**BAYERO UNIVERSITY, KANO**

**FACULTY OF EDUCATION**

**DEPARTMENT OF HUMAN KINETICS AND HEALTH EDUCATION**

**Bsc, Ed HEALTH EDUCATION PROGRAMME**

Sequel to the mandate given to academicians in Nigerian universities by National University Commission, to give inputs and suggestions on the new developed Core Curriculum and Minimum Academic Standards for the Nigerian university system (CCMAS). The input from stake holders will in no small measure contributes to producing high quality university graduates that could be beneficial to communities and nation at large.

In pursuant to the above mandate, the Health education unit of BayeroUniversity, Kano is here by giving its inputs as follows:

1. **NAME OF THE DEGREE PROGRAMME;**

The CCMAS give two different nomenclature to the Programme as “B. Ed. Health Education” on the Title and in the text as (B.Sc Health Education) see page 541.

**SUGESSTION**

The nomenclature of the Programme Shall be “B.ScEd Health Education and Promotion”. Health education and promotion is the bridge between what experts learn about health and safety and how we use that knowledge as a society.Health educators and others in the field are skilled at analyzing the biological, social, political, cultural, environmental, and behavioural factors that impact individual and population health.This change will enable specialist in Health Education and Promotion to be inconsonance with global best practice in the university. Also, this change will make positive impacts on health educators struggle to positively change knowledge, attitude and behaviour of people by employing them to have control over their health.

1. **DIRECT ENTRY REQUIREMENTS**

Many certificates from recognized and related colleges were mentioned as requirement for direct entry into the programme. But, still there are many Colleges of Health Sciences and Technology in the country offering diploma Programmes in areas: Health Education and Promotion; community health; public health; environmental health and were not included as part of entry requirements. Excluding such students with these certificates in Health Education and Promotion is limiting their chance for furthering their education. Thus, the unit is recommending for the inclusion of that certificate in the direct entry requirements for Health education and promotion.

1. **NO ELECTIVE COURSES**

The unit observe that there is no clearly defined elective courses for the programme. It is not possible to for a student to graduate without such elective courses. The unit is suggesting that out 30% courses developed for each level 15 % of the courses should elective from the department and other related areas.

1. **COURSE TITLED EHE111: INTRODUCTION TO HEALTH EDUCATION**

This course is a level 1 course to be done in the first semester. The Unit is suggesting that the course shall be completely changed to reads “Introduction to Health Education and Promotion”. The learning out comesandcourse contents were developed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code | Course Title | Units | Status | LH | PH |
| BUKHK/HE 225: | Introduction to Health Education and Promotion | 2 | c | 30 |  |
| Total Units |  | 2 | c | 30 |  |

**BUK HK/HE 225: Introduction to Health Education and Promotion**

**Learning out Comes**

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

1. Explain the meaning of health education and promotion;
2. Recognize the differences between health education and promotion;
3. Understand the human behaviour and the strategies for behaviour modification;
4. Discuss the method imparting health education knowledge;
5. Assess the health education and promotion practices of communities;
6. Carry out planning and evaluation of health promotion interventions.

**Course Contents**

Focuses on the background and concepts of health education and promotion, strategies for counselling and education, health education theories and practices toward behavior change and development of learner-centered instructional strategies will be discussed. Health education methods, planning and evaluation of health promotion interventions.

1. **COURSE TITLED EHE 219: HEALTH EDUCATION PRACTICUM**

This is a course to be done in level II. The unit is suggesting the course shall be replaced with SIWES for 6 months period with 4 credit unit sat the end of level III first semester. The SIWES programme will cover the period of second semester of level III and long vocation of the session. However, 14 credits out of 30 credits of level III shall be re distributed across: Level II and Level IV respectively. Making these changes will bridge the gap between theory and practice that students of health education and promotion acquired in the school

**Level One Courses**

**100- Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course code | Course Title | Units | Status | LH |
| BUK/EHE 121 | Health Problems of School Age Child | 2 | C | 30 |
| BUK/EHE 122 | Adolescent Health Issues | 2 | C | 30 |
| BUK/EHE 123 | Health and Illness Behaviour | 2 | C | 30 |
| BUK/EHE 124 | Health Care Management | 2 | C | 30 |
| BUK/EHE 125 | Rehablitation of Health Problems and Conditions | 2 | C | 30 |
| BUK/EHE 126 | Health Promotion and Disease Prevention | 2 | C | 30 |
| Total Units |  | 12 | C | 30 |

c

**2c00-Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course code | Course Title | Units | Status | LH |
| BUK/EHE 223 | Introduction to Biostatistics | 2 | C | 30 |
| BUK/EHE224 | Health Information Management | 2 | C | 30 |
| BUK/EHE 225 | Health Communication | 2 | c | 30 |
| BUK/EHE 226 | Fitness and Wellness | 2 | c | 30 |
| Total Units |  | 08 |  |  |

**300-Level**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course code | | Course Title | Units | Status | LH |
| BUK/EHE 345 | | Students Industrial Work Experience Scheme (SIWES) | 4 | c | 30 |
| Total Units |  | | 04 |  |  |

**400-Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course code | Course Title | Units | Status | LH |
| BUK/EHE 411 | Community Needs Assessment | 2 | C | 30 |
| BUK/EHE 412 | Comparative Health Care Delivery System | 2 | C | 30 |
| BUK/EHE 413 | Career Opportunities in Health Education | 2 | C | 30 |
| BUK/EHE 414 | Environmental Stress and Acclimatization | 2 | C | 30 |
| Total Units |  | 08 |  |  |

**Level One**

**BUK/EHE 121: Health Problems of School Age Child**

**Senate relevance**

The course deals with problems that associated with school children and therefore, it will prepare students with the basic skills on how to prevent common health problems among school age children thereby reducing the spread of communicable and non-communicable diseases which in turn reduce the expenditure on health. The course will also expose students on how to treat minor health conditions including nutritional problems thereby improving the general health status of the school population.

**Overview**

The course will expose students to thevarious definitions of health according to different authors, explain the concept of various health problems, explain the term ‘healthy child’. The course will describe the health-illness continuum, describing how an individual progresses from positive to negative state of health. The course will alsoidentify some outward indices or characteristics of a healthy child, state some of the physical characteristics of the pre-school child, define development and growth andidentify similarities and differences in growth and development.

The indices or characteristics of mentally healthy children, he implications of development pattern to learning will also be explained. Highlight some common causes of health problems in children, factors that determine the health status of a person such as age, heredity, environment, education etc. Explain some common causes of health problems in children and how to assess the health status of the pupils through periodic health evaluation. The course will also introduce student to the common health problems among school children such as measles, dental caries, eye problems, allergies including asthma etc. and ways of managing them, possible ways of preventing low birth weight and prematurity and the general ways of maintaining and improving health of the school children.

**Learning objectives**

After going through this course, the students should be able:

1. To explain the conceptof health by various authors;
2. To explain the concept of health problems;
3. To explain the determinants of health;
4. To explain the term ‘healthy child’;
5. To identify some outward indices or characteristics of a healthy child;
6. To describe how to assess health status of the school age child;
7. To state some of the physical characteristics of the pre-school child;
8. To explain the concepts of development and growth;
9. To identify similarities and differences in growth and development;
10. To identify common health problems among pupils;
11. To identify some of the indices or characteristics of mentally healthy children;
12. To identify the implications of development pattern to learning;
13. To explain some common causes of health problems in children;
14. To explain how to deal with common health problems of the school age child;
15. To identify possible ways of preventing low birth weight and prematurity;
16. To mention some forms of malnutrition;
17. To enumerate some physical defects observed in school children;
18. To list and suggest ways of maintaining/improving health of the school age child.

**Learning outcomes**

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

1. Give definitionof health by various authors;
2. Explain the concept of health problems;
3. Explain the determinants of health;
4. Explain the term ‘healthy child’;
5. Identify some outward indices or characteristics of a healthy child;
6. Describe how to assess health status of the school age child;
7. State some of the physical characteristics of the pre-school child;
8. Define development and growth;
9. Identify similarities and differences in growth and development;
10. Identify common health problems among pupils;
11. Identify some of the indices or characteristics of mentally healthy children;
12. Identify the implications of development pattern to learning;
13. explain some common causes of health problems in children;
14. Explain how to deal with common health problems of the school age child;
15. Identify possible ways of preventing low birth weight and prematurity;
16. Mention some forms of malnutrition;
17. Enumerate some physical defects observed in school children;
18. List and suggest ways of maintaining/improving health of the school age child.

**Course contents**

Various definitions of health according to different authors. Explain the concept of health problems. Explain the term ‘healthy child’. Health-illness continuum, describing how an individual progresses from positive to negative state of health. Identify some outward indices or characteristics of a healthy child. State some of the physical characteristics of the pre-school child. Define development and growth. Identify similarities and differences in growth and development. Identify some of the indices or characteristics of mentally healthy children. Identify the implications of development pattern to learning. Explain some common causes of health problems in children. Factors that determine the health status of a person such as age, heredity, environment, education etc. Explain some common causes of health problems in children.Assessment of health status of the pupils through periodic health evaluation. Common health problems among school children such as measles, dental caries, eye problems, allergies including asthma etc. and ways of managing them. Identify possible ways of preventing low birth weight and prematurity. Enumerate some physical defects observed in school children. Ways of maintaining and improving health of the school children.

**BUK/EHE 122: Adolescent Health Issues**

**Over view**

Adolescence is the phase of life between childhood and adulthood, from ages 10 to 19. It is a unique stage of human development and an important time for laying the foundations of good health. Social, cultural and environmental factors are all important areas of focus in adolescent health. Young people have specific health problems and developmental needs that differ from those of children or adults

Adolescents experience rapid physical, cognitive and psychosocial growth. This affects how they feel, think, make decisions, and interact with the world around them. Despite being thought of as a healthy stage of life, there is significant death, illness and injury in the adolescent years. Much of this is preventable or treatable. During this phase, adolescents establish patterns of behaviour for instance, related to diet, physical activity, substance use, and sexual activity that can protect their health and the health of others around them, or put their health at risk now and in the future.

To grow and develop in good health, adolescents need information, including age-appropriate comprehensive sexuality education; opportunities to develop life skills; health services that are acceptable, equitable, appropriate and effective; and safe and supportive environments. They also need opportunities to meaningfully participate in the design and delivery of interventions to improve and maintain their health. Expanding such opportunities is key to responding to adolescents’ specific needs and rights.

**Learning objectives**

1. To Define health in a most widely acceptable way
2. To Describe the Expanded definitions of the Concepts and Terminologies of adolescent
3. To systematically discuss various contraceptive methods capable of preventing diseases and unwanted pregnancy
4. To examine the impact of healthin early adolescence on educational attainment
5. To recreate awareness about various means of drug abuse and how it can be avoided and also educate about safety and why adolescence are more prone to injuries

**Learning out come**

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

1. Explain who an adolescent is, and identify their needs.
2. Recognize emotional and physical development in adolescent boys and girls.
3. Explain adolescence sexuality.
4. Identify culturally accepted forms of sexual behaviours.
5. Examine methods of preventing unwanted pregnancy that requires no medical supervision and preventive methods that requires medical supervision.
6. Discuss what we mean by sexually transmitted diseases/infections,
7. To identify factors responsible for increase in the incidence of STDs
8. Explainhow STDs/STIs can be prevented.
9. Describe Road safety
10. List and explain courses of accidents while driving.
11. Acquire good knowledge of various exercise and state it importance
12. Differentiate adolescent nutritional needs for boys and girls.
13. Recognize Mental health problems including depression and suicidal.
14. Differentiate various courses of Violence and how it can be avoided.
15. Explain the implication of Alcohol and other drugs use and abuse
16. Identify the risk of Injuries, both unintentional and self-injury
17. Highlight the Rights of adolescents in the society.

**Course Contents**

The basic and detailed concepts of adolescent health issues, adolescence growth and development, sexual development in adolescence, deviant sexual activity during adolescence, sexual health education, prevention of unwanted pregnancy, sexually transmitted diseases/sexually

transmitted infections (STDS/STIS),road safety and traffic accidents among adolescents, important of exercise and adolescent nutritional needs, adolescent mental health problems, violence in adolescence, experimentation and exploration of drugs and alcoholuse and abuse, The causes of injuries in adolescence and adolescents rights as a member of the society.

**BUK/EHE 123: Health and Illness Behaviour**

**Over view**

The health status of an individual is constantly changing. The individual returns from health to illness and health. His condition is rarely permanent. You may wake up great, have a headache in the middle of the morning, and feel good again by noon. Health-disease continuity illustrates this process of change in which an individual experiences various health conditions and diseases (from extremely good health to death) that fluctuate throughout their lives.

Factors influencing health are internal and external. Many of our health problems stem from the fact that we have failed to develop our full health potential, and our actions and inactions affect our state of health. Life is a constant interaction between people and their environment, and these interactions are fundamental factors that affect their health and effective life, our inherited abilities also allow us to function effectively, so the important factors that affect health are heredity, environment, lifestyle, health, and family welfare services and socio-economic conditions.

**Course objectives**

1. To focus on the diversified concepts of health and the interrelationship of diseases, illness and wellness.
2. To elaborate on the various relaxation techniques for good health through the body and mind connection.
3. To establish the hereditary influences in health and illness state
4. To Describe the Expanded definitions of stress, its predisposition, precipitative factors in stress and how to cope with them.
5. To differentiate mental health and their causes and ways of seeking health care

**Learning outcome**

**It is intended that at the completion of this course students should be able to:**

1. Explain the meaning of health
2. Describe various diseases and illness behaviour.
3. Internalize that the human mind can cure illness and improve health as well as cause disease.
4. Identify factors that determine health and disease state.
5. Describe social resources that promote health.
6. Assess all external influences, both natural and man-made that affect health through the environment.
7. Recognize that an individual can do more for one’s health than any doctor, hospital nor drugs.
8. The needs to incorporate regular physical activities into daily live (exercises).
9. Identify the riskof various healing alternatives
10. Identify the benefits of various healing alternatives.
11. Explain how self-esteem is a major component in determining success or failure in our health.
12. Identify attitude and behaviour during time of illness
13. Discuss different types of Theories of diseases
14. Explain the causative agents of diseases
15. Recognize attitude and behaviour during time of health,
16. Discuss how health can be maintained in Africa
17. Mention types of Health care system and their features

Health care System.

**Course Contents**

The basic concept of health, disease and illness behaviour, emphasis is placed on mind and body connection in health and illness behaviour, hereditary influence in health and illness state, social and cultural influence in illness behaviour, environmental influence in health and illness behaviour, influence of illness on behaviour, exercise in health and illness behaviour, complementary and alternative medicine in treating human, enhancing health, illness behaviour through self-esteem, theory of diseases, attitude and behaviour during time of health, disease and its causative agents. Concept of illness, Attitude and behaviour during time of illness, Health Maintenance and Health care System.

**BUK/EHE 124: Health Care Management**

**Senate Relevance**

The course will prepare students on the expectations and challenges he may encountered as a head of unit, department of chief executive in any public, private, multi-national and non-governmental organisation. It will equip him/her with skills for managing human, material and financial resources.

**Overview of the course**

Students will learn various managerial activities in health organization and process used for planning, organizing, budgeting, leading, implementation, controlling, and forces of environments in which health agencies operates. Students will also be exposed to procedures for strategic planning, organizational design, human resources management, decision-making, problem-solving, ethics, and social responsibility.

**Learning Objectives**

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

1. Explain the meaning of management in health care sectors
2. Highlight the managerial activities in health organisations
3. Describe the process of planning and organizing
4. State how to make budget for the programme of activities in an organisation
5. Explain how to implement health programmes effectively
6. Explain how to control forces of organisationalenvironments in which health agencies operates.
7. State how managers in health agencies can plan activities strategically
8. Highlight the procedures for designing programmes and activities in health organizations
9. Describe how to manage human resources
10. Highlight strategies for decision-making
11. Describe the ethical issues to be considered by health care managers for effective service delivery
12. List the social responsibilities of health managers
13. Explain how to work in a team in an organisation
14. Highlight how to diagnose problems in an organisation
15. Explain the strategies for problem-solving
16. Explain cases of concern within health agencies with emphasis on problem solving.

**Learning Outcomes**

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

1. Discuss the concept of management in health care sectors
2. Describe the managerial activities in health organisations
3. Analyse of the process of planning and organizing
4. Discuss how to make budget for the programme of activities in an organization
5. Describe how to implement health programmes effectively
6. Highlight how to control forces of organizational environments in which health agencies operates.
7. Highlight how managers in health agencies can plan activities strategically
8. Describe the procedures for designing programmes and activities in health organizations
9. Discuss how to manage human resources
10. Explain the strategies for decision-making
11. Highlight ethical issues to be considered by health care managers for effective service delivery
12. Highlight social responsibilities of health managers
13. Explain how to work in a team in an organisation
14. Discuss how to diagnose problems in an organisation
15. Explain strategies for problem-solving
16. Discuss relating topics to the current health agencies environment
17. Analyse cases of concern within health agencies with emphasis on problem solving.

**Course contents**

The course provides an overview of the history of management thought and of managerial activities in health organisations and analysis of the process of planning, organizing, budgeting, leading, implementation, controlling, and forces of environments in which health agencies operates. Topics include strategic planning, organizational design, human resources management, decision-making, ethics, and social responsibility. Relating topics to the current health agencies environment to be emphasize. The case analysis concerned with each of these forces is to be discussed, with emphasis on problem solving

**BUK/EHE 125: Rehabilitation of Health Problems and Conditions**

**Senate relevance**

The course will equip students with skills to assess and diagnose different health problems and conditions that require rehabilitation and the different ways of rehabilitating them. This will help in reducing the indices of disability, morbidity and mortality in the community and provide more expertise to those who will work in gyms and rehabilitation centers.

**Overview**

The course will provide basic understanding of thebasic concept and different types of rehabilitation. The course will expose students to the rehabilitation centers in Nigeria. The course will orient the students on the variety of health problems and conditions that require rehabilitation such as stoke, fracture, sight problem, hearing impairment etc. The course will also highlight on the rehabilitation process and the health and general benefits of rehabilitation. Challenges faced during rehabilitation process will also be expatiated.

**Learning Objectives**

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

1. Define the term rehabilitation
2. Enumerate types of rehabilitation
3. Discuss components of rehabilitation.
4. State the purpose of rehabilitation
5. Give importance of rehabilitation
6. Recognize the conditions that require rehabilitation.
7. Recall the rehabilitation process and models.
8. Explain the strategy of rehabilitating mentally ill person.
9. Demonstrate how to rehabilitate diabetic patients.
10. Demonstrate how to rehabilitate stroke person.

**Learning outcomes**

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

1. Explain the concept of rehabilitation;
2. Explain the different types of rehabilitations;
3. Describe the components of rehabilitation;
4. Mention the purpose of rehabilitation;
5. State the importance of rehabilitation;
6. Be knowledgeable on the health problems and conditions that require rehabilitation;
7. Demonstrate an understanding of the rehabilitation process;

Describe the rehabilitation model;

1. Demonstrate skills on how to rehabilitate mentally ill person;
2. Demonstrate skills on how to rehabilitate diabetic patients;
3. Demonstrate skills on how to rehabilitate patients with stoke;
4. Demonstrate skills on how to rehabilitate obese/ overweight patients;
5. Demonstrate skills on how to rehabilitate other health problems and conditions;
6. List the rehabilitation center in Nigeria;
7. Identify the benefits of rehabilitation;
8. Identify the challenges of rehabilitation.
9. Explain how to prevent disability

**Course contents**

Basic concept of rehabilitation. Different types of rehabilitations. Components of rehabilitation. Purpose of rehabilitation. Importance of rehabilitation. Rehabilitation centers in Nigeria. Health problems and conditions that require rehabilitation such as stoke, fracture, sight problem, hearing impairment etc. Rehabilitation process. Rehabilitation model. Rehabilitation of mentally ill person. Rehabilitation of diabetic patients. Rehabilitation of patients with stoke. Rehabilitation of obese/ overweight patients. Rehabilitation of other health problems and conditions. Health and general benefits of rehabilitation. Challenges faced during rehabilitation.

**BUK HK/EHE 126: Health Promotion and Disease Prevention**

**Senate Relevance**

This course will be of paramount importance to the Bayero University, Kano in its efforts towards community development through producing graduates with high efficiency and proficiency in educating and employing community to understand their health challenges and possible means of preventing and controlling disease conditions. It will also increase the students’ enrolment more particularly those working in health sector and are willing to further their education in health education and promotion to be in line with global practice.

**Overview**

This course will enable and empower students to gain better understanding on how to promote community to choose healthy behaviours and make changes that reduce the risk of developing chronic diseases and other morbidities as well as prevention and control measures.

**Learning objectives**

At the end of the lesson students are expected to:

1. Define health promotion.
2. Give meaning of disease prevention.
3. State the roles of health promotion in disease prevention.
4. List the social determinants of health.
5. Analyse the social determinants of health.
6. Enumerate the types of riskbehaviours.
7. Recall the contributions of risk behaviours to the development of chronic diseases.
8. Appreciate the health promotion activities for the prevention of disease and wellness programme;
9. Demonstratehabits that leads to the development of disease;
10. Demonstrate understanding of disease prevention strategies;
11. Apply health promotion strategies in disease prevention.
12. Mention different disease prevention strategies.

**Learning outcomes**

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

1. Explain the meaning of health promotion
2. Explain the meaning of disease prevention;
3. Describe the roles of health promotion in disease prevention.
4. Identify the social determinants of health
5. Discuss the social determinants of health.
6. Outline the different types of risk behaviours.
7. Describe contributions of risk behavioursto the development of chronic diseases;
8. Analyse the health promotion activities for the prevention of disease and wellness programme;
9. Assess the habits that leads to the development of disease;
10. Describe disease prevention strategies;
11. Discuss health promotion strategies in disease prevention.
12. Distinguish among the different disease prevention strategies.

**Course Content**

Discussing the meaning of health promotion and disease prevention, roles of health promotion in disease prevention. Social determinants of health (economic, social, cultural and political conditions etc.), modifiable risk behaviours (tobacco use, poor eating habits and physical inactivity) and their contributions toward the development of chronic diseases. Examining the typical activities for the health promotion disease prevention and wellness programme (communication, education, policy statement and evaluation). Types of disease prevention strategies (primary, secondary, tertiary and quaternary prevention strategy).

**LEVEL TWO**

**BUK/ EHE 223:Introduction to Biostatistics**

**Senate Relevance**

The course will prepare students with skills to be a good custodian of health data, how to organised and presents such data using various graphical presentations. It will also provide the students with skills for measuring incidences and prevalence of diseases, measurement mortality, disability and health services. This will be very useful for those that will work in PHC Department, Public Health and Research and Planning Departments of State and Federal Ministry of Health for the purpose of planning and provision health, Multi-national and Non-governmental organisations.

**Overview**

The course will introduce students to the concept of biostatistics, the concerns of biostatistics; types of statistics and scales of measurement. Students will also be explored to different methods/procedures for collecting health data, the strengths and weaknesses of each method, the common problems in collecting health data, the criteria for choosing or a particular method, and the classification of data. Step-by-step procedure for organising and presenting data using frequency distribution table, array distribution, categorical distribution, cumulative frequency distributionsgroup frequency table and determine mid-point, class interval, class boundary, and construction simple-one-way and two-way table will be highlighted. They will also learn about the general rules and procedures for construction of graphs such as bar chart, pie chart, histogram, frequency polygon, Ogive and line graphs will be clearly described. Furthermore, step-by-step procedure for measuring mortality, morbidity, disability, health services and events such as rates, ratios and proportions. Uses and limitations of mortality and morbidity data will also be highlighted.

**Learning Objectives**

At the end of the course, the students are expected to:

1. Explain the meaning of biostatistics
2. Highlight the concerns of biostatistics
3. List the types of statistics
4. Mention different types of scales of measurement.
5. Describe at least six different methods/procedures for collecting health data
6. List at least four strengths and weaknesses of each method of data collection
7. State the common problems in collecting health data
8. Highlight the criteria for choosing or a particular method for data collection
9. Explain the two major classifications of data.
10. Describe the procedure for organising and presenting data using frequency distribution table, array distribution, categorical distribution and cumulative frequency distributions.
11. Describe the procedure for constructing group frequency table and determine mid-point, class interval and class boundary
12. Highlight the procedure for constructing simple-one-way and two-way table.
13. List the general rules and procedures for construction of graphs such as bar chart, pie chart, histogram, frequency polygon, Ogive and line graphs.
14. Explain the basic tools for measuring mortality, morbidity, disability, health services and events such as rates, ratios and proportions.
15. Mention the uses and limitations of mortality and morbidity data.
16. Measure and calculate mortality data such crude death rate, specific death rates, case-fatality rates, proportionate mortality rate and survival rate.
17. Measure and calculate morbidity data such as incidence and prevalence rate

**Learning Outcomes**

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

1. Explain the concept of biostatistics
2. Identify the concerns of biostatistics
3. Explain the types of statistics
4. Highlight the different types of scales of measurement.
5. Briefly describe at least six different methods/procedures for collecting health data
6. State at least four strengths and weaknesses of each method of data collection
7. Highlight the common problems in collecting health data
8. Discuss the criteria for choosing or a particular method for data collection
9. Explain the two major classifications of data.
10. Describe the procedure for organising and presenting data using frequency distribution table, array distribution, categorical distribution and cumulative frequency distributions.
11. Highlight the procedure for constructing group frequency table and determine mid-point, class interval and class boundary
12. Explain the procedure for constructing simple-one-way and two-way table.
13. Enumerate the general rules and procedures for construction of graphs such as bar chart, pie chart, histogram, frequency polygon, Ogive and line graphs.
14. Explain the basic tools for measuring mortality, morbidity, disability, health services and events such as rates, ratios and proportions.
15. Highlight the uses and limitations of mortality and morbidity data.
16. Measure and calculate mortality data such crude death rate, specific death rates, case-fatality rates, proportionate mortality rate and survival rate.
17. Measurement and calculate morbidity such as incidence and prevalence rates

**Course contents**

Understanding the concept of biostatistics, the concerns of biostatistics; types of statistics and scales of measurement. Explore different methods/procedures for collecting health data, the strengths and weaknesses of each method, the common problems in collecting health data, the criteria for choosing or a particular method, and the classification of data. Explanation on procedure for organising and presenting data using frequency distribution table, array distribution, categorical distribution and cumulative frequency distributions. Procedure for constructing group frequency table and determine mid-point, class interval, class boundary, and construction simple-one-way and two-way table. General rules and procedures for construction of graphs such as bar chart, pie chart, histogram, frequency polygon, Ogive and line graphs. Understanding the basic tools for measuring mortality, morbidity, disability, health services and events such as rates , ratios and proportions. Uses and limitations of mortality and morbidity data.Measurement of mortality data such crude death rate, specific death rates, case-fatality rates, proportionate mortality rate and survival rate. Measurement of morbidity such as incidence and prevalence rate

**BUK/EHE 224: Health Information Management**

**Overview**

Health Information Management (HIM) profession plays a critical role in the continuity of care, reimbursement, decision making, research, and evaluating existing services to improve the quality of patient care. Therefore, HIM professionals need to integrate a variety of competencies to manage health information effectively; these competencies include data management and statistics, familiarity with medical terminology, coding skills, information technology, information management, and leadership skills.

Health information management is defined as the collection and analysis of healthcare data to  
provide information for health care decisions involving patient care, institutional management,  
health care policies, planning and research. The name of the function changed from medical  
records management to health information management as enhancements in technology  
expanded responsibilities from managing paper records to managing the full scope of the process  
of collecting and sharing electronically-captured information among disparate entities.

**Learning Objectives**

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

1. Define health
2. Define health information
3. List the fundamentals of health information
4. Describe data coding
5. Describe data collection process.
6. Demonstrate process of electronic health information management.
7. Recall the fundamental issues on ethics in health information.
8. Mention instrument used for measuring health data
9. Explain various sources of health data.
10. Describe data processing methods

**Learning out comes**

In completion of this course the student is expected to be able to:

1. Explain the concept of health
2. Explain the concept ofhealthinformation management.
3. To identify the fundamental of health information management
4. Acquire good knowledge of data coding
5. Acquire good knowledge of data collection techniques.
6. Be competent in electronic health information management.
7. Explain the three fundamental issues on ethics in health information.
8. Describe instrument used for measuring health data.
9. Discuss various sources of health data.
10. Analyze data processing methods
11. Describe data reporting method.
12. Discuss population census.
13. Define the main terms used in Health Management Information System.
14. Define health information communication
15. Describe various methods of health information communication.
16. Describe the two main type of models
17. Explain how health information management units operates

**Course Contents**

The fundamental of health information management, data collection and coding, electronic health information management, Information privacy, security and confidentiality (ethics in health information), interpretation and analysis of health data, health data types and sources,steps in conducting and processing health data, population-based data sources, terminologies used in health information management, Health and Communication,

**BUK/EHE 225: Health Communication**

**Senate Relevance**

The course will prepare students on how to communicate health information or messages effectively during health talk, community mobilization and sensitization programmes.

**Overview of the course**

Students will learn the concept of communication, its components, functions and strategies for effective communication. It will expose the students to understanding of health communication, roles of healthcare providers in communicating health messages/information, planning and management of health communication programmes, methods used in communicating health information such as individual, group and mass media approaches. The course will also highlight various health education approaches used in communication health issues such as regulatory, service, health education and primary health care approaches. Health education models for communicating health matters will also be learnt in this course.

**Learning Objectives**

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

1. State the meaning of communication
2. Explain the components of communication
3. Mention the functions communication to day to day human life
4. List the strategies for effective communication
5. Discuss the concept of health communication
6. State the roles of healthcare providers in communicating health messages/information
7. Describe how to plan health communication programmes
8. Explain how to manage health communication programmes
9. Highlight theindividual methods used in communicating health information
10. Identify various group methods used in communicating health information
11. Explain the mass media methods used in communicating health information
12. Highlight the regulatory health education approach used in communication health issues
13. Explain service approach used in communication health issues
14. Describe primary health care approach used in communication health issues
15. Highlight the medical model for communicating health matters
16. Describe motivational model for communicating health matters
17. Identify the social intervention model for communicating health matters

**Learning Outcomes**

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

1. Explain the concept of communication
2. Highlight the components
3. State the functions communication to day to day human life
4. Enumerate the strategies for effective communication
5. Discuss the concept of health communication
6. Mention the roles of healthcare providers in communicating health messages/information
7. Explain how to plan health communication programmes
8. Explain how to manage health communication programmes
9. Describe theindividualmethods used in communicating health information
10. Discuss various group methods used in communicating health information
11. Describe the mass media methods used in communicating health information
12. Highlight the regulatory health education approach used in communication health issues
13. Explain service approach used in communication health issues
14. Discuss primary health care approach used in communication health issues
15. Discuss the medical model for communicating health matters
16. Describe motivational model for communicating health matters
17. Explain the social intervention model for communicating health matters

**Course Contents**

The course provides overview of communication, its components, functions and strategies for effective communication. To provide in-depth understanding of health communication, roles of healthcare providers in communicating health messages/information, planning and management of health communication programmes, methods used in communicating health information such as individual, group and mass media approaches. Explanations of health education approaches used in communication health issues such as regulatory, service, health education and primary health care approaches; health education models for communicating health matters.

**BUKHK/EHE 226: Fitness and Wellness**

**Senate approve relevance**

The concept of fitness refers to physical health, the lack of physical ailment and wellness is about balance of spectrum of health related elements in one’s life, a comprehensive lifestyle approach. This course is relevant and holistic to the students and in-line with mission of Bayero University through promoting the students to be fit and less disease contraction, of . Thus, making students virile and productive members of their communities. This will also increase students’ enrolment.

**Overview**

The fitness and wellness course emphasizes physical fitness and healthy life style behaviour by engaging in group exercises and personal training. It also encourage healthy body image awareness and promote proper exercise techniques.

**Learning objectives**

At the end of the lesson students are expected to:

1. Give meaning of fitness.
2. Give meaning of wellness
3. Mention different component of fitness
4. Measure fitness level of an individual.
5. Have good understanding on how to assist individuals to develop fitness;
6. Evaluate the wellness level of an individual;
7. Demonstrate good understanding of dimension of wellness;
8. State the differences between health and wellness;
9. Appreciate the relationship between fitness and wellness.
10. Appraise human behaviours and the means of developing healthy ones.

**Learning out Come**

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

1. Explain the meaning of fitness
2. Explain meaning of wellness
3. Differentiate among the different components of fitness;
4. Assess the fitness level of an individual;
5. Describe how an individuals could develop fitness;
6. Discuss the wellness level of an individual;
7. Analyse the dimension of wellness;
8. Distinguish between health and wellness;
9. Explain the relationship between fitness and wellness.
10. Discuss human behaviours and the means of developing healthy ones

**Course Contents**

Examining the concepts of fitness and wellness, principles of fitness, components of fitness, strategies for developing fitness. Dimension of wellness, differences between health and wellness, development of healthy behaviours.

**LEVEL THREE**

**BUK HKE/HE 345: Students Industrial Work Experience Scheme (SIWES)**

**Senate relevance**

This programme will help the university to produce high quality graduates, with technical knowhow in their specialty both theoretical and practical. As such Bayero University could be a leading university in producing health educators’ in Nigeria.

**Overview**

This course is designed to provide students with hands on activities in health education to bridge the gap between theory and practice learnt in the school. This training programme is aimed at reducing the incompetency and inefficiency among workers in health education sector.

**Learning objectives**

At the end of the lesson students are expected to:

1. Discuss the gainful experience in their area of specialty before employed;
2. Outline work related ethics that will enhance productivity;
3. Examine skills and techniques related to their disciplines;
4. Describe administrative and managerial skills and techniques;
5. Identify the nature of competency and efficiency in service delivery;
6. Discuss the learned skills
7. Describe acquired knowledge into real life situation

**Learning out Comes**

By the end of this course students are expected to:

1. Gain firsthand experience in their area of specialty before employed;
2. Develop work related ethics that will enhance productivity;
3. Learn skills and techniques related to their disciplines;
4. Put what they have learnt theoretically into practice;
5. Acquire administrative and managerial skills and techniques;
6. Develop competency and efficiency in service delivery;
7. Have an opportunity of applying acquired knowledge into real life situation.

**Course Contents**

Is a skill training programme designed to expose and prepare students for industrial work situation they are likely to meet after graduation. The scheme is aimed at bridging the gap between theory and practice. The students of Health Education and Promotion are required to go for practical work situation for 6 months with an approved private health organization, public health agency, clinical, or worksite setting. The professional work experience takes place under the supervision of SIWES coordinator and the agency administration.

**LEVEL FOUR**

**BUK/EHE 411: Community Needs Assessment**

**Senate Relevance**

The course will equip students with skill to assess and diagnose the health needs of the community that will be beneficial to thembefore implementing any health programme. It will also provide basics for monitoring and evaluating health programmes. These will be useful to those who are going to work at PHC level, NGO’s and CBO’s.

**Overview of the Course**

The course will provides basic understanding of the concept of community mobilization, rationales for community mobilization and steps involved in community mobilization. In this course, students will be equip with skills for diagnosing community health needs, situation analysis and advocacy. They will also be exposed to various ways to assess and evaluate strengths and weaknesses of community health programmes, and how to monitor and evaluate a health programmes meant for community.

**Learning Objectives**

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

1. Discuss rationale for community mobilisation
2. List steps involved in community mobilisation
3. Discuss rationale for community participation
4. Describe formation and organisation for development committees
5. Explain how to carry out community diagnosis
6. Describe concept of community diagnosis
7. Discuss rationale for community diagnosis
8. List steps in community diagnosis
9. Describe methods for community diagnosis
10. Explain the instrument used for community diagnosis
11. Discuss information sought during community diagnosis
12. List rationale for situation analysis
13. Describe the steps in situation analysis
14. State instruments used in situation analysis
15. Discuss Community health programmes
16. Describe how to assess community health programmes
17. Monitoring and evaluation of community health programmes

**Learning Outcomes**

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

1. Discuss rationale for community mobilisation
2. List steps involved in community mobilisation
3. Discuss rationale for community participation
4. Describe formation and organisation for development committees
5. Explain how to carry out community diagnosis
6. Describe concept of community diagnosis
7. Discuss rationale for community diagnosis
8. List steps in community diagnosis
9. Describe methods for community diagnosis
10. Explain the instrument used for community diagnosis
11. Discuss information sought during community diagnosis
12. List rationale for situation analysis
13. Describe the steps in situation analysis
14. State instruments used in situation analysis
15. Discuss Community health programmes
16. Describe how to assess community health programmes
17. Monitoring and evaluation of community health programmes

**Course contents**

Community mobilisation, rationale for community mobilisation and steps involved in community mobilisation, community participation, rationale for community participation, formation and organisation for development of committees, community diagnosis, situation analysis and advocacy.

**BUK HK/EHE 412: Comparative Health Care Delivery System**

**Senate Relevance**

This course will be relevant to the university as it will prepare students to gain better understanding of health care system and were to seek medical attention when need arises.it is the hope of the university to maintain healthy students in a healthy environment. This also, will increase the number of students in the university.

**Overview**

This course focuses on the organization and administration of human and material resources for health, to provide effective services in both primary, secondary and tertiary health care. It also examine the types of health care delivery system as well as models of health care system.

**Learning objectives**

At the end of the lesson students are expected to:

1. Explain concept of health care system
2. State the components of health care system;
3. Distinguish between orthodox and traditional health care system.
4. Discuss the nature of health care system in Nigeria.
5. Explain the range of health care services in population or societies
6. Outline the problems facing health care system in Nigeria.
7. Discuss the health care system that is in operation in Nigeria;
8. Compare health care system of different countries
9. Discuss solutions to health care system problems.

**Learning out Comes**

After completing the course, students should be able to:

1. Define concept of health care system
2. Identify the components of health care system;
3. Recognize the differences between orthodox and traditional health care system.
4. Use this analysis to have better understanding of health care system in Nigeria.
5. Describe the range of health care services in population or societies.
6. Have better understanding of the problems facing health care system in Nigeria.
7. Assess the health care system that is in operation in Nigeria;
8. Gain better understanding of health care system in different countries;
9. Proper solutions to health care system problems.

**Course Contents**

Focuses on the concepts of health and health care system, aim and objectives of health care delivery system, components of health care delivery system. Analysis on the principles and practice of health care system, sources and utilization of information relating to the development, organization and operation of health care.Different types of health care delivery in Nigeria. Comparism of health care system of Nigeria with other country of the world based on mode of operation, resources, financing and coast.

**BUK/EHE 413: Career Opportunities in Health Education**

**Senate relevance**

The course will provide basic knowledge of different types of entrepreneurial opportunities in health education as health profession. The course will also provide students with different entrepreneurial skills which will make them self-reliant and self-employed by establishing wellness centers, health laboratory, of counseling centers, etcetera, without waiting for government or organizational employment.

**Overview**

The course will introduce student to basic concept of health education and health educator. The students will also be informed of the good qualities of health educator. Highlight the basic role of international health agencies such as WHO, UNICEF, UNESCO, ILO etcetera. They will also be guided on how to prepare their careers as health educators. Students will also be explored on the different types of career opportunities in health education, nationally and internationally such as establishment of wellness centers, establishment of health laboratory, establishment of counseling centers, establishment and running of NGOs, working with international agencies such as WHO, UNICEF, UAID etc. Step by step procedure on how to start a business will also be highlighted.

**Learning Objectives**

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

1. Describe health educator
2. Mention skills and competencies of a health educator
3. Define concept of international health
4. Demonstrate role of international health regulations (IHR);
5. Mention international health services
6. Enumerate port health services in Nigeria. Port health services professionals;
7. List the role of NGOs in attaining international health;

**Learning outcomes**

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

1. Explain who is a health educator;
2. Explain the skills and competencies needed to function effectively as a health educator;
3. Explain concept on international health;
4. Describe role of international health regulations (IHR);
5. Evaluation of international health services (HIS);
6. Explain port health services in Nigeria. Port health services professionals;
7. How international health related to NGOs;
8. Outline the role of NGOs in attaining international health;
9. Identify role of WHO; UNICEF; ILO;GAVI, UNESCO;USAID
10. Describe how to prepare for career opportunities in health education;
11. Itemize and describe the different career opportunities in health education;
12. Demonstrate knowledge of entrepreneurship in health education.

**Course contents**

Basic concept of health education and health educator. Qualities of health educator. Career preparations in health education. Concept on international health. Role of international health regulations (IHR). Evaluation of international health services (HIS). Port health services in Nigeria. Port health services professionals. How international health related to NGOs. The role of NGOs in attaining international health. Role of WHO, UNICEF, ILO, GAVI, UNESCO, USAID etc. Career opportunities in health education, nationally and internationally such as establishment of wellness centers, establishment of health laboratory, establishment of counseling centers, establishment and running of NGOs, working with international agencies such as WHO, UNICEF, USAID etc. How to start a business.

**BUK/EHE 414: Environmental Stress and Acclimatization**

**Senate Relevance**

This course will be relevant to the Bayero University Kano through educating university community on stress and acclimatization. Many people are stress and lead to many morbidity and mortality. It also assist the university in producing high quality student which will result to increase in student enrollment.

**Overview**

This course concern with how stress affects human life and the possible strategies of acclimatizing with stressful environment. It also discuss on the different types of stressful, types of acclimatization, physiology of acclimatization and adaptation as well as national policy on environmental stress and acclimatization.

**Learning Objective**

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

1. Define the meaning and scope of environmental stress and acclimatization
2. State the adaptation of environmental stress.
3. Outline the types of short term and long term acclimatization
4. Identify the symptoms of environmental stress and acclimatization
5. Discuss the physiology of acclimatization and environmental adaptation
6. Demonstrate the physiology of acclimatization and environmental adaptation
7. Statethe factors affecting acclimatization.
8. Describe the adaptation of human and animal to the environmental and the national policy on environmental stress and acclimatization

**Learning outcomes**

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

1. Explain the meaning and scope of environmental stress and acclimatization
2. Discuss the adaptation of environmental stress.
3. Identify the types of short term and long term acclimatization
4. Highlight the symptoms of environmental stress and acclimatization
5. Describe climatic change and it effect to health and heat stress
6. Discuss the physiology of acclimatization and environmental adaptation
7. Explain the factors affecting acclimatization
8. To assess the adaptation of human and animal to the environmental and the national policy on environmental stress and acclimatization

**Course Content**

Meaning and scope of environmental stress and acclimatization, adaptation of environmental stress. Types of short term and long term acclimatization, symptoms of environmental stress and acclimatization. Climatic change, effect of climate change to health and heat stress. Physiology of acclimatization and environmental adaptation; regulation of acclimatization to environmental stress. Factors affecting acclimatization, developmental acclimatization in reproductive health. To assess the adaptation of human and animal to the environmental and the national policy on environmental stress and acclimatization.