

**UNIVERSITY OF PORT HARCOURT  
FACULTY OF EDUCATION  
DEPARTMENT OF HUMAN KINETICS AND  
HEALTH EDUCATION**

**HEALTH EDUCATION PROGRAMME**



**STUDENTS HANDBOOK**

**2016 – 2019**

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## **INTRODUCTION**

The Department of Human Kinetics and Health Education formerly known as Physical and Health Education was established in 1987 prior to the 1988 NUGA games hosted by the University of Port Harcourt.

Since its inception, the Department has been closely associated with the development of sports and Health Education activities within and outside the University environment. The department houses knowledgeable experts in the current techniques of sports training and management and Health promotion. This testifies to the excellent performance and dominance of the University athletes in the NUGA and WAUG games, particularly the last four editions where the University overwhelmingly finished at the top of the medals table to come first.

In the field of academics, the Department offers two 4-year bachelor degree programmes: thus, producing specialists in Human Kinetics and in Health Education. The Department awards two degrees: (i) B.Sc. (Ed) Human Kinetics and (ii) B.Sc (Ed) Health Education. Our products are professional teachers, marketers, personal trainers, masseurs in institutions, military/paramilitary personnel's, club sides, recreational centres and other establishments. They also specialize in health education and promotion in academic institutions, ministries, communities, health and related organizations where they serve as social workers, environmental safety experts and providers of primary Health care services.

Presently, the Health Education programme's academic staff strength stands at twenty-five (25). Each permanent staff has a terminal degree except five, who are currently on a Ph.D programme. The Department has six (6) non-teaching staff who contribute to its day-to-day running. The total population of students is 313 which is distributed as follows; year one is 86, Year two is 68; year three is 85, and year four is 74. Each student is required to pass a minimum of 120 credit units including success in teaching practice 1 & 2, and research project.

The Department also runs a one-year certificate programme in Human Kinetics and Health Education, which is either terminal or combined with the minimum requirement for admission into a degree programme as stipulated by NUC.

**1)** Master’s Degree programme is offered in the following: (i) Occupational Health and Safety Education (ii) Community Health Education (iii) School Health Education and (iv) Environmental Health and Safety Education.

**2)** Ph.D. Programme is also offered in (i) Community Health Education, (ii) Occupational Health and Safety Education and (iii) Environmental Health Education.

**LIST OF LECTURERS IN HEALTH EDUCATION PROGRAMME OF DEPARTMENT OF HUMAN KINETICS AND HEALTH EDUCATION**

S/N	TITLE	SURNAME	OTHER NAMES	RANK	AREA OF SEPCIALIZATION	NUMBER
1.	Dr.	Amasiatu	Athanasius Nwanegbo	Senior Lecturer	Head of Department (HOD) Sport Psychology	08033313571
2	Prof.	Okeke	Elizabeth	Professor	Health Education	08033426466
3.	Prof.	Achalu	Ernest I.	Professor	Health and Safety Education	08033409414
4	Prof.	Iro	Paul C. E.	Professor	Exercise Physiology	07035521602
5	Prof.	Orunaboka	Tamunobelema T.	Professor	Sport Management	08033413018
6.	Dr.	Okpako,	Johnson Egodotaire	Associate Professor	Health Education (Environmental Health and Safety)	08056169240
7.	Dr.	Ekenedo	Golda O.	Senior Lecturer	Public Health Education	08033923397
8.	Dr.	Ogulu	Catherine B.	Senior Lecturer	Health Education	08036720855
9	Dr.	Onyezere	John Osondu	Senior Lecturer	Health Education	08038041646
10.	Dr.	Douglas	Kingsley E.	Senior Lecturer	Occupational and Public Health	08033423383
11.	Dr.	Ukaigwe	Patricia C.	Senior Lecturer	Community Health	08063378259
12	Dr	Elendu	Ifeanyichukw C	Senior Lecturer	Sport Management and sociology	08168640468
13.	Dr.	Asogwa	Eammnuel Ugwu	Senior Lecturer	Community Health Education	08033264030
14	Dr	Ogunleye	Abimbola Victor	Senior Lecturer	Exercise Physiology	08058000805
15.	Dr.	Nwankwo	Gloria Ojikeyeme	Lecturer I	Sport Administration	08068692442

16	Dr	Onyeaso	Adedamola Olutoyin	Lecturer I	Community Health Education	08031189318
17.	Dr.	Obiechina	Georgy	Lecturer I	Community Health Education	08023710891
18	Dr.	Nwaogu	Francis C.	Lecturer I	Sport Management	07030708459
19.	Dr.	Ihekwaaba	Nkechi	Lecturer II	Community Health Education	07035521602
20	Mrs.	Manuel	Amininiye	Lecturer II	Occupational and Community Health	08033383610
21	Mrs.	Elechi	Comfort E.	Lecturer II	Community Health Education	08035106124
22	Ms.	Joel	Chituru	Lecturer II	Occupational Health Education	08032660710
23.	Mr.	Alaubi,	Stanley Chinenye	Assistant lecturer	Sport Management	08037250955
24	Mrs.	Ogoloma	Stella Chinyeru	Assistant lecturer	Community Health Education	08037250955
25	Mrs	Ikemike	Dolfina Olaitari	Assistant Lecturer	Community Health Education	08036690914
			Non - Teaching Staff			
26.	Mrs.	Nwogu	Jeneibiwari	B.Sc	Assistant Registrar	08174815725
27	Mrs	Inyang	Stella M. E.	HND Sec Mgt	Personal Secretary III	
28.	Mrs.	Wede	Cecilia	B.Sc PGDE	Administrative Assistant	08063514759
29.	Mrs	Edegware	Ovonomo	O'level	Computer Operator 1	07088894647
30.	Mr.	Ogbonna	Nnadi	O'level	Caretaker	08086759703
31.	Mrs.	Ogbuehi	Beatrice	O'Level	Caretaker	08032682443

## **GENERAL ADMINISTRATION OF PROGRAMME/SUB-DISCIPLINE/DISCIPLINE**

This describes how the available programmes (general and specific) are administered. The description highlights the following.

- i) **Personnel Administration:** The organizational structure involves both academic and non-academic staff, with both senior and junior staff playing important roles. Delegation of responsibilities and assignments are the sole responsibilities of the Head of Department who provides the Academic and Administrative leadership in the Department (P. 126 of Fac. Of Edu. Brochure).
- ii) **How Staff are Involved in Decision-making Process:** During Academic Board meetings and general departmental meetings, staff get involved in the decision making process in which an individual can come up with useful ideas which form part of the decision making processes.
- iii) **Policy and Practice on Staff Development:** Staff has the opportunity to attend seminars, conferences and workshop on a regular basis.
- iv) **Staff Promotion:** A staff is promoted when he/she is qualified and has due recommendations of Faculty Appointment and Promotions committee (c) Approval of the University Appointments and promotions Committee (A&PC).
- v) **Handling of Academic Grievances:** A committee (Professional Ethics Committee) is set up by the university to handle all issues/ethical matters relating to students and staff.
- vi) **Student Academics Advisers:** Academic Advisers are appointed from members of Academic staff within the Department.
- vii) **Examinations: Setting, Conduct, Evaluation, Schemes and Moderation for both Internal and External Degree Examination and the Issuance of Result:** Lecturers set examination questions and also conduct examinations too. Individual lecturers conduct, moderate and evaluate internally, while external examiners from other universities are engaged to moderate degree results. However, there is the departmental board moderation and moderation at the faculty level (Faculty Board). Finally, the university senate approves the result of the examination.

**Academic Policies Adopted in Pursuit of Academic Standard and Maintenance of Academic Atmosphere:** This is the responsibility of academic staff and the university authority to implement. However, the National Universities Commission plays a significant role in formulating Academic Standards.

### **Vision Statement**

Our vision is to intellectually and professionally empower Nigerians and non-Nigerians to build a dynamic environment through educators and facilitators in order to sustain and continually improve the Nigeria Educational System through Human Kinetics, Sports, Physical activities and Health promotion strategies. This is in accordance with National demands, needs, aspirations as well as meeting global standards.

### **Mission Statements/Objectives**

#### **The mission statement is as follows:**

- i) To be directly engaged in the creation of excellence in academic evaluation of knowledge delivered in the pursuit of excellence in academic scholarship and intellectual inquiry, teaching, research and public service.
- ii) To provide the education system with highly competent professionals, such as teachers, administrators, counsellors and programme developers, who would contribute effectively to the development of Nigerian youths and integration prosperous society. This is to be done through the integration of relevant research and advisory services to the immediate environs, discipline/subject areas.
- iii) To advance the academic culture among staff through collaborative interaction with professionals in the field, both locally and internationally.
- iv) To continuously initiate programmes that would have maximum impact on the University immediate environment and the Nigerian society.
- v) Above all, to seek excellence in knowledge and human resource capacity building without sacrificing quality in the Nigerian education industry.

Specially, the department produces specialists in Human Kinetics and Health Education, and runs a dual programme, (Human Kinetics option and Health Education option) and therefore offers a four year degree programme leading to the award of (i) B.Sc (Ed) Human Kinetics and (ii) B.Sc (Ed) Health Education. The Human Kinetics experts teach in secondary schools and colleges. They also work as Coaches, Sport Organizers and Administrators in sports councils, enlist into military/ paramilitary personnels and industries. We offer both practical and theory courses. Furthermore, in Health Education, option our experts specialize in Health education and promotion in institutions, ministries, corporate organizations and also work in local, national and global organizations as social workers, environmental safety experts and providers of primary Health Care Services.

### **The Philosophy**

To be directly engaged in the creation of excellence in academic evaluation of knowledge delivered in the pursuit of excellence in academic scholarship and intellectual inquiry in teaching, research and public service.

### **Objectives**

Specially, the department produces specialists in Human Kinetics and Health Education. The department of Human Kinetics and Health Education runs a dual programme, that is Human Kinetics option, and therefore offers a four-year degree programme leading to the award of (1) B.Sc (Ed) in Human Kinetics and (2) B.Sc. (Ed) in Health Education. The Human Kinetics experts specialize in teaching in Secondary Schools, Colleges, as Coaches, Sport organizers, Administrators in Sports Councils and industries. We offer both practical and theory courses. While experts in Health Education are functional in institution of learning, community Health promotion, NGO Health related bodies, and Environmental Health and safety professionals.

### **C. Admission Requirements:**

The admission requirements for entry into either Human Kinetics or Health Education degree programmes are in conformity with the university entry requirements; These include at least 5 credits in GCE, SSCE, and NECO, TC II, or NABTEB. Including credit Pass in English language, Mathematics, Biology and two others, as well as success in the university Matriculation Examination [UME] as determined by the university. Candidates who obtained a credit level pass in the university of Port Harcourt certificate programme in Human Kinetics and Health Education or from any other recognized university in addition to the required. O'-Level candidates may also be required to pass an interview organized by the Department of Human Kinetics and Health Education.

## **ACADEMIC REGULATION**

### **Highlights**

The following extracts have been taken from the document "Statement of Academic Policies, University of Port Harcourt 1996". This document was issued first in 1977 and revised in 1983 to reflect the re-organization from a School system to a Faculty system. It was also revised in 1990 to reflect changes in line with the NUC minimum Academic Standards. The present revision reflects changes made by Senate in 1995 thus; students are advised to familiarize themselves with this document.

The last section of this chapter deals with general- remarks which have been included to alert fresh students on the implications of the new grading system in relation to his/her



final degree classification, and the virtue of and reward for hard work, honesty and abstinence from vices: examination malpractice and cultism.

### **REGISTRATION OF COURSES**

Every student is required to register for all courses during the time stipulated which is usually at the beginning of the session. Students who cannot register during the specified time may however register later but all registration procedures must be completed within the time allowed for late registration.

Any registration completed after the time specified becomes null and void and will not be credited to the student even when he/she has taken and passed the examination in the course. Students shall not be allowed to sit for examinations in courses for which they have not previously registered. Such actions are fraudulent and culprits will be appropriately disciplined.

Academic staff are not to entertain any request for late registration. Any genuine request for late registration must be cleared with the Senate Division, Office of the Registrar, and a late registration fee of 50% in addition to the total payable fee per course shall be charged. Faculty Officers are to comply with this guideline in all cases.

### **STRUCTURE OF THE REGULAR DEGREE PROGRAMME**

The National Universities Commission requires that each student should spend a minimum of four years and a maximum of six years for graduation. It also specifies a minimum academic standard that requires that each programme in the University should as much as possible be organized into the following types of courses:

- i) General Studies Courses
- ii) Core Courses (Faculty of Education Courses)
- iii) Area of Specialization Courses in Education (Department Courses in Education).
- iv) Courses in teaching Subject Area.
- v) Community Service.

Each course has a specified unit number, one unit being one hour of lecture for a week, 3 - unit course means three hours of lecture in a week. Each student will be required to cover a minimum number of unit hours for the entire degree programmes stipulated by the student's department. This will usually be 50% of the hours required by the department. This is in addition to ten (10) weeks spent for teaching practice during the entire programme. The ten weeks are distributed thus: 4 weeks at the end of year 2 and 6 weeks at the end of year 3. The specified unit number for teaching practice is 2 and 4 units for years 2 and 3 respectively. For details of the courses and the unit hours needed

to be covered to graduate, the student should refer to the appropriate section of this brochure that covers his or her Department.

### **APPROVED DEGREE REGULATIONS**

To obtain a Bachelor of Science in Education (B.Sc.Ed) Degree in the Faculty of Education, the student shall:

- i) Complete the programme of study approved by Senate on the recommendation of the Faculty Board of studies consisting of:
  - a) Cores Course in Education
  - b) Special Area Courses in Education
  - c) Courses in Teaching Subject Area
  - d) University wide Courses.
- ii) Sit for and pass all examinations on the prescribed courses registered for.
- iii) Achieve overall grade point average (GPA) of not less than 1.00 in the courses registered.
- iv) Satisfy all financial obligations to the University as well as others relating to attendance and character as may be prescribed by the Senate.
- v) Be formally recommended by the departmental Board of Studies of the Department and Faculty for the award of the degree.

## Grading System

The following system of Grade Points shall be used for all faculties (see table 1)

MARK/SCORE	LETTER NOTATION	GRADE
70% & above	A	5.00
60 – 69	B	4.00
50 – 59	C	3.00
45 – 49	D	2.00
40 – 44	E	1.00
0 – 39	F	0.00

Students are obliged to sit for examination in all registered courses. Any student who fails to sit for a course examination without satisfactory reason earns the grade of "F"

### Computation of Grade Point Average

Every course carries a fixed number of Credits Units (CU); one Credit Unit being when a class meets for one hour every week for one semester, or three hours every week in the laboratory, workshop or field. Quality Points (QP) are derived by multiplying the Credit Units for the course by the Grade Points (GP) earned by the Student: for instance; with 3 Credit Units in which a student earned a B with 4 Grade Points, the Quality Points are:  $3 \times 4 = 12$ .

Grade Points Average (GPA) is derived by dividing the Quality Points for the semester by the Credit Units for the semester: for example in a semester where the Student earned 56 Quality Points for 18 Credits Units, the GPA is;  $56/8 = 3.11$ .

Cumulative Grade Point Average (CGPA) is derived by adding the Total Quality Points (TQP) to date and by the Total Credit Units (TCU) to date: e.g. if the TQP is 228 and the TCU is 68, the CGPA is  $228/68 = 3.35$ . Detailed example of how to calculate GPA and CGPA is as presented in table two (2).

## TYPICAL EXAMINATION FOR GPA-CGPA COMPUTATION: FIRST SEMESTER

Course Code	Credit Units (CU)	Letter Grade	Grade Points (GP)	Quality Points (QP)	Grade Points Average (GPA)	Cumulative Grade Points Average (CGPA)
EDU 300.1	3	B	4	12	QP=69	TQP=QP=69
EDU 301.1	2	C	3	6	CU=19	TCU=CU=19
EDU 303.1	2	C	3	6	GPA=69/19	CGPA= 69/3.63
GES 101.1	3	B	4	12	= 3.63	
HED 302.1	3	A	5	15		
EDU 300.1	2	D	2	4		
HED 304.1	2	B	4	8		
HED 303.1	2	C	3	6		

## SECOND SEMESTER

Course Code	Credit Units (CU)	Letter Grade	Grade Points (GP)	Quality Points (QP)	Grade Points Average (GPA)	Cumulative Grade Points Average (CGPA)
EDU 301.2	2	E	1	2	QP=49	TQP=QP=76+49=118
EDU 303.2	3	D	2	6	CU=18	TCU=CU=19+18=37
EDU 3C12	1	B	4	4	GPA=49/18=2.72	CGPA=118/37=3.19
HED 305.2	3	F	0	0		
HED 306.2	3	A	5	15		
EDU 304.2	4	B	4	16		
GES 102.2	2	C	3	6		

- i) Grades obtained in all approved courses of a student's prescribed programme, excluding audited courses, shall be used to compute the GPA.
- ii) Where a student has registered more than the allowed number of courses, elective courses chosen in the order of registration, will be used in computing the CGPA. Other elective courses will be treated as audited courses and will not be used in calculating the CGPA.
- iii) Where a student registered for a course but the result is unavailable due to no fault of the student, he/she will re-register for it the next academic year.
- iv) When a student transfers from one Faculty to another, only the grades obtained in the course in the new prescribed programme of study will be used to compute the

CGPA. Courses which were completed before the change of programme will be treated as audited courses.

### **DEGREE CLASSIFICATION**

The degree shall be awarded with 1<sup>st</sup> class, 2<sup>nd</sup> class upper, 2<sup>nd</sup> class lower, 3<sup>rd</sup> class Honours, or a Pass degree. The Cumulative Grade Point Average for these classifications shall be:

<b>Class of Degree Average</b>	<b>Cumulative Grade Point</b>	
1 <sup>st</sup> Class	4.50	5.00
2 <sup>nd</sup> Class (Upper Division)	3.50	4.49
2 <sup>nd</sup> (Lower Division)	2.40	3.49
3 <sup>rd</sup> Class	1.50	2.39
Pass	1.00	1.49
Fail	0.00	0.99

### **CONTINUATION, PROBATION AND WITHDRAWAL**

The essential points on the subject matter are as highlighted below:

#### **i) Continuation Requirement**

The continuation requirement in the university is a CGPA of 1.00 at the end of every academic year.

#### **ii) Probation**

Probation is a status granted a student whose academic performance falls below an acceptable standard. A Student whose Cumulative Grade Point Average (CGPA) is below 1.00 at the end of a particular year of study earns a period of probation for one academic session.

#### **iii) Limitation of Registration**

Students on probation may not register for more than 18 units per semester. The purpose of the restriction is to give the student a chance to concentrate on improving their performance and thus raising their CGPA.

#### **iv) Warning on De-registration**

Students should be warned by their Department if at the end of any semester their GPA falls below 1.00.

#### **v) Repeating Failed Course Unit(s)**

Subject to the conditions for withdrawal and probation, a student must repeat the failed course unit(s) at the next available opportunity, provided that the total number of credit units carried during that semester does not exceed 24, and the Grade Point earned at the attempts shall count towards the CGPA.

#### **vi) Withdrawal from study**

A student whose Cumulative Grade Point Average is below 1.00 at the end of the years' probation shall be required to withdraw from the programme.

#### **vii) Duration of Programme**

Programme lasts for a minimum of four years and maximum of six years.

#### **Auditing of Courses**

Students may attend courses outside their prescribed programme. The course shall be recorded in their transcripts only if they registered for it with the approval of the Head of Department, the Dean of their Faculty and must have taken the prescribed examination. An audited course shall not be used in calculating the CGPA.

#### **Academic Advisers**

Every student is attached to an Academic Adviser who is a member of the academic staff and who will advise him/her on academic affairs as well as on academic progress and provide counselling to them on personal matters. Academic Advisers are expected to follow their students' academic progress and provide counselling to them.

It is the duty of the Head of Department to assign an Academic Adviser to every student at the beginning of each session. Academic Advisers should give clear information on the notice boards or on their doors about appropriate time and places within the university where they will be available to students who wish to consult them during the official hours.

#### **GENERAL REMARKS**

All the regular students admitted into the 1<sup>st</sup> year of the Faculty of Education must have met the entry requirements, and thus are eligible to pursue the available careers in the Faculty. However, experience has shown that many of these students relax efforts in the early years of study, apparently, assuming that like the practice in the primary and secondary schools, they would make up for the lost efforts in their later years of study. This assumption is false in the Nigerian University System.

Here at the University of Port Harcourt, every registered course (except officially dropped);

- i) Requires a minimum of 70% attendance to lecture/tutorial (L) and (T) or Laboratory (L)Practice (P) to qualify for examinations:
- ii) Must be continuously assessed through assignments, tests, etc;
- iii) Must culminate in an examination and must have a grade returned for every student who registered for it, which must comprise of at least 25-30% from the continuous assessment and 70% from the examination.

Each course in the programme contributes toward the Cumulative Grade Point Average (CGPA) with its weights (credit units). In the Faculty of Education, the weights for a course may be 1,2 or credit units as the case may be, except for the final year project whose weight is 4 credit units. Teaching practice is offered at the end of year 2 and 3. Most top job opportunities in the job market are usually reserved for graduates with excellent or very good degree classified (1<sup>st</sup> class or 2<sup>nd</sup> class upper division). For example, to be qualified to become lecturer in the University, one's first degree must not fall below 2<sup>nd</sup> class upper division. And to qualify for admission into a post-graduate degree programme at the University of Port Harcourt, one's degree must not fall below a high 2<sup>nd</sup> class lower division (that is, his/her final CGPA must not be below 3.0).

In terms of the letter grades earned in all the courses offered in a given academic programme of study, 1<sup>st</sup> class, 2<sup>nd</sup> class upper division and "high" 2<sup>nd</sup> class lower division.

- i) The 1<sup>st</sup> class is equivalent to the attainment of at least \*A\*, 'B' average (a minimum final CGPA of  $(5+4)12=4.50$ ) during the course of study. To achieve this, one must earn very few 'Cs' say, two or three, and more 'As' than 'Bs' in all courses. Earning even one 'E' grade and /or 'Ds' can be fatal.

- ii) The 2<sup>nd</sup> class upper division is equivalent to the attainment of at least 'B', 'C' average (a minimum final CGPA of 3.0) during the course of study.

To achieve this, one must be an average student throughout the programme of study.

Therefore, for the ambitious student, hard work begins from year 1 and spans through year 4. Few low grades can thwart a student's ambition. However, one should always be true to his/her abilities, and not resort to cheating to claim what does not belong to him/her.

Appendix "A" presents some of the penalties for a false ambition (examination malpractice). Students are therefore advised to completely avoid vices (such as secret cultism and examination malpractice) that will ultimately put them out of course and disrepute. They are rather encouraged to be obedient, humble and law abiding and to act in such a manner as to achieve their primary purpose of advancing their education.

The Department also Offers Post-Graduate courses at both Masters and Doctoral levels in collaboration with the College of Graduate Studies. Details are available at the College of Graduate Studies of the University of Port Harcourt.

### **EXAMINATION MALPRACTICE**

Any student found guilty of examination malpractice shall be expelled (see examination malpractice section of the brochure).

### **FORGERY**

Any student found guilty of forging certificates, transcripts and other official documents shall be expelled from the University.

### **DEAN'S LIST**

A student, who by virtue of his/her performance at the end of any academic semester achieves a GPA of 4.00 or over, will have his name published in the Dean's list of the faculty. Each list is valid for one semester following the publication of the result and until the publication of the result of the next semester. The names on the Dean's list reflect not only the excellent performance of the students but also demonstrate academic capabilities of a high degree. Consequently, such a student may be required to take extra courses beyond the normal course load. The above academic regulation is subject to the general university policy/regulation and can be changed at any time by the university senate.



**(d) Teaching Practice**

The period of formal studentship include 1<sup>st</sup> and 2<sup>nd</sup> Semesters excluding Holiday Periods. The students are expected to complete two periods of teaching practice in year 2 and year 3 for a period of six weeks each.

(c) Course content specifications/syllabus of all courses in the Programmes: Certificate, B. Sc (Ed), M.Sc Ed and Ph.D.

**CERTIFICATE PROGRAMME IN HUMAN KINETICS AND  
HEALTH EDUCATION**

**REGULATIONS AND COURSE DESCRIPTION**

***FOR***

**CERTIFICATE IN HUMAN KINETICS AND HEALTH EDUCATION**

**1) INTRODUCTION**

In realization of the role of Physical Education and Health Education in the total education of the Nigeria child in the New National Policy on Education made these subjects (Physical Education and Health Education) compulsory at the Primary and Junior Secondary School levels. The need, therefore exists to providing middle-level specialist teachers for these subjects in the primary and secondary schools. Also, the awareness and growing importance of sports and recreation at national and international necessitates the production of intermediate personnel who possess the knowledge and skills in coaching, organizing and administration of sports recreation programmes in schools and the wide society. It is further to produce Health promotion experts in line with global focus in contemporary health issues, control and prevention of diseases.

**2) GENERAL OBJECTIVES**

The programme is designed to:

- i) Prepare intermediate level teachers for the physical education and sports programmes in the primary and junior secondary schools:
- ii) Prepare intermediate level coaches, organizers, administrators, supervisors for sports and recreation programmes in the primary and junior secondary schools and environs.
- iii) Prepare intermediate level environmental health officers, first-aid and health education teachers in primary, junior secondary schools and environs.
- iv) Provide opportunity for talented athletes' competencies, in games/sports competition, in organizing, supervising and other related sports administrative duties.
- v) Provide solid foundations for students who at the end of the certificate programme pass with at least credit level, to seek admission to a four-year bachelor's degree programme in Human Kinetics option or Health Education option.

### **1.3 DURATION OF THE PROGRAMME**

The certificate programme in Human Kinetics and Health Education shall last for one academic year of full-time study.

### **2.1 STRUCTURE OF THE PROGRAMME**

The total number of credit hour of work require to graduate in this programme is thirty (30). The courses are organized in the following areas:

- (a) Human Kinetics
- (b) Health Education

### **2.2 ADMISSION REQUIREMENTS**

The minimum requisite qualification or entry to the one-year certificate programme in Human Kinetics and Health Education is any of the following:

- i) Credit level Passes in at Least three subjects in WASC, GCE, NECO, SSCE, NABTEB Certificates, including at least a pass in English Language and Biology or any other science subject.
- ii) Ordinary level passes in at least three subjects in the General Certificate of Education (G.C.E). Including at least credit in English Language and Biology or any other science subject.
- iii) Credit or Merit pass in at least three subjects in the Teacher Grade Two Certificate, including at least merit in English Language. Human kinetics and Health Education and any other science subject.
- iv) Any other qualifications which together with relevant experiences are deemed by the Faculty Board and the Senate to be acceptable for admission into the programme.
- v) Candidate will be required to take an aptitude test before admission. In addition to any of the qualifications listed above, prospective students should have a proven ability in at least a sport as well as comparative level of physical and mental fitness, which shall be determined through practical interview and test conducted by the university medical officer.

### **2.3 SEMESTERS AND COURSES**

<b>1<sup>ST</sup> SEMESTER</b>			
	<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>UNIT</b>
1	CKH 001.1	Introduction to Human Kinetics and Health Education	3
2	CKH 002.1	Theory and Practice of Physical Activity and Sport Skill Techniques, Gymnastics,	3

		Track and Field (compulsory) Swimming and Water Safety (compulsory). Badminton Tennis & Table Tennis (choose any one)	
3	CKH 003.1	Use of English I	3
4	CKH 004.1	Prevention and Control of Tropical Diseases	3
5	CKH 005.1	Biological Foundation of Human Kinetics and Health Education	3
6	CKH 006.1	First-Aids and Management of Emergencies	3

## 2<sup>nd</sup> SEMESTER

	<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>UNIT</b>
1	CKH 007.2	Organization of Sports Competitions & Supervision of Physical Fitness Programme	3
2	CKH 008.2	Theory and Practice of Physical Activity and Sports: Skills and Techniques	3
		(a) Soccer (compulsory)	
		(b) Basketball (compulsory)	
		(c) Handball	
		(d) Volleyball	
		(e) Squash Racket	
		(f) Rhythmic and Aerobic dance (Choose any one form the above of c,d,e & f)	
3	CKH 009.2	Use of English II	3
4	CKH 010.2	Methods and Materials of Teaching Human Kinetics & Health Education	3
5	CKH 011.2	Cares and Prevention of Sports Injuries personal and Environmental Health and safety Education	3
6	CKH 012.2	Supervised Teaching Practice	3

## GRADING/EXAMINATION REGULATIONS

Final grades for certificate shall be determined by written and Practical examinations and continuous assessment.

### SCORES

70% - 100%

### CLASS

Distinction

60 – 69%	Credit
50 – 59%	Merit
40 – 49%	Pass
0 – 39%	Fail

The certificate programme in Human Kinetics and Health Education is both terminal and Preparatory. This means that students (i) who at the completion of the programme, scored 60% average may apply for admission to the B.Sc.Ed. Degree programme in either Human Kinetics option or Health Education Option, provided the candidate has five credits in relevant subjects including Mathematics and English Language in at most any two of the examinations specified in section 2.2.

## **2.5 COURSE DESCRIPTION**

### **FIRST SEMESTER**

#### **S/NO**

I CKH 001.1 Introduction to Human Kinetics and Health Education. The course focuses on meaning of concepts, relevance and growth of human kinetics and Health Education. A survey of major historical and philosophical dimensions of Human Kinetics and Health Education. Human Kinetics and Health Education through the ages and as academic discipline and profession. The pre-colonial and post colonial era in Nigeria. Basic philosophical background for curriculum development in Human Kinetics and Health Education will be surveyed and discussed.

#### **2) CHK 002. I Theory and Practice of Physical Activity and Sports Skills, Techniques.**

- ❖ **Gymnastics:** Origin and development of gymnastics; basic, individual and partner activities- tumbling forward, backward and side rolls. Handstand and balance, cartwheel, headspring, summersault, vaulting activities rope climbing and skipping. Use of apparatus - Gym-horse, parallel bars etc will be presented.
- ❖ **Track and Field Athletics:** Origin and development of track and field athletics Techniques and fundamentals of start-bunch/bullet, medium and elongated in short and long distance races. Sprinting mechanism Long distance races. Huddling skills techniques and rules, Jumps-high, long and triple. Throws; discuss, shot-put, & javelin, hammer.
- ❖ **Swimming and Water Safety:** Covers origin and development of swimming. Acclimatization in water breathing/babbling, floating through water. Skills and

techniques of various strokes -breast, crawl; back, Dolphin/Butterfly relays and diving. Water safety: rescue and resuscitation.

- ❖ **Badminton:** Origin and development; the grips of rackets and shuttles-cork, wrist action and body control. The serve; underhand, overhead, drop, smash etc, play strategy. Singles and doubles. Basic rules. Courts and dimension.
- ❖ **Tennis:** Origin and development of table and tennis. Racket handling; the sever position and follow through. The table tennis and court dimensions. Individual and dual (doubles) play strategy. Basic rules of table and tennis courts.

### **3) CKH 003.1 Use of English Language**

Ref: to Education Course content for Use of English 1

**4) CKH 004.1** Prevention and control of Tropical Diseases, focus will be on preventable/major killer diseases; cause, spread principles of prevention and control of Degenerative/chronic and nutritional diseases: prevention and management. Immunity and immunization will be presented.

**5) CKH 005.1** Biological Foundation of Human Kinetics. Biological Foundations; the Human Body; Structure & Functions. The systems, functions and their interrelationship.

**6) CHK 006.1** First-Aids and Management of Emergencies. The course covers the principles, methods and techniques of First-Aid, qualities of a First Aider, contents of the First-Aid box. Types of wounds and infections requiring first-aid. Safety measures and handling of emergencies. Practical demonstrations of first-aid and safety measures will be emphasized.

## **SECOND SEMESTER**

**1) CKH 007.2** Organization & Administration of Sports and Physical Fitness Programme. Concepts of planning, organizing of sports programmes will be presented Roles and functions of personnel. Facilities and equipment, types of organization (formal and informal). Types of administration and types of competitions. Programme evaluation in Human Kinetics. Fitness testing and use of exercise machines. Body shape Preparations.

**2) CKH 008.2** Theory and practice of physical activity and Sports; Skills & Techniques. Basketball: History and development of Basketball. Facilities and equipment: court and dimensions. Skills and techniques, starting the game, different passes; chest, overhead, bounce etc, play tactics. Rules of the game. Introductory coaching and officiating mock games for performance and improvement.

- ❖ **Volleyball:** History and development of volleyball. Facilities and equipment. Skills and techniques, serving, volleying, set-ups spiking, digging team formation and rotation, coaching and officiating mock games.
- ❖ **Handball:** History and development of handball. Facilities and equipment. Skills and techniques passing, breaks, scoring -court and dimensions. Team strategies. Coaching and officiating. Mock games for performance improvement.
- ❖ **Squash Racket:** History and development of squash racket. Facilities and equipment. Skills and techniques - Racket grips. The serves: Forehand back and returns, basic shorts and play strategy. Coaching and officiating, safety limits, Basic rules. Mock games to improve performance.
- ❖ **Rhythmic and Aerobic Dance:** Body conditioning exercises, running, stretching, jogging, weight and figure control exercises muscular strength and tone, creating life long fitness attitudes. Movement and creative dance steps. Music accompanied programmes.

**CKH 009.2** Use of English II

Ref: To Faculty of Education Course Content for Use of English II.

**CKH 010.2** Methods and Materials of Teaching Human Kinetics & Health Education. Goals and Health Education in Primary, junior secondary schools and environs.

Communication skills and classroom management. Evaluation of current schemes of work/syllabuses for Human Kinetics and Health Education in schools (primary and junior secondary). Simple tests and measurement techniques.

**CKH 011.2** Care and prevention of Sports Injuries: Personal and Environmental Health and Safety Education. Factors underlying sports injuries. Methods and resources of handling sports injuries-sprains, fractures etc. massaging, cold compress, use of whirlpool bath etc. safety measures in games/sports, management of emergencies including artificial respiration and types of carry of sports injury victims. Rehabilitation programmes. Personal and Education Factors relating to personal Health, cultural, sociological and Biological, Personal Health Practices. Importance of mental, Social, and emotional health, rest, sleep relaxation and exercises. Drugs and Narcotics, Food and consumer health.

**CKH 013.2** Supervised Teaching Practice: Evaluation of student Teachers on the contents. Skills, Techniques and application of principles and methods of imparting knowledge learnt in methods course. Practicing planning and organization classroom environment for effective lesson delivery. Students are expected to familiarize themselves with the organization and administration in the schools where they are posted. Participation in Co-curricular activities is mandatory.



**DEPARTMENT OF HUMAN KINETICS AND HEALTH EDUCATION**  
**B.Sc (Education) in Human Kinetics and Health Education**  
**YEAR ONE**

**1<sup>ST</sup> Semester**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
EDU 100.1	Introduction to Education	2
EDU 103.1	Physical Fitness Activities and wellness 1	2
	a) Soccer	
	b) Hockey	
	c) Handball	
	d) Badminton	
	e) Aerobic Dance	
	f) Gymnastics	
	(Choose any one)	
KHE 101.1	Introduction to Human Kinetics & Health Education	2
KHE 100.1	Track and Field Athletics	2
GES 100.1	Communication skills in English	3
GES 102.1	Introduction to Logic & Philosophy	2
FSB 101.	General Biology	3
KHE 103.1	Personal Health Education	2
	<b>TOTAL</b>	<b>18</b>

**2<sup>nd</sup> Semester**

<b>Course Code</b>	<b>Course Title</b>	<b>Units</b>
EDU 101.2	Introduction to Educational Technology	2
EDU 103.2	Physical Fitness Activities and Wellness II	2
	a) Basketball	
	b) Volleyball	
	c) Tennis (Lawn or Table) Choose any one	
	d) Martial Art	
	e) Squash Racket	
	f) Swimming	
KHE 101.2	Leadership and Citizenship Training	3
GES 101.2	Computer Appreciation and Application	2
KHE 100.2	Team Games I: Volleyball & Soccer	2
GES 103.2	Nigerian People and Culture	2
FSB 102.2	General Biology II	3
	<b>TOTAL</b>	<b>17</b>

## YEAR TWO

### 1<sup>ST</sup> Semester

Course Code	Course Title	Units
EDU 200.1	Developmental Psychology	2
EDU 201.1	History of Education	2
KHE 201.1	Food and Nutrition	2
KHE 203.1	Safety Education and First Aid	3
KHE 204.1	Family Living & Reproductive Health	2
KHE 200.1	Team Games II (Basketball and Handball)	2
	Basketball	
	Handball	
KHE 205.1	Administrative Theory and Practice in Human Kinetics and Sport	2
KHE 202.1	Gymnastics	2
KHE 206.1	Motor Learning Development and Performance	2
	<b>TOTAL</b>	<b>19</b>

### 2<sup>ND</sup> Semester

Course Code	Course Title	Units
EDU 202.2	Art of Teaching	2
EDU 2C1.2	Community Service	1
EDU 202.2	Sociology of Education	2
EDU 203.2	Supervised Teaching Practice	2
KHE 203.2	Human Anatomy and Physiology	3
KHE 206.3	Drug Education	2
KHE 208.2	Communicable & Non-Communicable Disease	2
HKT 200.2	Racket Games I: (Badminton & Table Tennis)	2
	<b>TOTAL</b>	<b>17</b>

**COURSE DESCRIPTION FOR B.Sc. (EDUCATION)**  
**HUMAN KINETICS AND HEALTH EDUCATION**

**FACULTY OF EDUCATION CORE COURSES**

Descriptions of the relevant courses are contained in the Faculty section of this booklet as approved by Senate.

**KHE 101:1 Introduction to Human Kinetics and Health Education (2 Units)**

The course deals with concepts and conditions influencing historical and philosophical basis of Human Kinetics and Health Education. The course examines the meaning of Human Kinetics and Health Education, objective and scope of Human Kinetics and Health Education as well as Principles and Practice of Human Kinetics and Health Education.

**KHE 100.1: Track and Field Athletics (2Units)**

The course deals with overview of events that takes place on track and field, (Short, middle and long distance race) (Javelin, shot put and discus).The course also examines the body mechanics and different styles, skills and techniques required to execute the start, bunch/bullet medium/arc and elongated, striding, coasting and finish in track events as well as skills required to execute the throws in field events. Oxygen conservation and endurance, training in long distance races and Mechanism of all races including officiating will also be taught.

**GES 100.1 Communication Skills in English (3 Units)**

(As described in the GES unit)

**(GES 102.1 Introduction to Logic and Philosophy (2 Units)**

(As described in the GES unit)

**FSB 101.1 General Biology 1 (3 Units)**

(As described in the Faculty of Science)

**(GES 101.2) Computer Appreciation and Application**

(As described by the GES Units)

**FSB 101.2 General Biology II (3 Units)**

(As described in the Faculty of Science)

**KHE 101.2 Leadership and Citizenship Training (3 units)**

The course provides a period of physical and mental conditioning, which introduces students to the basic skills of rope climbing, obstacle, race course, swimming,

gymnastics, map and compass reading. The course takes place during the long vacation and last for a period of two weeks. Sports and games courses are also offered.

### **KHE 100.2 Team Game II: Volleyball and Soccer (2 Units)**

The course deals with history and development of volleyball and soccer. Students would also be exposed to facilities and equipment required to play the game .In addition, basic skills and techniques, rules and regulations of the game, as well as lead up activities would be taught.

### **KHE 200.1 Team Games II: Basketball and Handball (2 Units)**

#### **a) Basketball**

The course exposes students to the history and development of basketball. In addition, the facilities and equipment required to play the game, basic skills and techniques of the game, rules and regulations of the game as well as coaching and officiating in the game of basketball would be taught

#### **b) Handball**

The course deals with history and development of handball, the facilities and equipment required to play the game, as well as basic skills such as offensive and defensive techniques. The students would also be exposed to games tactics, rules and regulations as well as coaching and officiating.

### **KHE 201.1 Food and Nutrition Education (2 Units)**

The course surveys the types and functions of food required for growth and development. It also deals with the nutritional standards and factors influencing food choice by the individual, community and different occupations. Nutritional problems and food deficiencies, food distribution and preservation, nutrition education programmes, diet and performance in sports and games would be examined. Weight control and exercise, food consumption during training and competition and dangers of ergogenic substances in sports and games would be taught.

### **KHE 203.1 First Aid and Safety Education (2 Units)**

The course deals with principles and importance of safety and first aid, accident factors in the home, school, road, industries, and farms etc. First aid skills used in the movement of casualties, treatment of various emergency medical situations such as wounds, burns, drowning, choking, and cardio-pulmonary resuscitation (CPR). The course also emphasizes first aid kit supplies both in the home and commercial settings.

### **KHE 204.1 Family Living and Reproductive Health (3 Units)**

The course will examine the family as the basic unit of society and various forms of the family in different socio-cultural, legal and political systems. It will also deal with family in transition, marriage and types. Reproductive health issues are discussed including sexual orientation; Basic characteristics of adolescents (youths); Male and female reproductive systems; Sexuality of adolescent boy and girl; Human relationships; Sexual morality in our society; Courtship and marriage; Nature of sex and reproduction; Fertility and infertility; Sexual behaviours and problems; Family planning; and Sexually transmitted infections.

### **KHE 205.1 Administrative theory and Practice in Human Kinetics and Sports (2 Units)**

The course exposes students to analysis of the nature and scope of Human Kinetics and Sports Management. It also deals with evaluation of social, economic, political and psychological context of Human Kinetics in terms of administration and Organizational structure. Programme organization and evaluation, personnel problems, facilities and equipment, selection, maintenance, construction and improvisation, national policies, Public relations, Budgeting, and Student discipline would be examined.

### **KHE 206.1 Motor Learning Development and Performance**

The course deals with the process of motor learning, factors relating to the acquisition of motor skills and motional variables in sports performance. It will also expose students to basic social process of motor behaviour, group interaction and team performances. Stages of motor development, the repertoire of movement abilities of an individual through the life span would be examined.

### **KHE 203.2 Human Anatomy and Physiology (3 Units)**

The course deals with the Study of the structures and functions of the various systems of the body i.e Musculoskeletal, cardio respiratory and central nervous system. Terminologies and concepts such as cells and tissues and application of Anatomy and Physiology to all games and sports would also be taught.

### **KHE 206.2 Drugs and Human Health (2 Units)**

The course discusses drugs and their definitions, concept of use, misuse and abuse, prescription and non-prescription drugs. The course will also examine the psychotropic (mood modifying) groups of drugs, narcotics, depressants, stimulants, Hallucinogens etc. Attention is also given to the use of anabolic steroids in sports.

### **KHE 208.2 Communicable and Non-Communicable Diseases (3 Units)**

The course examines prevailing communicable and non-communicable diseases with particular reference to the tropics and sub-tropics. Diseases are discussed under the following classifications: bacterial, viral, arthropod (insect), animal, water-borne, airborne etc.

### **KHE 200.2 Racket Games I: Badminton and Tennis (2 Units)**

The course examines the history and development of Badminton, play skills and techniques, Facilities and Equipment (the court, shuttle cork, racket). Skills i.e the grip, hit, serve (forehand and backhand), volley, clear, smash etc. would also be examined. In addition, rules and regulations guiding doubles and singles games, coaching and officiating as well as practice to improve performance would be taught.

#### **Tennis**

The course deals with history and development of tennis, skills and techniques of the game, e.g racket grip, the serve and strokes. In addition, the course would examine Lead-up activities necessary before the students take to the court. Facilities and equipment, games type i.e singles, doubles and mixed doubles, rules of the game, coaching and officiating, history of national and international tennis federations, as well as Practice to improve performance would be taught.

**HUMAN KINETICS OPTION  
YEAR THREE**

**1<sup>st</sup> Semester**

<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
EDU 300.1	Curriculum Development and Evaluation	2
EDU 301.1	Philosophy of Education	2
EDU 302.1	Psychology of Learning	3
HKT 300.1	Swimming and Water Safety	2
HKT 302.1	Physiology of Exercise	2
HKT 303.1	Adapted Human Kinetics	2
HKT 304.1	Community and Industrial Recreation	2
HKT 305.1	Racket Games II: (Squash Racket and Table Tennis or Combative Sport) OR Combative Sports	2
HKT 306.1	Psychology of Coaching	2
	<b>TOTAL</b>	<b>19</b>

**2<sup>nd</sup> Semester**

<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
HKT 301.2	Psychology and Sociology of Sport	2
EDU 303.2	Research Methods and Statistics	3
EDU 302.2	Biomechanics of Physical Activity	2
HKT 304.2	Socio-cultural Dimensions and Philosophy of Sport and Physical Activities	2
HKT 307.2	Methods and Materials in Human Kinetics and Sport	2
EDU 304.2	Supervised Teaching Practice	4
HKT 303.2	Measurement and Evaluation in Human Kinetics and Sport	2
HKT 306.2	Intramural Administration	2
EDU 300.2	Fundamentals of Entrepreneurship	2
	<b>TOTAL</b>	<b>21</b>

## YEAR FOUR

### 1<sup>st</sup> Semester

<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
EDU 400.1	Management in Education	2
EDU 401.1	Tests and Measurement	3
HKT 402.1	Groundsmanship and Maintenance of Sporting Facilities	3
HKT 401.1	Psychological Skills for Optimal Performance	2
HKT 400.1	Stick Games: Cricket and Hockey	2
HKT 400.1	Introduction to Sports Journalism	2
HKT 403.1	Adult and Industrial Fitness program	3
	<b>TOTAL</b>	<b>17</b>

### 2<sup>nd</sup> Semester

<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
EDU 403.2	Research Project	4
HKT 400.2	Introduction to Sports Marketing and Insurance Policy	3
HKT 401.2	Prevention & Management of Sport Injury	3
HKT 404.2	Comparative Study of Human Kinetics and Sport	2
HKT 403.2	Principles & Techniques of Coaching and Officiating Competitive Sports	3
HKT 405.2	Contemporary Issues & Problems in sports	3
	<b>TOTAL</b>	<b>18</b>

### **HKT 300.1A Swimming and Water Safety (2 Units)**

The course deals with review of elementary Swimming techniques and fundamentals. In addition, the basic strokes, behaviour around the pool, life saving techniques, swimming and pool hygiene, basic life support and emergency techniques would be examined. The students would also be exposed to regular practice to help improve performance.



### **HKT 302.1 Physiology of Exercise (3 Units)**

The Course examines basic facts concerning physiological adjustments at rest and physical activities involving both external and internal factors .It also deals with the human body as a biological machine-metabolism. Students would also be exposed to ventilation, aerobic and anaerobic processes and their environmental effects on exercise and sport performance. Effects of exercise in heat and cold, high and low pressure environment, principles of training, nutrition and athletic performance, ergogenic aids, fatigue, sex difference, ageing and muscular performance would also be taught.

### **HKT 303.1 Adapted Human Kinetics (2 Units)**

The course exposes students to basic concepts and various types of handicap i.e physical, mental, social etc. The problems of intellectually exceptional as well as Socio Psychological and cultural dimensions of the problems of the disabled would be dealt with. Human Kinetics and sports programmes to meet their needs, and organized visits to the institutions for the typical problems and prospects of mainstreaming would be taught.

### **HKT 304.1 Community and Industrial Recreation (2 Units)**

The course deals with the origin and development of recreation. It also examines the values of outdoor education, as well as principles/organization and administration of community recreation. In addition, facilities and equipment, both indigenous and modern would be dealt with. The importance of residential and day camps, use of camp environment, special activity for children, teenagers and adults and Staff selection, supervision, health and safety, food services, finance arrangement and Contemporary issues in recreation would be addressed.

### **HKT 305.1B Racket Games II: (Squash Racket and Table Tennis) OR Combative Sports (2 Units)**

#### **Squash**

The course deals with history and development of the game of squash. In addition, skills and techniques of the game such as racquet grips, the serves, forehand/backhand and return would be taught. Coaching and of officiating, rules of the game, and history of national and international associations as well as practices to improve performance would be examined.

#### **Table Tennis**

The course examines history and development of table tennis, the table and its dimensions, as well as singles and doubles games. The skills and techniques of the game such as bat grips, the serve, basic shots and play strategies would also be examined. Rules and regulations governing the game, history of national and international table tennis associations, and Practice to improve performance would be taught.

### **Combative Sports: Judo and Wrestling (2 Units)**

The course deals with history and development of Judo and Wrestling. In addition, facilities and equipment, dress codes, the basic throwing skills and breaking of falls would also be dealt with. The course also examines the method of officiating and scoring in judo and wrestling.

### **HKT 306.1 Psychology of Coaching (2 Units)**

The course acquaints the students with the history and development of coaching, concepts of (coaching, psychology, coach, athlete), coaching skills and styles, principles of coaching, factors to consider while coaching, characteristics and techniques of good coaching, and qualities and responsibilities of a good coach.

### **HKT 301.2 Psychology and Sociology of Sport (2 Units)**

The course examines analysis of psycho-social factors related to motor learning and performance. It also deals with behavioural controls as interventions during stressful situations/competitions etc. In addition, psychological factors in performance i.e motivation, emotional states, self control etc would be addressed.

The course deals with basic assumptions on sociological perspective and their applications in sport, play, game and sport in the society. The course also examines the influence of culture and social trend on citizens participation in physical activities and sport. The influence of sport on individual, social, health and economic development of a nation, as well as social influences on sports competition i.e social expectations, and crowd behaviour in competition would be taught.

### **HKT 302.2 Biomechanics of Physical Activity (2 Units)**

The course examines the mechanics of turning, motor principles of stability and motion, laws of motion and the effects of forces upon movement in different directions. The anatomical and physiological fundamentals of human motion, functional region of the musculo-skeletal structures and application of Kinesiology to Human Kinetics would also

be addressed, Muscle identification and movement analysis as well as analyses of sports skills and Biomechanical factors in sports performance would be taught

### **HKT 304.2 Socio-cultural dimensions and Philosophy of Sports and Physical Activity (3 Units)**

The course covers the major social, cultural and philosophical dimensions of Human Kinetics and Sports. The social and cultural units such as family, school and home with their relationship with sport will be emphasized. Values, norms, culture, religion, rituals and traditions in sports will also be covered. Conceptions through the ages- as survival, physical culture, physical training education, as human movement would be looked into .History of Human Kinetics in Ancient Greece, ancient oriental nations, dark ages, renaissance etc would be emphasized. The major schools of thought of philosophy-idealism, realism, existentialism etc and their application to Human Kinetics and sports would be covered .In addition, Growth of Human Kinetics in Nigeria, the Olympic movement and other international sports competitions with their underlying socio-cultural and philosophical perspectives would be addressed.

### **HKT 307.2 Methods and Materials in Human Kinetics and Sport (2 Units)**

The course deals with an overview of the philosophy for developing Human Kinetics programmes. In addition, curriculum types and instructional strategies i.e Pedagogical and andragogical, as well as current trends and practices would be emphasized.

### **HKT 303.2 Measurement and Evaluation in Human Kinetics and Sports (2 Units)**

The course emphasizes on the place of measurement and evaluation in Human kinetics and sports. Measuring physical abilities and specialized motor skills, administration of physical performance tests and analysis of scores, importance of measurement in selecting, training coaches for team sports and games, evaluation of the total programme as well as measuring cognitive and affective abilities would be taught.

### **HKT 400.1 Introduction to Sport Journalism (2 Units)**

The course acquaints the students with history and development of sports journalism, concepts, media equipment needed for reporting, qualities of a good sports reporter, principles guiding sports reporting, as well as factors affecting effective reporting of local, state, national and international sports competitions.

### **HKT 401.1 Psychological Skills for Optimal Performance (2 Units)**

The course deals with analysis of psycho-social factors related to motor learning and performance. It also deal with behavioural controls as interventions during stressful situations/competitions etc. Psychological factors in performance such as motivation, emotional states, set control, etc would also be examined.

The course also deals with the basic assumptions on sociological perspective and their applications in sport play, game and society. Influence of culture and social trend on citizens participation in physical activities and sport, influence of sport on individual, social, health and economic development of a nation and social influences on sports competition, social expectations, crowd/motor behaviour in competition would be addressed.

### **HKT 402.1 Groundsmanship and Maintenance of Sporting Facilities (2 Units)**

The course is designed to acquaint students with the nature and scope of groundsmanship and the maintenance of Sporting facilities. It also emphasizes on the basic knowledge of facility construction and marking of sports facilities.

### **HKT 403.1 Adult and Industrial Fitness Programmes (2 Units)**

The course deals with the basic concepts: Goals and objectives, fitness needs of various population, facilities and equipment, scheduling adherence, as well as financing. It also deal with attributes of an ideal fitness programme and Programme evaluation. A survey of existing fitness programme in Nigeria and oversea countries as well as Safety concepts and programme design would be taught.

### **HKT 404.1 Stick Games: Cricket and Hockey (2 Units)**

#### **Cricket**

The course examines history and development of cricket, facilities and equipment required in playing the game. It also lays emphasis on basic skills such as bowling, batting, catching and the runs etc. Dress code, rules and regulation, officiating and scoring, practice to improve performance and history of National and International Associations would also be emphasized.

#### **Hockey**

The course deals with history and development of the game, hockey. The facilities and equipment required in playing the game , skills and techniques, rules, officiating and

scoring, as well as history of National and International hockey associations would be emphasized.

### **HKT 400.2 Sports Marketing and Insurance Policy (2 Units)**

The course examines general principles of marketing, application of marketing principles to sports management and marketing techniques in amateur and professional sports.

### **HKT 401.2 Prevention and Management of Sports Injuries**

#### **(3 Units)**

The course emphasizes on the overview of the concepts of sports medicine, factors related to sports injury and types of sports injuries. The prevention and treatment of sports injuries, principles of safe conduct, the Bill of Rights, Officials in sport- coach, trainer, team manager, team physician etc. Equipment and facilities, food and drugs, weather and attitudes as well as sports and sex differences would be taught.

### **HKT 404.2 Comparative Study of Human Kinetics and Sport (3 Units)**

The course deals with brief review of historical phases of Human Kinetics, objectives and importance of comparative study and methods of comparative Human Kinetics. It also emphasizes on opportunities for comparative study, periods within the history of a particular country and comparison between countries both ancient and modern.

### **HKT 403.2 Principles and techniques of Coaching and Officiating Sports/Games (3Units)**

The course examines the scientific factors in coaching competitive sports i.e physiological, psychological and sociological. The course also lay emphasis on Administrative procedures for team coaching i.e coach's philosophy. First meeting with emphasis on information sheet, eligibility forms, physical examination, schedules; equipment and coaching style would also be taught.

### **HKT 405.2 Contemporary Issues and Problems in Sports (3 Units)**

The course deals with an overview of national and international sports Bodies/organizations e.g. National Association of Sporting bodies like football, Basketball, Volleyball, Swimming, Handball, etc. The course also examine poor officiating, crowd influence, facilities and equipment and their influence in

winning/loosing. Hooliganism in sports, causes and remedies, concept of sports in Africa, as well as Olympic Committee and history of the Olympic games would be emphasized.

## HEALTH EDUCATION OPTION

### YEAR THREE

#### 1<sup>st</sup> Semester

<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
EDU 300.1	Curriculum Development and Evaluation	2
EDU 301.1	Philosophy of Education	2
HED 302.1	Environmental Health Education	2
HED 303.1	Vital Statistics in Health Education	2
HED 304.1	Methods and Resources in Health Education	2
EDU 302.1	Psychology of Learning	3
HED 305.1	Mental and Social Health	3
HED 306.1	Community Health Education	2
	<b>TOTAL</b>	<b>17</b>

#### 2<sup>nd</sup> Semester

<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
HED 307.2	Health Care Delivery System	2
EDU 304.2	Supervised Teaching Practice	4
EDU 303.2	Research Methods and Statistics	3
HED 308.2	Organization & Administration in Health Education	2
HED 309.2	Health & Illness Behaviour	2
HED 310.2	Adolescent Health Education	2
HED 311.2	School Health Education	2
	<b>TOTAL</b>	<b>17</b>

## YEAR FOUR

### 1<sup>st</sup> Semester

<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
EDU 400.1	Management in Education	2
EDU 401.1	Tests and Measurement	2
HED 402.1	Epidemiology	2
HED 403.1	Ageing, Dying and Death Education	2
HED 404.1	Contemporary issues in Public Health Education	2
HED 405.1	Field – Work Experiences in Health Education	2
HED 406.1	International Health & Careers in Health Education	3
	<b>TOTAL</b>	<b>15</b>

### 2<sup>nd</sup> Semester

<b>COURSE NO.</b>	<b>COURSE TITLE</b>	<b>UNITS</b>
EDU 403.2	Research Project in Education	4
HED 407.2	Demography and Population Dynamics	3
HED 408.2	Consumer Health Education	3
HED 409.2	Occupational Health & Industrial Safety	3
HED 410.2	Planning and Evaluation of Health Education Programme	3
	<b>TOTAL</b>	<b>16</b>

### Course Description for B.Sc. (Education) Health Education

**EDU 300.1 Curriculum Development and Evaluation (2 Units (See Faculty Section)).**

**EDU 301.1 Philosophy of Education (2 Units) (See Faculty Section)**



### **EDU 302.1 Psychology of Learning (See Faculty Section) (3 Units)**

### **HED 302.1 Environmental Health Education (2 Units)**

The course covers the physical, biological, social and cultural factors related to environmental health, global environmental problems, water supply, water pollution and treatment, wastes management, noise and air pollution reduction, housing and home hygiene. The course also covers National Policy on Environmental and environmental laws in Nigeria.

### **HED 303.1 Vital Statistics in Health Education (2 Units)**

The focus of the course is to examine the sources of health data as well as techniques of collection, collation, analysis and interpretation of health data. The students are also exposed to basic statistical methods used for scientific study in health education. The various rates used in health statistics such as morbidity, mortality and fertility rates are also examined.

### **HED 304.1 Methods and Resources in Health Education (2 Units)**

The course exposes the students to variety of methods and strategies in health Education and health communication as well as in health message design. It explores current-trends, practices and numerous human and material resources available for developing health education programmes.

### **HED 305.1 Mental and Social Health Education (3 Units)**

The course focuses on exposing students to various types and causes of mental illness and personality disorders. Warning signs of mental illness, categories of psychosis, phobias, dementia, depression are examined. It covers also basic theories of personality development, major causes of stress, stress management and coping techniques. Characteristics of good mental health, interaction process between people and self, destructive and constructive elements in a relationship. Types of mental health professionals, method and treatment, psychotherapeutic techniques, prevention and promotion of mental health.

### **HED 306.1 Community Health Education (2 Units)**

The course is designed to acquaint students with the various aspects of community health and methods of community mobilization for diagnosis, intervention and evaluation of self- help community health programmes. It discusses linkages with governmental and nongovernmental health agencies in water supply and treatment,

housing as well as provision and utilization health services. Environmental health and general diseases prevention and control are discussed.

### **ED 308.2 Organization and Administration of Health Education (3 Units)**

The course examines the various organization, administration and management concepts and models as they relate to health education - bureaucratic (pyramidal), political and collegial. The McGregor X and Y contingency models in small, medium and large scale health services organizations. The administrative process including leadership roles, personnel fiscal management, budgeting, implementation, organization evaluation are discussed.

### **HED 309.2 Health and Illness Behaviour (2 Units)**

The course is designed to help students acquire a background of scientific knowledge on concepts, beliefs, attitudes and practices for the development of optimum health and wellbeing. Factors that generate ill-health, health and illness behaviour, sick role, factors in compliance, traditional and cultural practices are examined.

### **EDU 303.2 Research Methods and Statistics (3 Units) (See Faculty Section)**

### **HED 310.2 Adolescent Health (2 Units)**

The focus of the course is on the growth and development problems of adolescents, teenage pregnancy, abortion and use of contraceptives. Health promotion strategies, and unhealthy life-styles (smoking, drinking, substances abuse), diseases and accident prevention, academic stress and choice of career as they concern adolescents form part of the course content.

### **HED 311.2 School Health Education (2 Units)**

The course describes the framework and components of School Health Programme based on the provisions of the National School Health Policy, including the role of teachers and other education stakeholders such as government at all levels, Ministry of Education and other line Ministries, as well as the School Based Management Committee (SBMC) in the implementation of the School Health Programme.

### **HED 307.2 Health Care Delivery System (2 Units)**

The course covers the history and development of primary health-care services, components and principles of primary health care. The general outcome of primary

health care in Nigeria. Linkage with secondary and tertiary health-care delivery, orthodox, complementary and alternative health care.

#### **EDU 400.1 Management in Education (3 Units) (See Faculty Section)**

#### **EDU 401.1 Tests and Measurement (3 Units) (See Faculty Section)**

#### **HED 402.1 Epidemiology (2 Units)**

This course covers the definition, concepts and principles and types of epidemiology, investigations descriptive, experimental and analytical study of communicable and non-communicable diseases with particular reference to the tropics. Distribution, determinants, prevention and control of diseases in human population, epidemiologic interpretation, reporting and evaluation of data are also covered in the course. Students will be encouraged to conduct simple retrospective and prospective epidemiological studies.

#### **HED 403.1 Ageing and Death Education**

The course involves a study of the elderly and aging process, the physical, biological and socio-economic needs and problems of the elderly. It also addresses attitudes towards the elderly in socio-cultural context, preparation for retirement, death and dying, attitudes towards death; from denial to acceptance, preparation for death, the finality of death, reactions of family members, economic death and widowhood problems in socio-cultural settings.

#### **HED 404.1 Contemporary Issues in Public Health Education (2 Units)**

The course is a study of the scientific, behavioural and socio cultural spectra of public health. It features a discussion of selected current problems, analysis and evaluation of information on current health issues.

#### **HED 405.1 Fieldwork Experience in Health Education (2 Units)**

Students are encouraged to go to the local community markets, industries, schools, health agencies etc to identify health problems. They are guided by staff members to select topic based on the felt needs of the people. This is followed by diagnosis and planning phase, intervention and evaluation. Student reports will be deposited in the department to serve as health education resources.

#### **HED 406.1 International Health and Careers in Health Education (3 Units)**

The course is designed to acquaint students with understanding of comparative, contrasting and interdependent health-care delivery systems in developed and developing nations. They are also exposed to the overall patterns of issues and problems that characterize each nation's health status as well as roles of United Nations and International Health Agencies-WHO, UNICEF, etc. The course also includes an overview of health care- curative, preventive and rehabilitative.

#### **EDU 403.2 Supervised Research Project (4 Units)**

The course offers opportunity to study any specific problems in health education to show the extent to which they can apply knowledge of health education, research methodology taught earlier. Choice of topic shall be in consultation with an assigned supervisor prior to the end of the second semester of the penultimate year. Approved topics shall be registered with the Head of Department before the students leave for the long vacation -

#### **HED 407.2: Demography and Population Dynamics (3 Units)**

The study traces the origin and development of formal demography and of population analysis; the medieval, and the pre-industrial. Population transition plateau, pyramid, population in urban, pen-urban and rural settings also form part of the course as well as discussions on gender issues, theories on population-Malthus. John T. Noonan, Rev. Father Michael Golden etc, population and environmental degradation and sustainable development, population indices and population and health planning.

#### **HED 408.2 Consumer Health Education (3 Units)**

The course presents an overview of consumer health needs and problems. The students are exposed to fraudulent health practices, quackery in medical, food and beauty products, techniques and roles of advertising and the Consumer Protection Agencies/Organizations in Nigeria.

#### **HED 409.2 Occupational Health and Industrial Safety Education (3 Units)**

The course covers the principles, aims and objectives of occupational and industrial health. The scope and functions of occupational and industrial health services and practices are examined. It traces the historical development of occupational and industrial safety in developed and developing countries. Descriptions of the physical, biological, chemical, psychological ergonomic; hazards in the work environment are presented. It discusses such occupational hazards of selected occupations and

associated occupational diseases, industrial accidents and occupational legislations, diseases, occupational cancer and chemical poisoning. Also examined are principles of hazard detection, analysis, prevention and control of occupational and industrial hazards, prevention and safety education.

### **HED 410.2 Planning and Evaluation of Health Education Programme (2 Units)**

The students are acquainted with various health education planning models. The course describes processes and phases involved in health education programme planning in various settings - community, school, health-care service organization etc. It deals with issues involved in needs assessment, goals setting, data collection, analysis and development of intervention, programme implementation and evaluation. Needs assessment and evaluation tools are identified and described.

**UNIVERSITY OF PORT HARCOURT**  
**FACULTY OF EDUCATION**  
**DEPARTMENT OF HUMAN KINETICS AND HEALTH EDUCATION**

**MASTERS DEGREE PROGRAMME**

The Department offers professional programmes leading to the award of:

- 1) M.Sc (Ed) Degree in Human Kinetics
- 2) M.Sc (Ed) Degree in Health Education

**Two Areas Specialization:**

**A. M.Sc (Ed) (Human Kinetics)**

- i) Physiology of Exercise
- ii) Sports Administration and Marketing
- iii) Sport psychology
- iv) Sociology of Sport
- v) Rehabilitation Therapy

**B. M.Sc (Ed) (Health Education)**

- 1) Community Health Education
- 2) Occupational Health and Safety Education
- 3) Environmental Health and Safety Education
- 4) School Health Education

**General Objectives**

**a) Human Kinetics**

The Master's Degree Programme in Human Kinetics is designed to prepare students:

- 1) In the broad foundational specialization of Human Kinetics towards careers in research, University teaching, recreation, sports and fitness industry.
- 2) To be better teachers of Human Kinetics in Secondary Schools, Colleges of Education, Sports Institutes and Universities.
- 3) To be better managers of Human Kinetics and Sports Programmes in higher educational institutions and sport organizations in the wider society.

**4) Admission Requirements**

**1. Human Kinetics Specialization**

For the degree of M.Sc. (Ed) in Human Kinetics, the following categories of candidates may be admitted:

- a) Candidates with Bachelor's degree in Human Kinetics or Human Kinetics and Health Education (Integrated major) preferably, holders of Second Class Honours Degrees from a recognized University.

- b) Candidates with Bachelors Degree in Science or Science Education after having obtained the Nigerian Certificate in Education (NCE) in Human Kinetics or Human Kinetics and Health Education (this category of candidates may be required to take some additional courses in Human Kinetics or related courses as prescribed by the Department).
- c) A Pass at Credit level in Post Graduate Diploma in Education (PGDE).

## **b) Health Education**

### **Objectives**

The aim of the Masters Degree Programme in Health Education is to offer students:

1. An in-depth academic foundation and professional skills for the understanding and practice of Health Education;
2. To develop competence and expertise in the teaching of Health Education in Secondary Schools, and Schools of Health Technology, University and Research related institutes;
3. To be better equipped to identify, analyze and initiate appropriate actions to improve public / community health in developing countries;
4. To provide managerial and administrative leadership in Health Education as component of Primary Health Care, health agencies (National and International), industrial/occupational health and Environmental Health and Safety;
5. To serve as professional health educators in public and private cooperation such as WHO, UNICEF and other related local and global organizations.

## **5) Admission Requirements**

### **2. Health Education Areas of Specialization**

For the degree of M.Sc (Ed) in Health Education, the following categories of candidates may be admitted:

- a) Second Class Honours Degree from a recognized University in Health Education or Health and Human Kinetics (Integrated major).
- b) A degree in Medicine or appropriate medical sciences; Nursing or Advanced Graduate Diploma in Health Education (AGDHE).
- c) Candidates with Second class Honours Degree in Biological Sciences, or Science Education, Pharmacy, Sociology or related disciplines after having obtained the Nigerian Certificate in Education (NCE) in Health Education or Human Kinetics and Health Education (Integrated major)-such candidates may be required to take additional courses in Health Education as may be prescribed by the Department.

## **6) Duration of Programme**

### **i) Full-time**

The M.Sc (Ed). Programme (Human Kinetics or Health Education) shall extend for a minimum of 12 calendar months and a maximum period of 18 calendar months.

### **ii) Part-Time (Sandwich)**

The duration of the part-time M.Sc (Ed) programme shall normally be twice the length of the relevant full-time study.

## **7) Programme Requirement Human Kinetics/Health Education**

The programme requirements shall be as prescribed by the University, which also includes the following:

- i) The M.Sc (Ed) programme shall comprise
  - a) Basic core courses
  - b) Areas of Specialization Core Courses
  - c) Elective Courses
- ii) The programme, requires a minimum of 30 Credit units comprising course in the Core and Specialization areas and shall be for a Research Seminar, 6 units, (The Dissertation, and 3 units for practicum/Field experience where applicable).
- iii) The students shall also select a minimum of two graduate level courses in related programme course from other Faculties or Departments. The grades from these courses will not be used in computing the students' Cumulative Grade Point Average (CGPA). However, students are required to pass the courses with at least a grade of C.

**Grading Scale:** The grading for M.Sc (Ed) and Ph.D programmes shall be as follows:

70 and above	-	A - 5.00 points
60 - 69	-	B - 4.00 points
50 - 59	-	C - 3.00 points
0 - 49	-	F - 0 point

### **Course Assessment**

- i) Each course/seminar shall be assessed on the basis of written examination or research (Papers) or both,
- ii) To qualify to write the Thesis, a minimum of 3.0 (C) Grade Point Average is required for graduation,
- iii) A final oral examination shall be taken by a candidate over the thesis on completion of the course work. The senate on the recommendation of the Faculty Graduate Committee shall appoint four (4) examiners, who shall be the Head of the Department, the Candidates the External Examiner and a chairman who shall be



appointed by the Board of College of Graduate Studies. There shall also be a CGS Representative in attendance in every oral defence examination.

- iv) The examiners shall thereafter submit to the Dean, School of Graduate Students, joint report duly signed by all members.
- v) In case of difference of opinion, the examiners shall submit separate reports to the Faculty Graduate Committee which shall make an appropriate recommendation to the Board, College of Graduate Studies.
- vi) A minimum of C (50%) in the thesis defence is required to be successful in the programme.

### **HUMAN KINETICS AND HEALTH EDUCATION PROGRAMMES A: HUMAN KINETICS M.SC (ED)**

<b>OPTION A: ADMINISTRATION AND MANAGEMENT OF HUMAN KINETICS &amp; SPORTS</b>			
<b>S/N</b>	<b>COURSE CODE</b>	<b>CORE COURSES</b>	<b>CREDITS</b>
1	KHE 801.1	Statistical Methods	3
2	KHE 802.1	Research Methods	3
3	CGS 801.1B	ICT Research Methods	2
4	KHE 803.2	Graduate Seminar	3
5	KHE 855.2	Dissertation	3
6	EDC 827.2	Computer Education	2
7	CGS 802.2	Entrepreneurship Management	2
8	HKT 809.1	Principles & Practice of Sport Management	2
9	HKT810.1	Administration of Sports & Human Kinetics Programme	2
10	HKT 811.2	Sports Marketing	3
11	HKT 812.2	Practicum in Supervision of Human Kinetics & Sports Programme.	2
<b>Elective Courses (Choose any One from each Semester)</b>			
1	HKT 813.1	Sport Facility Management	3
2	HKT 814.2	Administrative Problems in School, Colleges Universities and Clubs	3
3	MST 815.2	Management Organizational Theory	3

<b>OPTION B: PHYSIOLOGY OF EXERCISE</b>			
<b>S/N</b>	<b>COURSE CODE</b>	<b>CORE COURSES</b>	<b>CREDITS</b>
1	KHE 801.1	Statistical Method	3
2	KHE 802.1	Research Methods	3
3	CGS 851.1B	ICT and Research Methods	2
4	KHE 803.2	Graduate Seminar	3
5	KHE 855.2	Dissertation	6

6	EDC 827.2	Computer Education	3
7	CGS 802.2	Entrepreneurship Management	2
8	HKT 804.1	Advanced Exercise Physiology	3
9	HKT 805.1	Cardiovascular Physiology & Exercise	2
10	HKT 806.1	Human Anatomy & Kinesiology	2
11	HKT 808.2	Lab. Technique & Fitness Appraisal	2
<b>Elective courses (Choose any one from each Semester)</b>			
1	807.2	Metabolism & Energy Utilization	2
2	831.1	Sport Medicine	2
3	832.2	Applied Physiology or an appropriate course in medical physiology	2
<b>OPTION C: SPORT PSYCHOLOGY</b>			
S/N	COURSE CODE	CORE COURSES	CREDITS
1	KHE 801.1	Statistical Method	3
2	KHE 802.1	Research Methods	3
3	CGS 801.1B	ICT and Research Methods	
4	KHE 803.2	Graduate Seminar	3
5	KHE 855.2	Dissertation	6
6	EDC 827.2	Computer Education	3
7	CGS 802.2	Entrepreneurship Management	2
8	HKT 816.1	Psychological Bases of Sport and Physical Activity.	2
9	HKT 817.1	Applied Psycho-Physiological Dimension of Sports Behaviour	2
10	HKT 818.2	Motivational Variables in Human Motor Performance	2
11	HKT 819.2	Practicum/Field Experience Sport Psychology	3
12	HKT 820.2	Stress Management in Sports Performance	3
<b>Elective courses (Choose any one from each Semester)</b>			
1	HKT 821.1	Applied Research in Sport Psychology	3
2	HKT 822.1	Socio-Psychological Aspects of Sport Psychology	3
<b>OPTION D: SOCIOLOGY OF SPORTS</b>			
S/N	COURSE CODE	CORE COURSES	CREDITS
1	KHE 801.1	Statistical Method	3
2	KHE 802.1	Research Methods	3
3	CGS 801.1B	ICT and Research Methods	2
4	KHE 803.2	Graduate Seminar	3
5	KHE 855.2	Dissertation	6
6	EDC 827.2	Computer Education	3
7	CGS 802.2	Entrepreneurship Management	2

8	HKT 823.1	Sociological Foundations of Sports	2
9	HKT 824.1	Social Dimensions of Sport and Social System	3
10	HKT 825.2	Socio-Psychological Issues in Sports.	2
11	HKT 826.2	Applied Social of Sports	2
<b>Elective courses (Choose any one from each Semester)</b>			
1	HKT 827.1	Method of Social Research	3
2	HKT 828.1	Sport in Society	3
3	HKT 829.2	Sports and Politics	3
4	HKT 830.2	Social Problems in Sports	3

**OPTION E: REHABILITATION THERAPY**

OPTION E: REHABILITATION THERAPY

S/N	COURSE CODE	CORE COURSES	CREDITS UNITS
1	KHE 801.1	Statistical Methods	3
2	KHE 802.1	Research Methods	3
3	CGS 801.1	ICT Research Methods	2
4.	KHE 803.2	Graduate Seminar	3
5.	KHE 855.2	Dissertation	6
6.	EDC 827.2	Computer Education	3
7.	CGS 802.2	Entrepreneurship Management	2

S/N	COURSE CODE	COURSE TITLE	UNITS
1	KHE 801.1	Statistical Methods	3
2	Units	Research Methods	3
3	CGS 801.1	ICT Research Methods	2
4	KHE 803.2	Graduate Seminar	3

5	KHE 855.2	Theses	3
6	EDC 827.2	Computer Education	3
7	CGS 802.2	Entrepreneurship Management	2
8	RTK 801.1	Applied Anatomy and Rehabilitation Therapy	
9	RTK 802.1	Movement System Examination and Evaluation	
10	RTK 803.1	Applied Exercise Physiology	
11	RTK 804.1	Applied Psychology of Illness and Disability	
12	RTK 805.2	Biomechanics and Fundamental Skills Intervention	
13	RTK 806.2	Cardiopulmonary Rehabilitation Therapy	
14	RTK 807.2	Rehabilitative Therapy Internship	

### **B: M.SC (ED) HEALTH EDUCATION PROGRAMME**

#### **OPTION A: COMMUNITY HEALTH EDUCATION**

<b>S/N</b>	<b>COURSE CODE</b>	<b>CORE COURSES</b>	<b>CREDITS</b>
1	HED 801.1	Statistical Method	3
2	HED 802.1	Research Methods	3
3	CGS 801.1B	ICT and Research Methods	2
4	HED 803.2	Graduate Seminar	3
5	HED 855.2	Dissertation	6
6	EDC 827.2	Computer Education	3
7	CGA 802.2	Entrepreneurship Management	2
8	HED 811.1	Principles & Practice of Health Education	2
9	HED 819.2	Programme Development & Evaluation in HED	3
10	HED 812.1	Control of Communicable & Degenerative Diseases	2
11	HED 817.2	Advanced Epidemiology of Public Health Education.	2
<b>Elective Courses (Choose any one from each Semester)</b>			
1	HED 816.2	Environmental Health	3
2	HED 813.1	Organization & Administration of Health Service	3
3	HED 818.2	Maternal and Child Health Education	3
4	HED 814.1	Consumer Health Education	3

<b>OPTION B: OCCUPATIONAL HEALTH AND SAFETY EDUCATION</b>			
<b>S/N</b>	<b>COURSE CODE</b>	<b>CORE COURSES</b>	<b>CREDITS</b>
1	HED 801.1	Statistical Method	3
2	HED 802.1	Research Methods	3
3	CGS 801.1B	ICT and Research Methods	2
4	HED 803.2	Graduate Seminar	3
5	HED 855.2	Dissertation	6
6	EDC 827.2	Computer Education	3
7	CGA 802.2	Entrepreneurship Management	2
8	HED 811.1	Principles & Practice of HED in Schools	2
9	HED 822.1	Industrial Health and Safety Education	2
10	HED 816.2	Environmental Health	2
11	HED 823.1	Mental Health Education	2
<b>Elective Courses (Choose any one from each Semester)</b>			
1	HED 827.2	Health and Human Behaviour Education	2
2	HED 812.1	Control of Communicable Disease	2
3	HED 832.2	Drug and Substance Abuse Education	2
4	HED 826.2	Issues in Health Education	2

<b>OPTION C: SCHOOL HEALTH EDUCATION</b>			
<b>S/N</b>	<b>COURSE CODE</b>	<b>CORE COURSES</b>	<b>CREDITS</b>
1	HED 801.1	Statistical Method	3
2	HED 802.1	Research Methods	3
3	CGS 801.1B	ICT and Research Methods	2
4	HED 803.2	Graduate Seminar	3
5	HED 855.2	Dissertation	6
6	EDC 827.2	Computer Education	3
7	CGA 802.2	Entrepreneurship Management	2
8	HED 831.1	Human Growth and Development Education	2
9	HED 812.1	Control of Communicable & Degenerative Diseases	3
10	HED 832.2	Drugs and Substance Abuse Education	2
11	HED 815.1	Food and Nutritional Disease	2
<b>Elective Courses (Choose any one from each Semester)</b>			
1	HED 823.1	Mental Health Education	3
2	HED 818.2	Maternal and Child Health Education	3
3	HED 816.2	Environmental Health Education	3
4	HED 817.2	Advanced Epidemiology of Public Health Education	3

**OPTION D: ENVIRONMENTAL HEALTH AND SAFETY EDUCATION**

<b>S/N</b>	<b>COURSE CODE</b>	<b>CORE COURSES</b>	<b>CREDIT UNITS</b>
1	HED 801.1	Statistical Methods	3
2	HED 802.1	Research Methods	3
3	CGS 801.1	ICT and Research Methods	2
4	HED 803.2	Graduate Seminar	3
5	HED 855.2	Dissertation	6
6	EDC 827.2	Computer Education	3
7	CGA 802.2	Entrepreneurship Management	2
8	HED 838.1	Fundamental issues in Environmental Health and Safety Education	2
9	HED 839.1	Wastes Generation and Safe Management	2
10	HED 840.1	Organization and Administration of Environmental Health and Safety Services	2
11.	HED 843.2	Environmental Disasters and Safe Management	2
12.	HED 844.2	Principles and Practice of Safety Education, Accident Prevention and First Aid	2
13.	HED 845.2	Curriculum Planning and Evaluation in Environmental Health and Safety Education	2
Elective Courses (Choose any one from each Semester)			
1.	HED 841.1	Food, water supplies and Related Diseases	2
2.	HED 814.1	Consumer Health Education: food, Drug, Cosmetics and Utilities	2
3.	HED 842.1	Environmental Health Impact Assessment	2
4.	HED 846.2	Oil spillage, Gas Flaring and public health hazard	2
5.	HED 847.2	Sanitation: personal, Domestic and Public Hygiene	2
6.	HED 848.2	Urban Aesthetic Planning, Beautification And Basic principles of housing for safe health	2

## **CORE COURSES FOR ALL MASTERS STUDENTS**

### **COURSES DESCRIPTION (HUMAN KINETICS)**

#### **HED 801.1 Statistical Methods (3 Units)**

Application of statistics to research in Health Education and Health Promotion. Basic concepts of statistical techniques. Relationships among variables. Differences among groups. Understanding Multivariate techniques and non-parametric techniques. Measurements-validity and reliability. Measurements movement using Computer in Measuring Movement. Measurement of behaviour. Questionnaire.

#### **HED 802.1 Research Methods (3 Units)**

This is an introductory course, it covers such areas as planning and designing of research, tools in research (library utilization, statistics, presentation, measurements, computers, etc types of research/historical)

**CGS 801.1B ICT Research Method.** See College of Graduate school brochure.

#### **HED 803.2 Graduate Seminar (3 Units)**

Students shall select topics approved by the course lecturer(s) from their area of specialization. They are expected to demonstrate ability to prepare logical and in-depth papers on the approved topics and make formal presentation of the papers to their peers.

#### **HED 855.2 Master's Dissertation (6 Units)**

The thesis is a written report of original research completed, under the supervision of the thesis supervisor.

#### **EDC 837.2 Computer Education (3 Units)**

(See relevant Department Brochure)

#### **CGS 802.2 Entrepreneurship Management (2 Units)**

See College of Graduate School Brochure.

## **COMMUNITY HEALTH EDUCATION**

### **COURSE DESCRIPTION**

#### **HED 811.1 Principles and Practice of Health Education (2 Units)**

An overview of the legal, scientific, educational psycho-behavioural and anthropological foundations of health education. Examination of conceptual framework. Dimensions of health education. Innovation, Approaches and models in the dissemination of health education. Consideration of programming and evaluation in health education.

#### **HED 819.2 Programme Development and Evaluation in Health Education (3 Units)**

Covers the various aspects of programme development and evaluation in community health education. Students are exposed to various health programme planning models, and behaviour change theories applied in health education in promotion The components of comprehensive health education programmes. Curriculum design and implementation in health education at various settings (school, community and Health – Care Delivery centres). Evaluation mechanics – process and summation.

### **HED 812.1 Control of Communicable and Degenerative Disease (2 Units)**

Principles of communicable disease transmission, causes of transmission, and epidemiology of communicable disease in developing countries. Methods of detecting and reporting of observed disease to the appropriate authorities. Host parasite relationships, the body's immune defense, types of immunity and methods of immunization. Poverty and disease, prevention and, control of common infectious disease. Nature of non-communicable diseases. Risk factors for non-communicable diseases. Role of lifestyle in the prevention and control of major degenerative diseases.

### **HED 817.2 Advanced Epidemiology of Public Health Education (2 Units)**

Critical examination of epidemiological concepts and tools of investigation of determinants and distribution of disease frequency and health in human population. An indepth study of epidemiologic methods – collection, interpretation, reporting and evaluation of data. Students are encouraged to conduct micro epidemiologic surveys.

### **ELECTIVE COURSES (CHOOSE ANY ONE FROM EACH SEMESTER)**

#### **HED 816.2 Environmental Health Education (3 Units)**

The definition and scope of environmental health, sources and effects of environmental pollution. A study of the biological, social and cultural relationship to our environmental health problems, sources effects and control on air, water, land. Housing and health wastes, and noise pollution management, water provision and treatment. A review of Public health bye- laws in Nigeria.

#### **HED 813.1 Organization and Administration of Health Services Education (3 Units)**

Organizational and administrative concepts and theories applied to health programmes (primary, secondary and tertiary), Leadership roles, Sources of finance, budgeting and human relationships as they affect administration and supervision of health programmes.

#### **HED 818.2 Maternal and Child Health Education (3 Units)**

A review of health: socio-pathological health problems of mothers, child rearing practices in cross-cultural context and associated health problems. Childhood ailments,



prevention and control. Women and disease, contraception and family planning. Working class mothers and maternity welfare. Single parenthood- socio-psychological health problems. Role of mothers in family budgeting and implementation.

#### **HED 814.1 Consumer Health Education (3 Units)**

Overview of consumer concepts, consumer statutory rights, privileges and protection. A study of roles of quacks and quackery, various fraudulent practices-medical, food fads and fallacies including beauty misconceptions etc. products, Health Information and education of consumers, Functions of consumer protection organizations in Nigeria.

### **OCCUPATIONAL HEALTH AND SAFETY EDUCATION**

#### **HED 811.1 Principles and Practice of Occupational Health Education (2 Units)**

The meaning, objectives and scope of occupational health. An overview of the various health problems associated with various occupation-manufacturing, processing and packaging. Identification and classifications of occupational hazards. Diseases peculiar to various occupations, their prevention and control.

#### **HED 822.1 Industrial Health and Safety Education (2 Units)**

The course is designed to acquaint students with a broad understanding of the history, objective and development of industrial health and safety education. Components of work environments, principles of hazard control and disease prevention. Examination of existing labour codes and industrial legislations organized visits to selected industries culminating in group reports will be encouraged.

#### **HED 823.2 Mental Health Education (2 Units)**

The definition of mental health and mental illness, Types of mental illness and mental retardation. A study of the relationships among physical, emotional, social and mental health problems. Psycho-somatic concepts of ill-health. Theories of mental illness causation, theories of behaviour/personality development, prevention of mental illness. Students will be provided with a diversity of theoretical views from which they can advance their own understanding and appreciation of the intricacies of mental health. A study of personality development and individual psychological disposition.

### **ELECTIVE COURSES (CHOOSE ONE FROM EACH SEMESTER)**

#### **HED 827.2 Health and Human Behaviour Education (2 Units)**

The course examines the behavioural and sociological aspects of health and the relationships between certain practices and health status. Health roles and health related behaviours, predisposing, enabling and reinforcing factors as well as social norms and -sanctions that influence health behaviour will be covered. Learning theories

and application of behavioural model including. Health belief and precise models communication strategies and resources for effective health behaviour change.

### **HED 832.2 Drugs and substance Abuse Education (2 Units)**

Desired to facilitate students' understanding of drugs and facts of abuse and misuse, dependence, processes-physical, cultural and socio-psychological. Classification of psychotropic substances, ergogenic substances alcohol and narcotics. Health education programmes for drugs and substance abuse. Review of existing laws for control of drugs, Group visit to the Nigerian Drugs Law Enforcement Agency (NDLEA) to be carried out under the guidance of course lecturer.

### **HED 826.2 Issues in Health Education (2 Units)**

The course deals with the scientific socio-cultural and attitudinal spectra of public health. Discussion of selected current public community health problems, analysis and evaluation of health information-roles of the mass media. Role of National and International Health Agencies. Disaster and refuges problems as they affect health. Current health issues

## **SCHOOL HEALTH EDUCATION**

### **HED 831.1 Human Growth and Development Education (2 Units)**

An indepth study of the on-set of life conception. The cell as basic unit of life-structure, chromosomes, genes, etc. Heredity and health in growth and development processes. Male and female differentiation-biological, physical and socio-cultural, prenatal, infancy, adolescent and adulthood growth and development, ageing as a life-long process. Senescence and health. Health education programmes in human growth and development.

### **HED 815.1 Food And Nutritional Diseases Education (2 Units)**

This course is aimed at providing knowledge and understanding of the basic principles of human nutrition and the applications in life. Improvement of nutritional and health status of individuals and community. It covers the relationship between food and health; terminologies in food and nutrition, sources and importance of nutrients, metabolism and energy balance, food groups and dietary guidelines, malnutrition and deficiency diseases and therapeutic nutrition.

## **ELECTIVE COURSES (CHOOSE ONE FROM EACH SEMESTER)**

### **HED 823.1 Mental Health Education (3 Credit Units)**

Description: as in HED 824.2 in)

### **HED 818.2 Maternal and Child Health Education (3 Credit Units)**

Description as in HED 817.2

### **HED 816.2 Environmental Health Education (3 Units)**

Description as in HED 815

### **HED 817.2 Advanced Epidemiology of Public Health Education (3 Units)**

Description as in HED 814.2

## **ENVIRONMENTAL HEALTH AND SAFETY EDUCATION**

### **COURSE DESCRIPTION**

#### **1. HED 838.1: Fundamental Issues in Environment Health and Safety Education = 2**

The course centres on detailed exploration and exploitation of the current issues in the environment and safe interaction with it, critical insight and evaluation of the issues. Practical approach measures and recommendations are vital

#### **2. HED 839.1: Wastes Generation and Safe Management in a Contemporary Society**

**= 2 units.**

The course provides general overview of the concept of wastes, types, how wastes are originated safe handling and maintenance of wastes (both orthodox and modern approaches), stakeholders and their roles. Global references should be made; however more emphasis should be placed on local occurrences –national, states, local and at community levels. All aspects discussed, should be accompanied with explanation of the health risks and necessary safety precautions. Wastes management parastatals should be encouraged to be visited for field experience such as FEPA and state ministries.

#### **3. HED 840.1. Organization and Administration of Environmental Health and Safety Services = 2 units**

Give a detailed conceptual framework of the theories and guiding principles of Organization and Administration of Environmental Health and Safety. Make a general illustration of an organogram in an existing organization including assigned roles, funding, financial management capabilities and accountability, supplies of facilities, materials and equipment (their relevance, adequacy and current standards) including the effective utilization. Indicate public awareness, technical problems and evaluation. Make practicable suggestions and

recommendations based on empirical research findings. Interact with relevant administrators.

4. **HED 841.1 Food, Water Supplies and Related Diseases = 2 units**

Make a professional evaluation and critical overview of water, identification of sources of water, technical explanation of water treatment and the utilization based on scientific analysis. Uses of water and classification based on pathogenic pathways water related diseases and roles of stakeholders. Describe food and nutritional diseases, analysis of food ingredients, requirements, food fads and fallacies, the role of proficient agencies –both local and international. Recommend field trips to relevant organizations.

1. **HED 814.1 Consumer Health Education = 2 Units**

Concepts of Consumer Health, Health Education and consumerism, quacks, quackery and nostrums. classification of consumer health products, utilities and services and environmental impacts. Provide awareness on the right choice to make and the right product to consume in the environment; consumer markets, products and service delivery system, rights and responsibilities of consumers. Explain the significance of consumer health education and the roles of stakeholders at sanitizing the environment. Also treat consumer health agencies – local, national and global. Visit relevant agencies.

2. **HED 842.1 Environmental Health Impact Assessment = 2 Units**

Explain the concept of impact assessment; the importance, how conducive is the environment for location of industries, schools, companies, water, housing markets. Analyse the advantage and risks, state experts' roles (qualities control) community participation etc. disaster prevention control and management. Expose learners to previous and present occurrences. Visit site such as oil spillage and affected environments.

3. **HED 843.1 Environmental Disaster and Safe Management: Pollution, Flood Control and Eruptions, = 2 units**

Provide analytical concept of the environment, disasters (natural or artificial) and eruptions, comprehensive classifications of environmental induced disasters. Classify pollution – origin/source, documented disaster records on health, social and physical activities and modern approach control.

Treat other factors such as earthquake, volcano, land tremors, flood, whirl wind architectural defects and mishaps. Provide the background, causes, prevalence, case fatality, mortality and morbidity health consequences. Propose control and preventions based on scientific and social findings. Clarify the role of Health Education and awareness Strategies. visit sit of certain disasters.

4. **HED 844.2 Principle and Practice of Safety Education, Accident Prevention and First Aid = 2 Units**

Make a sound explanation of the concept of Safety. State the types, relate Safety with occupations where safety is necessary. Classify occupational sectors into such areas as civil, industrial, commercial, transport and social into their components. Identify the various risks or hazards peculiar to each occupation including the appropriate and systematic safety precautions such as the use of guards (e.g personal protective gadgets in industries and construction companies). Expose learners to practical observations and experience in industries, constructions sites, and health sector including First Aid skills relevant to each potential hazards. Empirical reports to be made, assess and evaluated. Project Health Education and awareness as tools for better safety precautions. Expose learners to practical demonstration in First Aid skill, fire safety, water disaster etc.

5. **HED 845.2 Curriculum planning and Evaluation in Environmental Health and Safety Education = 2 Units**

Advance the concepts of curriculum, planning and evaluation. Analyse the curriculum segments and targets at various stages and cadres, such as institutions, workplaces or the community. Explain the systemic documentation of the implementation of the various aspects of planning, development and evaluation of environmental health and safety. Advance community awareness, appreciation, involvement and participation. Link the role of Health Education and awareness.

6. **HED 846.2 Gas Flaring, Oil Spillage and Environmental Health**

The justification is based on its uniqueness and peculiarity especially in the Niger Delta region of Nigeria. State the genesis of gas flaring, oil exploration and exploitation, the concepts, categories, health, social, and political implications, role of stakeholders vis-à-vis, search for wealth and economic gains, environmental impacts, relationship between oil and gas prospecting companies, government and host communities. Conflicts, crises and resolutions-the practicable way out through Health Education and Promotion. Assign learners to visit companies sites, point of occurrences and report personal observations and recommendations in line with global standards.

11. **HED 847.2 Sanitation: Personal, Domestic and Public Hygiene = 2 units**

This should be treated holistically and comprehensively with special reference to the individual, domestic (at home) and public within their remote and immediate environments directed towards health promotion. Indicate the health implications and control measures at all levels. What is the role of Health Education. Field experience to relevant organizations and agencies such as FEPA.

12. **HED 848.2 Urban Aesthetic Planning, Beautification and Basic Principles of Housing = 2 Units**

Explain the concepts, implications of poor housing, consideration for good shelter, land, potable water, space, beautification and planning. Compare the types of existing houses, available locally vis-à-vis the developed world. State the roles of stakeholders especially government at various level. Collaborate with relevant departments and disciplines for enrichment of knowledge and skill in this area.

## **Ph.D DEGREE PROGRAMME**

### **Objectives**

The Ph.D degree programme in Health Education provides specialized academic knowledge and practical training opportunities for doctoral degree candidates which will result in providing Nigeria with essential and needed manpower related to Health Education.

### **Regulations**

1) The programme for the degree of Doctor of Philosophy (Ph.D) shall consist of an approved course of study and research.

#### **2) Admission Requirements**

Candidates for admission to the programme shall normally be:

(i) Candidates who have obtained M.Sc (Ed) degree in Health Education of the University of Port Harcourt or other relevant discipline from any other approved University and must have an average of not less than a CGPA of 3.50 on a 5 point scale or 2.8 on a 4 point scale.

(ii) Each applicant must submit a proposal on area of research interest and pass an interview by the Departmental Graduate Studies Committee.

#### **3) Requirements governing course and examination**

(i) The Ph.D degree programme of the Department follows the normal general regulations of the Graduate School, University of Port Harcourt.

(ii) The programme consists of course work and a thesis.

(iii) Courses shall be evaluated in terms of course units, with a minimum of 3 and maximum of 6 credit units.

(iv) All candidates shall be required to register for not less than 1.5 credit units per semester of approved taught courses per semester.

#### **4) Areas of Specialization**

Each doctoral student is expected to specialize in one of the following fields:

- (i) Community Health Education
- (ii) Occupational Health and Safety Education
- (iii) Environmental Health and Safety Education

#### **5) Compulsory Courses**

All doctoral students are expected to take and pass the following courses:

HED:901.1, HED:902.1, HED:903.2, HED:950.2.

#### **6) Courses in Individual Area of Specialization**

Students are expected to take a minimum of three courses (9 units) from courses listed in their area of specialization.

#### **7) Courses Requirements**

i) Ph.D students are required to take a minimum of 15 credit units per semester, comprising 8 taught courses and a seminar in a session. Student shall take Advanced Research Methods, Advanced Statistics and 3 courses from their respective areas of specialization in the first semester; 3 courses from area of specialization and a seminar in the second semester. The rest of the period shall be spent on research writing and Ph.D thesis.

#### **8) Duration of Programme**

##### **a) Full-Time**

The Ph.D programme candidates will be required to spend a minimum of 24 calendar months (2 Years) and a maximum of 60 calendar months (5 years)

##### **b) Part-Time/Sandwich**

Candidates will be required spend a minimum of 36 calendar months (3 years) and maximum of 84 calendar months (7 years)

#### **9) Course Assessment**

- a) Each course will be assessed on the basis of written examinations and continues assessment.
- b) Candidates will be required to obtain a minimum pass grade of C in each prescribed course and a pass in the thesis.

#### **10) Ph.D Examination**

- a) There will be a comprehensive examination at the end of second semester of the first year of the programme.
- b) The comprehensive examination must be passed. A minimum grade of C must be obtained in the comprehensive examination before the thesis is written.

- c) During the first semester of the second year, the candidate, in consultation with the supervisor, will choose a thesis topic to be approved by the Departmental Graduate Studies Committee.

There will be three seminar presentations, one in the Department and another in the Faculty. The final seminar should be presented before the Board of School of Graduate studies examiners in accordance with the regulations.

### **11) Thesis**

Candidates shall be required to carry out their research under Supervisor(s) appointed by the Department of Human Kinetics and Health Education.

#### **Examination of Thesis**

- a) For the examination of the candidate's thesis, the Board of the School of Graduate Studies on the recommendation of the appropriate Committee shall comprise of five examiners who shall consists of Dean of Faculty as Chairman of Panel, an External Examiners, Representative of Dean, School of Graduate Studies, the Supervisor(s), Head of Department and Chairman, Department Graduate Studies Committee.

The examination shall be oral with question asked on the candidate's research work within the context of the candidate's field of specialization. The examiners shall submit joint reports on the candidates.

#### **Additional Regulations Governing**

##### **Presentation of Theses**

##### **i) Signatories of Theses**

All members of the Board of Examiners shall be signatories to each thesis, e.g

- a) Supervisor(s)
- b) Head of Department
- c) Chairman of Examination Board (Dean of Faculty)
- d) External Examiner

- ii) All the foregoing regulations are subject to the general University regulations governing higher degree programmes.

#### **GENERAL CORE COURSES**

##### **Course Descriptions**

<b>HED 901.1</b>	Advanced Research Methods	-	3 units
<b>HED 902.1</b>	Advanced Statistics	-	3 units
<b>HED 903.2</b>	Doctoral Seminar	-	3 units
<b>HED 950.2</b>	Doctoral thesis	-	6 units



**SECTION B: HEALTH EDUCATION PH.D PROGRAMMES****OPTION A: COMMUNITY HEALTH EDUCATION**

S/N	COURSE CODE	CORE COURSES	CREDITS
1	HED 901.1	Advanced Research Methods	3
2	HED 902.1	Advanced Statistics	3
3	HED 903.2	Doctoral Seminar	6
4	HED 950.2	Doctoral Thesis	12
5	HED 933.1	Principles and Practice of Community Health Education	2
6	HED 932.1	Health Education Programme Development and Community Mobilization	2
7	HED 934.1	Communication Skills in Health Education & Public Health	2
8	HED 938.2	Field Experience in Community Health	2
9	HED 937.2	Current Issues in Health Promotion and Public Health	2
<b>Elective Courses (Choose any one from each Semester)</b>			
1	HED 936.2	Human Sexuality and Reproductive Health	2
2	HED 951.1	Safety Education and Accident Prevention.	2

**OPTION B: OCCUPATIONAL HEALTH & SAFETY EDUCATION**

S/NO	COURSE CODE	CORE COURSES	CREDIT UNITS
1	HED 901.1	Advanced Research Methods	3
2	HED 902.1	Advanced Statistics	3
3	HED 903.2	Doctoral Seminar	6
4	HED 950.2	Doctoral Thesis	12
5	HED 951.1	Safety Education and Accident Prevention in Industry	2
6	HED 941.1	Industrial Hygiene and Hazard Control	2
6	HED 940.2	Corporate Health Promotion	2
7	HED 942.2	Field Experience in Occupational and Industrial Health	2
<b>Elective Courses (Choose any one from each semester)</b>			
1.	HED 932.1	Health Programme Development and Implementation	2
2.	HED 948.1	Environmental Health Impact Assessment	2
3.	HED 954.2	Sanitation – food, water supplies and related Diseases	2
4	HED 937.2	Current Issues in Health Promotion and Public Health	2

**OPTION C: ENVIRONMENTAL HEALTH AND SAFETY EDUCATION**

S/NO	COURSE CODE	CORE COURSES	CREDIT UNITS
1	HED 901.1	Advanced Research Methods	3
2	HED 902.1	Advanced Statistics	3
3	HED 903.2	Doctoral Seminar	6
4	HED 950.2	Doctoral Thesis	12
5	HED 948.1	Environmental Health Impact Assessment	2
6	HED 951.1	Safety Education and Accident Prevention	2
7	HED 950.1	Curriculum Planning and Evaluation in Environmental Health and Safety	2
8	HED 952.2	Field Experience in Environmental Health Education Safety Services	2
9	HED 954.2	Sanitation – food, water supplies and related Diseases	2
<b>Elective Courses (Choose any one from each semester)</b>			
1.	HED 949.1	Wastes Generation and Safe Management	2
2.	HED 953.1	Environmental Disasters and Safe Management	2
3.	HED 941.1	Industrial Hygiene and Hazard Control	2

## **Ph.D COURSE DESCRIPTION**

### **GENERAL CORE COURSES**

#### **HED 901.1 Advanced Research Methods (3 Units)**

This course reviews the various methods used in research in Health Education and Health Promotion. There shall be coverage of observation techniques in field and laboratory settings, sampling methods etc. Emphasis is placed on historical, Survey, experimental, epidemiological, Philosophical research and other basic and applied research methods - compulsory.

#### **HED 902.1 Advanced Statistics (3 Units)**

The course covers characteristics of the basic research and analysis of factorial research designs including factorial analysis of variance and co-variance General regressions, path analysis, canonical analysis of variance and discriminate analysis etc. Compressive analysis of both descriptive and inferential statistical tools - compulsory.

#### **HED 903.2 Doctoral Seminar (6 Units)**

Deals with vital issues in Health Education. Critical analysis of recent research studies related to these issues. Problems involved in conducting and publishing research are

discussed, Preparation of thesis proposals under the guidance of major supervisor and presentation at Departmental seminar-compulsory.

### **HED 950.2 Doctoral Thesis (12 Units)**

The doctoral thesis is to present results of an original research topic. Credit is given for originality, the contribution of work to knowledge, presentation and use of previous literature in the area of student's specialization.

## **COMMUNITY HEALTH EDUCATION**

### **COURSE DESCRIPTION**

#### **HED 933.1 Principles and Practice of Community Health (2 Units)**

The course covers the concept and meaning of community health and factors that affect the health of a community and health status indicators. It also focuses on the history of community and public health in earliest civilizations and modern time, describes the role of governmental agencies and nongovernmental organizations in health promotion, community organizing and needs assessment. Examines the health of specific populations viz: maternal and child health, adolescent and adult health, community mental health, environmental health, management of school health programme, structure and functions of Health Care Delivery System.

#### **HED 932.1 Health Education Programme Development and Community Mobilization (2 Units)**

The course covers; The concept, scope, components and historical development of health promotion and Primary Health Care, Application of health education strategies and behavioral change models in health promotion and disease prevention; Health programme design, organization, implementation and evaluation and a critical review of specific health promotion and disease prevention programmes in community, school and industrial settings. Students should be able to demonstrate knowledge and skills in the prevention and control of major communicable and non-communicable disease in developing economy.

#### **HED 934.1 Communication Skills in Health Education and Public Health (2 Units)**

Examines basic principles of communication and health education, communication models, health education theories and behaviour change models, barriers to communication, and communication skills, benefits of health communication, factors in message design, roles of mass media and information technology, methods and

resources in health education and public health, consumer health, advertising and social marketing

### **HED 938.2 Field Experience in Community Health (2 Units)**

Students are expected to acquire practical experience in the organization and administration of community health programmes by monitoring the design or development and implementation of health promotion and disease prevention programmes of selected health related agencies. A comprehensive report on the programmes of the related agencies should be submitted at the completion of the project.

### **HED 937.2 Current issues in Health Promotion and Public Health (2 Units)**

The course discusses the current issues, problems and trends in health promotion and public health in both developed and developing countries, the course shall include critical analysis of professional literature in various areas of community health Environmental Health and Safety Education as well as and Occupational health and safety education. Students are expected to develop publishable research papers in his/her area of interest at the end of the course.

### **ELECTIVE COURSES (CHOOSE ANY ONE)**

#### **HED 936.2 Human Sexuality and Reproductive Health (2 Units)**

Covers the goals and objectives of sex education and human sexuality education, sex roles, human reproductive organs and functions, biology of sex and adolescent sexuality, conception and reproduction, sexual problems of men and women, sexually transmissible infections/reproductive tract infections, family planning and infertility, maternal and child health and other gender-related issues.

**OR**

#### **HED 951.1 Safety Education and Accident Prevention (2 Units)**

The course examines the principles of safety education, epidemiology of accident causation, injury prevention and control measures, first aid and management of emergency at home, work and school, road and industrial safety. Safety in relation to environment health factors and disease causation.

### **OCCUPATIONAL HEALTH AND SAFETY EDUCATION**

#### **COURSE DESCRIPTION**

**i. HED 939.1: Safety Education and Accident Prevention in Industry (2 units)**

Examines the principles of safety education, types and causes of industrial accidents, Host-Agent Environment Interaction. Industrial accidents, prevention and control measures; role of safety manager, safety committee and labour union in industrial legislation, first aid and management of emergency as well as transportation accidents.

**ii. HED 940.1: Corporate Health Promotion (2 units)**

The course exposes the students to the historical perspective of health promotion in the workplace. Discusses the components of corporate health promotion including stress management, smoking cessation, exercise and fitness, weight management, diet and nutrition, alcohol and drug education, travel health etc. Provides knowledge on how to design, implement and evaluate corporate health promotion programmes.

**iii. HED 941.2: Industrial Hygiene and Hazard Control (2 units)**

The course consists of various occupational and environmental hazards, detection and control measures, chemical hazards and industrial poisoning, disposal of industrial waste, job hazard analysis, risk assessment and management .

**iv. HED 942.2: Field Experience in Occupational and Industrial Health (2 units)**

The course involves individual and group visit to factories, industries and corporate organizations for the purpose of observing, participating in and evaluating occupational health services of the organizations visited. A comprehensive report is written by students and submitted to the department at the end of the exercise.

## **ENVIRONMENTAL HEALTH AND SAFETY EDUCATION**

### **COURSE DESCRIPTION**

**i. HED 948.1: Environmental Health Impact Assessment (2 units)**

A comprehensive discussion of environmental health impact assessment of health provisions. Provide the justification for assessment in various environments such as institutions, industries, workplaces, markets, urban and rural housing developments. Identify the risks and benefits, including positive suggestions. Make a practical report on a named establishment based on the course of study under the approval of the course lecturer.

**ii. HED 949.1: Waste Generation and Management (2 units)**

Make an in-dept overview of the concept of wastes classification, generation, management and other related adjuncts. Provide a practical approach to better management devoid of greater health risks. Conduct a case study among common places with waste generation and report adequately.

**iii. HED 950.1: Curriculum Planning and Evaluation in Environmental Health and Safety Education (2 units)**

A study of advanced principles guiding the planning, execution and evaluation of basic curriculum in Environment, Health and Safety and their applications in education. Identify specific and general segments applicable to various stages and cadres among children, youths, adults and elders at homes, institutions, workplace and the larger society. Advance workable approaches, progress assessment, evaluation and review. Indicate all stakeholders and their roles for full appreciation. Make a practical presentation for a named health education programme.

**iv. HED 951.1: Safety Education, Accident Prevention and First Aid (2 units)**

The course involves advances approach to the concepts and general principles of safety. Provide justification for safety education in all human activities. Categorize safety along the line of existing occupations and their peculiar risks and hazards including the precautions. Categorize prevention techniques according to occurrence at various environments. Provide forum for practical experience in industries, work sites and institutions and make empirical report. Explain first aid as a necessity. Organize practical experiences.

**v. HED 952.1: Field Experience in Environmental Health Education and Safety (2 units)**

The course centres more on practical approach experiences, whereby reserarchers have direct experience with on the spot occurrence or interaction with direct/actural victims and the causative agents or mechanisms for such accident. Such field experience should cover fire, chemical, auto crashes, plane crashes, ship wrecks, companies/industrial and civil job oriented hazards. Compare the control and preventive measures in existing establishments locally and among advances nations. Make conduct empirical researches and report appropriately on at least two highly hazard prone professions.

**vi. HED 953.1: Environmental Disasters and Safe Management (2 units)**

Advance both theoretical and empirical analysis of environmental disasters in line with their nature. Provide opportunity to visit (and document) sites of pollution,

flood and some natural eruptions such as earthquake, volcano, land tremor and other disasters induced by man's inadequate activities. Make practical and empirical research findings and report appropriately.

**vii. HED 952.2: Sanitation: Food, Water Supplies, Shelter and Related Diseases (2 units)**

Provide general overview of all the variables for the total hygiene especially food, water shelter and drugs. There is the need for visitation to food processors and markets, water production plants and nature of sanitation in private and public buildings, institutions and the like. There is the need for meticulous exposure of related diseases and the risks constituted to people. Provide a practical experience and report adequately.

**viii. HED 941.1: Industrial Hygiene and Hazard Control (2 units)**

See course description under Occupational Health and Safety Education.

## **FORMAT FOR PRESENTING RESEARCH THESIS / DISSERTATION REPORT**

**COVER PAGE**

**THESIS/DISSERTATION TOPIC**

**BY**

**NAME OF CADIDATE (SURNAME FIRST, OTHER NAMES)**

**Degree(s) and Awarding Institution(s)**

**REGISTRATION NUMBER**

**DEPARTMENT**

**FACULTY**

**SCHOOL OF GRADUATE STUDIES**

**UNIVERSITY OF PORT HARCOURT**

**Month /Year of Viva**

**TITLE PAGE**

**THESIS /DISSERATATION TOPIC**

**NAME OF CADIDATE (SURNAME FIRST, OTHER NAMES)**

**Degree(s) and Awarding Institution(s)**

**REGISTRATION NUMBER**

A Thesis/Dissertation submitted to the School of Graduate Studies in Partial fulfillment of the Requirements for the award of the Doctor of Philosophy (Ph.D) / Master of Art/Science/Engineering/ Education (M.A/M.Sc./M.Eng./M.Ed)(Area of Specialization) in the Department of .....,Faculty of ....., University of Port Harcourt



Name(s) of Supervisor(s)

Month /Year of Viva

**Declaration**

I, FULL NAME (SURNAME, Last) with Registration Number.....

Declare that this Thesis /Dissertation on ..... TOPIC.....was carried out by me;

that it is my original work and that it has not been submitted wholly or in part for the award of a degree in any institution.

Name of Student ..... Signature/ Date:.....

**Confirmation by Supervisor(s)**

**Name of Supervisor (1):**..... Signature/ Date:.....

**Name of Supervisor (2):**..... Signature/ Date:.....

**CERTIFICATION**

**UNIVERSITY OF PORT HARCOURT**

**SCHOOL OF GRADUATE STUDIES**

**TITLE OF THESIS /DISSERTATION**

**BY**

**NAME OF STUDENT IN FULL (SURNAME FIRST), NO. Initials**

The Board of Examiners certifies that this Thesis/Dissertation is accepted in partial fulfillment of the requirements for the award of the degree of Doctor of Philosophy (PhD)/Master of Art/Science/Engineering/ Education (M.A/M.Sc./M.Eng./M.Ed) in Area of Specialisation)

<b>DESIGNATION</b>	<b>NAME</b>	<b>SIGNATURE</b>	<b>DATE</b>
<b>Supervisor (1)</b>	.....	.....	.....

Supervisor (2) .....

Chairman, Departmental Graduate

Studies Committee .....

Head of Department/Director of Centre .....

Dean of Faculty .....

External Examiner .....

Dean, School of Graduate

Studies /Chairman Board of Examiners .....

**STANDARDIZATION OF DISSERTATION REPORT APPROVED AT 200<sup>TH</sup> MEETING OF THE SCHOOL OF GRAUATE STUDIES (SGS), AMENDED BY THE BOARD**

## **7.0 Standardization Format to Thesis Dissertation Presentation**

### **Chapter 1 INTRODUCTION**

- 1.1 Background of Study**
- 1.2 Statement of Problem (if required)**
- 1.3 Aim and Objectives of the Study**
- 1.4 Research Question/Hypothesis (if required)**
- 1.5 Significance of the Study (Benefits derivable from study)**
- 1.6 Biography of the Author of the works being studies (if applicable)**
- 1.7 Scope of the Study /Delimitation**
- 1.8 Study Area (if required)**

### **Chapter 2 LITERATURE REVIEW**

- 2.1 Theoretical /Conceptual Framework**
- 2.2 Empirical Review (aims, methods, finding of previous works and relevance to present study, identified gape in the literature**
- 2.3 Periodization of existing literature /stylistic development/genres (if required)**

### **Chapter 3 METHODOLOGY (MATERIALS AND METHODS)**

- 3.1 Research Design
- 3.2 Population for the Study (where applicable)
- 3.3 Sample and Sample Techniques (where necessary)
- 3.4 Nature/Source of Data-Primary /Secondary
- 3.5 Methods of Data Collection/Instrumentation
- 3.6 Methods Data Analysis
- 3.7 Validity/Reliability Instrument (if required)

**Chapter 4 RESULTS AND DISCUSSION**

- 4.1 Presentation of Data (in Tables, Graphs and Plates etc)
- 4.2 Data Analysis
- 4.3 Discussion of Findings

**Chapter 5 Summary Conclusions and Recommendations**

- 5.1 Summary (use one or two paragraphs to summarize each pervious chapter Limitation)
- 5.2 Conclusions (to be structured e.g 5.2.1. 5.2.2, 5.2.3. etc)
- 5.3 Recommendations
- 5.4 Contribution to knowledge

**8.0 References/Bibliography – Harvard System or APA (American Psychological Association) style should be adopted)**

**9.0 Appendices – (to be structured according to the chapter it relates to)**

**Abstract should be between 200-300 words**

**GUIDELINES FOR WRITING SEMINAR IN HUMAN  
KINETICS AND HEALTH EDUCATION**

Students are expected to include on separate pages the following:

Title page, Table of contents, Abstract, List of figures and list of tables may also be included as appropriate.

**PAGE ONE: INTRODUCTION**

Theoretical background

Presentation of the main work in sections

Conclusion

References

**Sign:** -----

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HOD