. Therapeutic Nursing is reflected in the four areas of nursing practice which are: promoting health and wellness, preventing illness, restoring health and caring for the dying. This is in alignment with Virginia Henderson definition of nursing of assisting the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to a peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge.

The course will also build the capacity of the students to acquire the necessary knowledge and skills needed for therapeutic use of self, elements of therapeutic touch and the place of trust and respect in a therapeutic relationship. These activities fully display nursing as a therapy. The importance of the course lies in meeting the United Nations Sustainable Development Goals4 (Quality education) for the nurse and 9 (Industry and Innovation and infrastructure) for the consumer of nursing services. This is an attempt to build a resilient infrastructure in the Health Care Delivery System that will foster innovative strategies for quality care.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

1. Define the Concept of therapeutic nursing
2. Describe Hildegarde Peplau theory of therapeutic nursing relationship
3. Explain Hildegarde Peplau phases of therapeutic nursing relationship
4. Describe common therapeutic nursing interventions used on the ward
5. State factors that may limit the use of therapeutic nursing

Learning outcomes

On completion of the course students should be able to:

1. Explain the Concept of therapeutic nursing
2. Describe Hildegarde Peplau theory of therapeutic nursing relationship
3. Identify the four (4) phases of Hildegarde Peplau therapeutic nursing relationship
4. List five (5) therapeutic nursing interventions commonly used in nursing
5. Enumerate three (3) factors that may limit the use of therapeutic nursing intervention in the clinical setting

Course Content

The concept of therapeutic nursing. Concept of therapeutic nursing relationship. Hildegarde Peplau theory of therapeutic nursing relationship. Hildegarde Peplau phases of therapeutic nursing relationship. Therapeutic nursing interventions. Must-have skills for therapeutic nursing. Components of the therapeutic nurse-client relationship. Therapeutic communication. Therapeutic communication techniques. Therapeutic use of self. Therapeutic touch. Empathy. Trust and respect in a therapeutic relationship. Cultural sensitivity. Factors limiting therapeutic nursing. Strategies that will promote therapeutic nursing. The role of the nurse in a therapeutic relationship.

Minimum Academic Standard

Clinical skilled laboratories with NUC-MAS.

BIU-NSC 427: Evidence Based Practice Nursing (2 Units; C; LH= 30)

Senate-approved relevance

Right from the beginning, health care has been founded on the tradition of assumption, personal preferences, institutions and rituals but the recent move towards accountability, quality assurance system and audit has necessitated a re-evaluation of the way in which health care is delivered. Within the context of nursing, evidence-based practice can be described as the process by which a nurse makes clinical decision using the best available research evidence, clinical expertise and patient preferences. It is well recognized that the best outcome for patients and their families are obtained through care that is based on sound clinical expertise and the best scientific evidence. Therefore, Nurses trained in BIU must possess adequate knowledge for evidence-based practice. Having the knowledge, the nurse will form favourable attitude towards the concept thus, deciding to adopt it in their clinical practice

Course Overview

Evidenced-based practice is an interdisciplinary approach to clinical practice and its basic principles of making practical decisions based on research studies, selecting and interpreting these research studies according to specific norms characteristic of evidence-based practice. The goal of evidence-based practice is to use the knowledge created by scientific research in clinical practice to improve the standard of care. Nursing practice is based on protocols, procedures, policies and practice guidelines. This accounts for the resistance to change and low uptake of evidence-based practice by the older generation that are used to routine and protocols.

The course will expose nursing students to the principles of EBP, its components and factors that affect its use in nursing education and clinical practice. Challenges in the use of EBP in Nigeria will be explored. In this course the nursing students will also be exposed to some examples of Evidenced-Based Practices in Nursing. This includes the use of honey in the treatment of infected wounds as honey has anti-inflammatory properties. The course is geared towards building the capacity of nursing students in the use of Evidenced-Based Practices in their areas of clinical practice. The importance of the course lies in meeting the United Nations Sustainable Development Goals4 (Quality education) and 10 (Reducing inequality within and among countries). These sustainable development goals provide a framework to guide local and international communities to reduce inequality in care given within and among countries. In this regard provision of care that is sensitive to the culture and education of the individual patient regardless of sex, age, religion and economic status will be achieved.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

1. Define the concept of Evidence-Based Practice (EBP)
2. Identify the components of EBP
3. Relate how EBP can be used to improve teaching and learning process in the classroom
4. Explain the benefits of EBP to the nurse in her clinical practice
5. Describe factors that may hinder the utilization of EBP in the clinical area

Learning outcomes

On completion of the course students should be able to:

1. Explain the concept of Evidence-Based Practice (EBP)
2. List three (3) components of EBP
3. State four (4) ways in which EBP can be used to improve classroom teaching
4. Identify five (5) pre-requisites for the nurse to do to benefit from EBP in her clinical practice
5. Describe five (5) factors that may hinder the utilization of EBP in the clinical area

Course Content

Concept of Evidence-Based Practice (EBP). Relationship between evidence-based practice and Evidence-based nursing. Goals of EBP. Components of EBP. Steps of EBP. Skills needed for EBP. Environment that supports EBP. Utilization of EBP in the classroom. Utilization of EBP in the medical wards. Utilization of EBP in the surgical wards. Utilization of EBP in the Paediatric ward. Evidence-based practice and research. Theories of diffusion of innovation. Resistance and attitude to EBP by nurses. Implication of EBP in nursing education and practice. Challenges in the use of EBP in nursing in Nigeria. Evidence-based practice and scholarship in nursing.

Minimum Academic Standard

Clinical skilled laboratories with NUC-MAS.

500 LEVEL

NSC 501: Community/Public Health Nursing Practicum III (2 Units C: PH 90)

Learning Outcomes

At the end of this clinical posting, the student should be able to:

1. apply the model of community health planning – community diagnosis, care plans, implementation of care and evaluation in care of health needs of the community;

2. demonstrate skills in consultation and counselling of patients;

3. demonstrate skills in the management of childhood illnesses and common endemic diseases at the primary health care facilities;

4. participate in school health programmes and health promotion activities; and

5. conduct home visits for follow up and community participation purposes as appropriate.

Course Contents

The students engage in service delivery at the primary health care level as emerging health professionals to acquire skills in consultation and management of common childhood diseases and common endemic diseases affecting the family. Other activities include planning with community groups and undertake appropriate follow up include home visits. Public Health Nurses supervise students for diagnoses and management of common childhood illnesses. Common endemic diseases in family context. Prescription of drugs and use of standing orders in the management of such illnesses. Students participate in school health programmes, surveillance and control of communicable diseases.

NSC 503: Maternal and Child Health Nursing Practicum II (2 Units C: PH 90)

Learning Outcomes

At the end of this posting, the student should be able to:

1. participate in the community care of mothers at the maternal and child health facilities;

2. provide preventive and assistive care to mothers and their children aged 5 years and under;
3. engage in community mobilisation activities through health visits and health education for prevention of sexually transmitted infections and other diseases; and

4. provide counselling services to adolescent and couples in need of family planning services.

Course Contents

The students are posted to the community health facilities to work under supervision of trained staff for the conduct and provision of community midwifery services. Activities include participation in all the clinic services. Provision of antenatal care. Routine care. Monitoring of mothers in labour. Health education. Counselling. Home visits and follow ups. Child welfare clinics. Immunisations and practice proper recording and reporting.

NSC 505: Maternal and Child Health Nursing III (2 Units C: LH 15; PH 45)

Learning Outcomes

At the end of this course, the student should be able to:

1. discuss the signs of obstetric emergencies;

2. explain the roles of nurses and midwife in the provision of care in obstetrics emergencies;

3. discuss abnormal labour and related midwifery care of clients in such conditions;

4. explain rationale, components and characteristics of youth friendly facilities; and

5. discuss risks and problems associated with adolescent health.

Course Contents

Complications associated with pregnancy, labour, postpartum and the neonatal life. Roles and responsibilities of nurses and midwives in prevention and management of obstetrics emergencies (antepartum haemorrhage, obstructed labour, postpartum haemorrhage, eclampsia and many others). Socio-cultural events that contribute significantly to causes of pregnancy complications and obstetrical emergencies. Risk factors/ conditions that complicate pregnancy and labour. Management of risk factors/ conditions. Management of medical conditions and infections that complicate pregnancy. Malposition and malpresentations and their management. Abnormal pregnancy.Abnormal labour. Obstetrics emergencies. Abnormal conditions of the new born. Youth friendly services. Teenage pregnancy and complications.

NSC 509: Health and Nursing Informatics II (2 Units C: LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1. discuss the importance of computers in healthcare practice;

2. discuss the use of electronic health records;

3. explain the ethical boundaries in the sharing patient information electronically; and

4. apply health and nursing informatics in care of patients.

Course Contents

The concepts of health and nursing informatics. Use of informatics in nursing practice. Competencies in efficient use of information technology in health care. Electronic health records and clinical informatics. Protection of patient/provider privacy. Confidentiality and security of information in health care environments. Telehealth, telenursing and telemedicine. Nursing informatics practice applications. Social networking tools in communicating health-related information. Informatics and evidence based practice. Nursing informatics administrative applications and quality assurance.

NSC 511: Nursing Seminars (2 Units C:LH 30)

Learning Outcomes

At the end of this course, the student should be able to:

1.develop seminar topics on contemporary/ contextual issues in nursing and nursing care; and

2. make presentations of the seminar before the faculty.

Course Contents

The course is designed to enable the student identify issues and trends in nursing and health care. In-depth knowledge is derived through literature review and interaction with members of the health team. Seminar report will be presented by the student.

NSC 513: Health Economics (2 Units C: LH 30)

Learning Outcomes

At the end of the course the student should be able to:

1. demonstrate an understanding of the concept of health economics and healthcare financing;
2. explain how demand and supply is applied in healthcare;

3. discuss healthcare financing in Nigeria, the National Health Insurance Scheme (NHIS), cost containment, healthcare cost, budgeting and many others; and

4. discuss the role of the nurse in healthcare financing and NHIS.

Course Contents

Macro and micro economic factors that influence health, illness and health care delivery system. Concept of health economics. Factors that affect demand and supply of health care services. Macroeconomic indices that influence the economy and health. The costing of health and nursing services. Availability and distribution. Cost recovery of services. Healthcare financing and the National Health Insurance Scheme (NHIS). Role of nurses in the National Health Insurance Scheme.

NSC 502: Maternal and Child Health Nursing Practicum III (2 Units C: PH 90)

Learning Outcomes

At the end of this clinical posting, the student should be able to:

1. demonstrate skills in assessing pregnant mothers for routine antenatal care;

2. conduct health education of mothers and clients on family planning methods and use;

3. conduct relevant number of antenatal palpations, vaginal examinations and normal deliveries as relevant to their level; and

4. participate in the care and management of mothers during the puerperal period.

Course Contents

Student activities in the clinical experience - discovering, developing and refining necessary competencies and skills related to maternal and child health care. Completion of 8hrs per week and a period of 6 weeks in the clinical settings where maternal and child health services are being rendered. Conduct of normal midwifery. Rotation through family planning clinic, antenatal clinic, labour ward, and postnatal wards in primary and tertiary institutions. Each student to conduct 20 - 30 antenatal palpations, 10 vaginal examinations, 10 - 25 normal Midwifery deliveries, 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 conduct on the site supervision of the students.

NSC 508: Entrepreneurship in Nursing (1 Unit C: LH 15)

Learning Outcomes

At the end of this course, the student should be able to:

1. discuss the concept of entrepreneurship and entrepreneurship in nursing;

2. discuss opportunities and possibilities of self-employment/financing enterprise in nursing;
3. discuss challenges of entrepreneurship practice in nursing (using case studies);

4. explain legal aspects of entrepreneurship and implications to nursing practice; and

5. discuss positive attitudes to engagement in the entrepreneurial process and nursing entrepreneurship.

Course Contents

Concepts, principles and practice of nursing entrepreneurship. Entrepreneurial process. Exploring business opportunities. Developing a business plan. Exploring market strategies. Evolving organisational plan and developing financial plans. Issues in funding, launching out and working for business growth. Generation of business ideas in nursing and self-employment. Challenges of entrepreneurship practice in nursing. Management of human, material and financial resources. Legal issues in business/private practice.

NSC 512: Research Project (4 Units C: PH 180)

Course contents

The student will demonstrate the extent of application of knowledge and skills acquired in other courses especially research methodology in the execution of an individual research project. Individual student research report writing and presentation of the final research project report in an oral defence both internally before the faculty and final defence before the external examiners.

BIU-NSC 522: Issues and Trends in Nursing, (1 Unit; C; LH= 15)

Senate-approved relevance

Nursing has become more complex in ways that could not have been imagined a generation ago. Now there is an imperative not just to be a great care giver, but an astute and caring nurse. This necessitates the acquisition of new skills by new entrants to the ever evolving work environment and the evaluation of nursing care in terms of quality, cost and effectiveness. The relevance of the course is to expose nursing students in BIU to analytic thought processes on the issues and trends in nursing education and practice to be able to challenge the status quo in a bid to maintaining excellence in clinical practice without resorting to stereotype. The premise is that employers of labour need flexible employees who can respond quickly to changes, identify problems, perceive alternative approaches and select the best approach.

Course Overview

The course focuses on the analysis and synthesis of selected problems, issues and current trends in nursing education and practice. Such include consumer satisfaction, quality assurance, distant learning, nursing outcomes, effect of geography on health, etc. The course will enable the nurse to possess increasingly new knowledge, greater independence and autonomy in clinical judgement. The benefit to nursing education in BIU is that nurses will not only be trained to recognize the multi-dimensional factors that influence health care, they will also be able to speak up when facing uncomfortable situations and will be encouraged to report disruptive behaviour or any act of violence.

The importance of the course lies in meeting the United Nations Sustainable Development Goal 8 (Decent Work and Economic Growth) as nursing students will be prepared with the ability to challenge the status quo. It will also promote the development of oriented policies that support productive activities. Above all it will encourage the growth and development of new entrants to nursing profession.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

1. Analyse selected problems in nursing
2. Describe the importance of standard setting in nursing education and practice
3. Explain the impact of higher education on clinical practice
4. Explain the influence of staff shortage on quality nursing care
5. Describe the accountability of the nurse
6. Explain research utilization in nursing.

Learning outcomes

On completion of the course students should be able to:

1. Outline six (6) problems that nurses face in their clinical practice
2. State four (4) benefits of standard setting in nursing education and practice
3. List five (5) benefits of higher education on clinical practice
4. Enumerate five (5) causes of staff shortage in nursing
5. Identify to whom and for what the nurse is accountable in her clinical practice
6. Enumerate four (4) factors that hinder research utilization in nursing practice.

Course content

Standards and innovation in patient care delivery. Determination of innovation in health care. Scope of nursing care/Code of Ethics. Staff shortages and skill mix in Nursing. Measuring Nursing outcomes. National Health polices and Health laws. Safe injection practices and patient safety. Accountability in Nursing. Clinical Competence. Public image of the Nurse. Geography in health. Distant learning in Nursing. Use of critical thinking in Nursing. Continuous Education in Nursing. Education of the Girl child. Impact of higher education on clinical practice. Theory-Practice gap and research utilization in nursing.

Minimum Academic Standard

Clinical skilled laboratories with NUC-MAS.

BIU-NSC 524: Academic-Practice Collaboration in Health Care, (1 Unit; C; LH= 15)

Senate-approved relevance

Academic Practice Collaboration in Health Care refers to intra-professional and inter-professional relationship that occurs in the work place. The hospital environment is expected to be stress free and cordial but in reality the opposite is the case. People with different temperament come to work together and this can be a source of conflict which can lead to low job satisfaction and burn out with negative effect on the consumer of health service. The relevance of this course is that nursing students in BIU will be taught to focus on the similarities of the health professions and their common goals rather than the differences, in such a way that mutual understanding and respect can be achieved. Thus, understanding of differences will promote harmony among nursing students as they relate with other students from other health

professions and health workers. This is a panacea for the incessant inter-professional conflict in the health care industry.

Course Overview

Though inter-professional collaboration and education is essential for the health team of the 21st century, nursing and other health professions continue to train their students in silo with little exposure or opportunity for the development of team spirit. These students upon graduation are expected to work as a team. This is a mirage in the present dispensation. The thrust of this course is the socialisation of nursing students to a culture where each health profession collaborates to promote cost effective quality care. The course will also expose nursing students to a learning culture in a multi-disciplinary setting, thereby growing to acknowledge the importance of each health team knowledge base and contribution to the care of the patient.

The importance of the course lies in meeting the United Nations Sustainable Development Goals 4 (Quality education), 5 (Gender Equality) 8 (Decent Work and Economic Growth) and 17 (Partnership). Goal 5 ensures gender equality, eliminating the disparity that nursing is a female dominated profession. These goals will no doubt influence the visibility of nursing presence, knowledge, ideas and theories within the landscape of health care. Thus, better economic prospect and better global integration as stated in SG 8 will be achieved.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

1. Define the concept of academic-practice collaboration in health care
2. Distinguish between Intra-professional collaboration and Inter-professional collaboration
3. Describe ways by which nurses in the clinical areas can improve the clinical experiences/competence of nursing students on clinical posting
4. Explain the benefits of inter-professional education to nursing students
5. Describe collaborative care and approaches in health care
6. Identify factors that can cause inter professional conflicts in the hospital

Learning outcomes

On completion of the course students should be able to:

1. Explain the concept of academic-practice collaboration in health care
2. List four (4) differences between Intra-professional collaboration and Inter-professional collaboration
3. Enumerate five (5) ways by which nurses in the clinical areas can improve the clinical experiences/competence of nursing students on clinical posting
4. List three (3) benefits of inter-professional education to nursing students
5. Outline five (5) forms of collaborative relationship (between the physicians and nurses) within the hospital setting that will influence quality patient care
6. Identify six (6) factors that can cause inter professional conflicts in the hospital.

Course Content

Concept of academic-practice collaboration in health care. Capacity building in health care. Scope of practice of nursing, medicine and other related health professions. Inter-disciplinary care. Collaborative care. Collaborative care approach. Communication skills. Inter professional collaboration. Inter-professional collaboration that support research and surveillance. Inter-professional education. Patient centered care. Collegiate relationship. Shared decision-making. Work environment that support academic-practice collaboration. Challenges of academic-practice collaboration. Factors that influence professional ambivalence. Population health and wellness.

Minimum Academic Standard

Clinical skilled laboratories with NUC-MAS.

BIU-NSC 525: Innovation in nursing, (2 Units; C; LH= 30)

Senate-approved relevance

Innovation is the application of better solutions that meet new requirements, unarticulated needs or existing market needs. For instance, the introduction of computer assistance has brought about quality documentation, maintenance of health records and reduced work errors. Similarly, with the high fidelity patient simulation method, nursing students practice decision making and problem solving skills. Innovation in nursing will not only increase the capacity of nursing students to apply scientific knowledge and skills in their area of clinical practice, it will also stimulate their interest in creativity. A creative nurse is an asset to nursing. Innovation in nursing as a course becomes relevant in nursing as nurses from BIU will be able to utilise knowledge development in medical and science advancement to engage in innovative nursing

practices that will improve patient experiences, health outcomes and nursing practice. Nursing students also stand to benefit from these innovations that will make learning much easier for them.

Course Overview

With knowledge development in medical and science advancement, nursing roles have become expanded and specified. The premise is, with the introduction of a new concept and idea, service delivery is aimed at improving treatment, diagnosis, quality, safety, outcomes and efficient nursing care services, all at minimal costs to the patients. The course is designed to expose nursing students to innovative practices in nursing education, practice and research, distance learning programmes and online learning, E-learning, web based programmes and virtual learning, nursing informatics, high fidelity patient simulation, Tele teaching, micro teaching, computer assistance and the use of robot in health care. Barriers to the utilisation of innovation in nursing and strategies to improve the utilisation of innovation in nursing education, practice and research are explored.

The course also builds the capacity of the students in using innovative practices to achieve health care outcomes based on quality, access and cost effectiveness. Thus, nurses at all levels will be able to appreciate the three most important characteristics of innovation: (a) the novelty (b) application component and (c) intended benefit. The importance of the course lies in meeting the United Nations Sustainable Development Goals 4 (Quality education) and 8 (Decent Work and Economic Growth). Nursing students will acquire the necessary knowledge and skills needed to support and manage innovation in nursing. The students will also develop creative attitude as they carry out nursing care to all patients regardless of sex, age and creed. Thus, goal 4 will be achieved. This creativity will no doubt lead to decent and fulfilling jobs for them upon graduation as they seek employment in a competitive global market. Thus, better economic prospect and global integration as stated in SG 8 will be achieved.

The objectives of the course, learning outcomes and content are provided to address this need.

Objectives

The objectives of the course are to:

1. Explain the concept of innovation in nursing
2. Describe some technological innovations that are patient care-centred for use in the care of patient on the ward
3. Identify some innovations that will improve the teaching and learning process in the classroom setting
4. Identify barriers to innovation in nursing
5. Discuss strategies to improve innovation in nursing
6. Describe the roles of major stake holders in nursing (Government agencies, Nursing and Midwifery Council of Nigeria and Private sectors) in advancing innovation in nursing.

Learning outcomes

On completion of the course students should be able to:

1. Define the term innovation in nursing
2. Enumerate five (5) technological innovations that are used in the care of patients on the ward
3. List four (4) types of innovation that will improve the teaching and learning process in the classroom setting
4. Identify ten (10) barriers to innovation in nursing
5. Outline four (4) ways by which nurses can be encouraged to be innovative in their clinical practice
6. Outline the roles of Nursing and Midwifery Council of Nigeria in advancing innovation in nursing
7. Outline the roles of Government agencies in advancing innovation in nursing.

Course Content

Definitions and types of innovation. Traditional education programmes in nursing. Distance learning programmes and online learning. E-learning, web based programmes and virtual learning. Nursing informatics. High fidelity patient simulation. Tele teaching, Micro teaching and Nursing certification. Computer assistance and the use of robot in health care. Wireless technology. Evidence based practice and patient classification by activity and acuity of illness.

Infection control. Management and leadership. Quality assurance and Triage. Variations in traditional roles of the nurse. Barriers to the utilisation of innovation in nursing education, practice and research. Strategies to improve utilisation of innovation in nursing education, practice and research. The roles of major stake holders in nursing (Government agencies, Nursing and Midwifery Council of Nigeria and Private sectors) in advancing innovation in nursing education, practice and research.

Minimum Academic Standard

Clinical skilled laboratories with NUC-MAS.

Appendix

List of Reviewers (NUC-CCMAS)

Title	Surname	First name	Institution	Programme
Professor	USEH	Monday Francis	University of Calabar, Calabar	Co-Chairman
Professor	KUMURYA	Abdulhadi Sale	Bayero University, Kano	Medical Laboratory Science
Professor	AKANDE	Tunji	Bingham University, Karu	Medical Laboratory Science
Professor	HAFIZ	Abubakar	Bayero University, Kano	Chairman/Human Nutrition and Dietetics
Professor	UGOCHUKWU	Chika Grace	Ebonyi State University, Abakaliki	Nursing Science
Dr	LADAN	Muhammad Awwal	Bayero University, Kano	Nursing Science
Professor	IRINOYE	Omolola Oladunni	Obafemi Awolowo University, Ile-Ife	Nursing Science
Professor	ORIOWO	Matthew Olanrewaju	University of Ilorin, Ilorin	Optometry
Professor	OYEYEMI	Adetoyeje	University of Maiduguri, Maiduguri	Physiotherapy
Professor	HAMZAT	Tal-hatu Kolapo	University of Ibadan, Ibadan	Physiotherapy
Professor	AKINBO	Sunday Akinwumi	University of Lagos, Lagos	Physiotherapy
Professor	ADAMU	Shehu Usman	National Open University of Nigeria, Abuja	Public Health
Professor	AGWU	Kenneth Kalu	University of Nigeria, Nsukka	Radiography
Professor	ADEGOKE	Babatunde Olusola Adeleke	University of Ibadan, Ibadan	Occupational Therapy
Professor	ADEMOKOYA	Julius Abiola	University of Medical Sciences, Ondo City	Speech-Language Therapy
Professor	OWOLAWI	Wahab Oyedele	University of Medical Sciences, Ondo City	Audiology
Professor	AGBASI	Ugochukwu Patrick	Federal University of Technology, Owerri	Prosthetics and Orthotics
Professor	OSUNGBADE	Kayode Omoniyi	University of Ibadan, Ibadan	Health Care Administration and Hospital Management
Professor	IDOWU	Peter Adebayo	Obafemi Awolowo University, Ile-Ife	Information Technology and Health Informatics
Professor	OKPAKO	Johnson Egodotaire	University of Port Harcourt, Port Harcourt	Information Technology and Health Informatics
Professor	ESAN	Temitope Ayodeji	Obafemi Awolowo University, Ile-Ife	Dental Technology
Professor	UTI	Omolara Gbonjubola	University of Lagos, Lagos	Dental Therapy
Professor	SALAWU	Oluwakanyinsola	Gombe State University, Gombe	Pharmacology
Professor	ANA	Godson Rowland	University of Ibadan, Ibadan	Environmental Health Sciences
Professor	AMADI	Agwu Nkwa	Federal University of Technology, Owerri	Environmental Health Sciences

Professor	IBRAHIM	Mohammed Sule	Ahmadu Bello University, Zaria	Complementary and Alternative Medicine
Professor	ADEPOJU	Kayode Olayiwola Isiaq	University of Medical Sciences, Ondo City	Health Information Management

List of National Universities Commission Representatives

Title	Surname	First name	Programme
Miss	BABAYODE	Alimot Funmilola	Discipline Representative, Nursing Science, Complementary and Alternative Medicine
Mrs.	USMAN	Aisha	Medical Laboratory Science
Miss	EKECHUKWU	Chinyere	Nutrition and Dietetics
Miss	DAHIRU	Jamila	Optometry, Public Health
Mrs	ADEKOYA	Yetunde	Physiotherapy, Radiography
Mr	ODAMA	Gabriel	Occupational Therapy, Audiology
Mr	EWAH	Patrick	Speech-Language Therapy, Information Technology and Health Informatics
Mr	UMAR	Mansur Bunzar	Prosthetics and Orthotics, Health Care Administration and Hospital Management
Mr	UKAH	Patrick Egbe	Dental Technology
Miss	KYONE	Ladi S.	Dental Therapy
Mrs	AKOR-AMALI	Ene Franca	Pharmacology
Mrs	UCHENDU	Queen	Environmental Health Science
Mr	EHIOGHAE	Efe	Health Information Management

List of 30% Departmental Reviewers' Committee

Title	Surname	First name	Position
Professor	AGBEDIA	Clara Oniovokoyubu	Head of Department
Mrs.	OSIAN	Eunice Amaechi	Lecturer II
Mrs.	AIKABELI	Priscilla Ononwini	Lecturer II
Ms.	IGWEH	Felicia Ogochukwu Ngozi	Preceptor

List of 30% Faculty Reviewers' Committee

Title	Surname	First name	Position
Associate Professor	ERHUNMWUNSE	Raphael O.	Ag. Dean
Professor	AGBEDIA	Clara Oniovokoyubu	Head of Department
Mrs.	OSIAN	Eunice Amaechi	Lecturer II
Mrs.	AIKABELI	Priscilla Ononwini	Lecturer II
Ms.	IGWEH	Felicia Ogochukwu Ngozi	Preceptor

LIST OF SENATE COMMITTEE ON 30% INSTITUTIONAL ADDITION

Title	**Surname**	**First name**	**Position**
Professor	**Oyedeji**	**Johnson**	**Chairman**
Professor	**Obasi**	**Rosemary**	**DAP, Member**
Dr (Mrs.)	Odiachi	Rosemary	Member
Professor	Oboh	Fred O. J.	Member
Professor	Ikhu-Omoregbe	Daniel	Member
Professor	Esimaje	Alexandra	Member
Professor	Obahiagbon	K.O.	Member
Professor	Ajayi	Helen I.	Member
Professor	Oboh	Godwin	Member
Dr	**Erhunmwunse**	R. U	Member
Dr	**Ekwe**	J. N	Member
Professor	Enabulele	S.A.	Member
Dr	Okpoko	J.S.	Member
Dr	Imouokhome	J.I.	Member
Professor	Akpoghome	Theresa	Member
Professor	Asekome	Mike	Member
Professor	Enagbonma	Osato	Member
Mr	Ogbonna	Wilson	Member
Dr	Ajanwachukwu	W.	Member
Mrs	Adekoya	Preye	Member
Mrs.	Eseiwi-Edokpolor	E.G	Member
Mr	**Aruevbose,**	**Enoma**	Secretary