

**UNIVERSITY OF IBADAN, IBADAN**  
**DEPARTMENT OF HEALTH EDUCATION**  
**2024/2025 ACADEMIC SESSION**  
**100L COURSES (UNDER THE CCMAS)**

**Course Structure**

**100-Level**

**Table 4.2: Course codes, contents, status, Units, Lecture Hours, Practical Hours and Semesters in which the courses are offered.**

<b>Course code</b>	<b>Course Title</b>	<b>Units</b>	<b>Status</b>	<b>LH</b>	<b>PH</b>	<b>S</b>
<b>GST 111</b>	<b>Communication in English</b>	<b>2</b>	<b>C</b>	<b>15</b>	<b>45</b>	<b>1<sup>st</sup></b>
<b>GST 112</b>	<b>Nigerian Peoples and Culture</b>	<b>2</b>	<b>C</b>	<b>30</b>		<b>2<sup>nd</sup></b>
<b>EDU101</b>	<b>Introduction to Teaching and Foundations of Education</b>	<b>2</b>	<b>C</b>	<b>30</b>		<b>1<sup>st</sup></b>
<b>EHE 111</b>	<b>Introduction to Health Education</b>	<b>2</b>	<b>C</b>	<b>30</b>		<b>1<sup>st</sup></b>
<b>EHE 113</b>	<b>Personal Health &amp; Dental Education</b>	<b>2</b>	<b>C</b>	<b>30</b>		<b>1<sup>st</sup></b>
<b>EHE 114</b>	<b>Environmental Health</b>	<b>2</b>	<b>C</b>	<b>30</b>		<b>2<sup>nd</sup></b>
<b>EHE117</b>	<b>Human Growth and Development</b>	<b>2</b>	<b>C</b>	<b>30</b>		<b>1<sup>st</sup></b>
<b>EHE120</b>	<b>Introduction to Community and Public Health</b>	<b>2</b>	<b>C</b>	<b>30</b>		<b>2<sup>nd</sup></b>
<b>BIO 101</b>	<b>General Biology I</b>	<b>2</b>	<b>C</b>	<b>45</b>		<b>1<sup>st</sup></b>
<b>UI PED/KHE 102</b>	<b>Skill Development and Techniques in Track and Field events</b>	<b>2</b>	<b>R</b>	<b>15</b>	<b>30</b>	<b>2<sup>nd</sup></b>
<b>UI PED/KHE 104</b>	<b>Skill Development and Techniques in Gymnastics</b>	<b>2</b>	<b>R</b>	<b>15</b>	<b>30</b>	<b>2<sup>nd</sup></b>
<b>UIHEE 105</b>	<b>HealthCare Delivery System in Nigeria</b>	<b>2</b>	<b>E</b>	<b>15</b>	<b>30</b>	<b>1<sup>st</sup></b>
<b>Total</b>		<b>24</b>				

## **Course Contents and Learning Outcomes**

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

#### **Learning Outcomes**

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

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

#### **Course Contents**

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing and Note making. Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

### **GST 112: Nigerian Peoples and Culture (2 Units C: LH 30)**

#### **Learning Outcomes**

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

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

#### **Course Contents**

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of

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

### **EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)**

#### **Learning Outcomes**

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

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education.
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;
8. state the behaviourist, cognitive and socio-cultural perspectives of learning;
9. enumerate historical and current developments in sociology of education; and
10. highlight the historical and current developments in philosophy of education.

#### **Course Contents**

Introductory concepts related to the field of health education. Basic principles, philosophies, and issues related to health education. The concept and meaning of health education. Importance of health education. Aims and objectives of health education. Health literacy. Life skills conducive to individual and community health are discussed. Frameworks, principles and practice of health education in schools. The historical, philosophical and biological foundations of health and health education. History of man's struggle for health through the ages. History of health education in Nigeria. Development of public health definitions; goals; rationale and philosophical basis of health and health education. Principles and components of health education are explored. Health education as a career option is examined. The role of the health educator in numerous settings discussed. Development of health attitudes and habits among students and build a good healthy condition via the classroom and school environment.

## **EHE 111: Introduction to Health Education (2 Units C: LH 30)**

### **Learning Outcomes**

Upon successful completion of this course, the students will have reliably demonstrated the ability to:

1. explain the meaning of health and health education;
2. discuss basic principles, history, prominent philosophies, and issues related to health education;
3. identify key historical events that have contributed to modern health education;
4. explain the scientific, behavioral, cultural, social, legal and educational foundations of health education;
5. assess individual and community needs for health education;
6. explain the role of the health educator in health care as well as within culturally diverse populations and numerous settings;
7. develop health attitudes and habits among students;
8. act as a resource person in health education;
9. organize health education activities; and
10. build a good healthy condition through classroom and school environment.

### **Course Content**

Introductory concepts related to the field of health education. Basic principles, philosophies, and issues related to health education. The concept and meaning of health education. Importance of health education. Aims and objectives of health education. Health literacy. Life skills conducive to individual and community health are discussed. Frameworks, principles and practice of health education in schools. The historical, philosophical and biological foundations of health and health education. History of man's struggle for health through the ages. History of health education in Nigeria. Development of public health definitions; goals; rationale and philosophical basis of health and health education. Principles and components of health education are explored. Health education as a career option is examined. The role of the health educator in numerous settings discussed. Development of health attitudes and habits among students and build a good healthy condition via the classroom and school environment.

## **EHE 113: Personal Health & Dental Education (2 Units C: LH 30)**

### **Learning Outcomes**

Upon successful completion of this course, the students will have the ability to:

1. demonstrate understanding of health principles incorporating some aspects of personal health maintenance;
2. identify risk behaviors that affect health;
3. rate his or her understanding of self-responsibility for personal health and wellness; and
4. indicate the implication of personal and societal behaviors on dental and oral health diseases.

### **Course Contents**

Overview of personal health. The application of the principles of health to the promotion and maintenance of personal health. Personal health needs and problems of students, including methods of determining health status. Issues in healthy living cutting across food, clothing, environment, water and bathing that promote personal health of school children. Exposure of students to causes of disease and prevention/control of disease. Concept of holistic health. Dental education and dental care. Dentistry, oral health/hygiene. Behaviour guidance of the dental patient. Mechanical and chemotherapeutic home oral hygiene. Essence and importance of dental education.

### **EHE 114: Environmental Health (2 Units C: LH 30)**

#### **Learning Outcomes**

It is intended that at the completion of this course, each student should be able to:

1. illustrate through case example(s), ways in which environmental factors in community, occupational and residential settings impact health;
2. list the major agencies and organizations involved in environmental health protection;
3. assess the interdisciplinary and global impacts of human- environment relationships;
4. explain the basic responsibilities, programmes and problems of environmental health agencies in Nigeria;
5. examine personal contributions to environmental degradation and their potential health consequences; and
6. describe the role of environmental health in public and population health.

#### **Course Contents**

The interdisciplinary and global impacts of human-environment relationships. Emphasis is placed on the critical nature of understanding these relationships in order to improve ecosystem health, human health and well-being. The role of environmental health in public and population health. Concept of environment and types of environment. Environmental health. Serene Environment, strategies for encouraging serene environment. Water supply and treatment. Waste management (gaseous waste, sewage and refuse management including dead body and industrial and medical waste management). Pest and vector control measures. Shelter/housing and site planning. Hygiene education. Food safety and hygiene. Protection from radiation. Pollution control (air, water, land/soil, noise and chemical pollution). Environmental sustainability (including climate change and biodiversity). Environmental emergencies. Environmental agencies. Environmental impact assessment and security. Ventilation. Lighting. Hazards in the environment and the environmental factors that are connected to disease transmission. Field trips to public source of water supply, waste disposal sites and other controlling environmental agencies.

### **EHE 117: Human Growth & Development (2 Units C: LH 30)**

#### **Learning Outcomes**

In completion of this course, the student is expected to:

1. explain growth and development and their characteristics;
2. demonstrate an understanding of the role of parents, teachers and mentors in providing safe and positive environments for development;
3. summarize theories related to human growth and development;

4. obtain health-related data about growth and development factors, needs and interests;
5. explain how heredity and environment influence human development;
6. discuss early childhood education and its influence on cognitive development;
7. describe the changes that occur physically, cognitively and socio-emotionally during middle childhood and adolescence;
8. analyze ageism and stereotypes associated with late adulthood;
9. evaluate ways to promote continued wellness and mitigate declining health associated with ageing; and
10. demonstrate an understanding and appreciation for the diverse potential of all students

### **Course Contents**

Basic concepts of growth and development over a life span. Growth as an index of health. This course introduces characteristics of normal growth. Factors affecting growth and development from conception to retirement (old age). Life stages and human needs. Cell structure and division. Cell differentiation and the process of foetal development. Development milestones via the lenses and perspective of developmental theorists (Erik Erikson, Jean Piaget, Sigmund Freud, Bandura, Bowlby, Lev Vygotsky, Bame Augustine Nsamenang's theory, OwusuBempah, Lawrence Kohlberg's theory, Seretsekhama, Nyerere theory) and their respective theories. Current thinking and research are examined as well as the processes and influences affecting the developing person. The biological, social, emotional and intellectual aspects across the lifespan and individual application. Early, middle and late childhood focuses on the milestones of normal physical growth, cognitive, socio-emotional and personality development via the main stages of childhood is discussed.

### **EHE 120: Introduction to Community and Public Health (2 Units C: LH 30)**

#### **Learning Outcomes**

Upon completion of this course, the student is expected to:

1. explain the core functions of public health with an emphasis on community health programmes and current trends of population health;
2. identify public health problems to develop appropriate public health, education programme based on sound theoretical foundations of health behavior;
3. design community health educational programmes for identified health problems for at risk populations and communities;
4. analyze evidence based and innovation best practices of healthy behavior to appropriate audiences;
5. demonstrate effective communication advocacy skills for populations; and
6. describe the role community health practice in maximizing the health status of all populations.

### **Course Contents**

The core functions of public health with an emphasis on community health programme and current trends of population health. The role of community health practice in maximizing the health status of all populations. Course will include an overview of the organizational structure of Local Government Area, State and Federal health related agencies and examine the inter relationship of political, social, cultural and economic dimensions of community based population health activities. The context and scope of public health from historical,

modern and postmodern perspectives. The dimension of public health; key public health functions; and modern public health will be discussed as well as the ecological approach to public health. Communicating with people and organizations to promote public health; planning, implementing and evaluating public health programmes. The primary health care system and the principles underlying its operation. Concepts of community life in relation to the effect of human activities on public and environmental health. Meaning and organization of community health and control. Development of community health in Nigeria. Trends and dynamics from current health and medical care programmes and practices. Health programmes included in community health (such as maternal and child care and other community health services). Meaning and identification of community health needs and problems and solving them. Various ways, by which diseases can be prevented. How life can be prolonged and how healthy living can be promoted through the organized efforts and informed choices of the community and individuals. Threats to health based on population health analysis.

### **BIO 101: General Biology I (2 Units C: LH 45)**

#### **Learning Outcomes**

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

1. explain cells structure and organizations;
2. summarize functions of cellular organelles;
3. characterize living organisms and state their general reproduction;
4. describe the interrelationship that exists between organisms;
5. discuss the concept of heredity and evolution; and
6. enumerate habitat types and their characteristics.

#### **Course Contents**

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

### **UI-PED/KHE 102: Skills and Techniques in track and field events: (2 Units: (Require): 30H (Lecture)**

#### **Learning outcome**

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

1. effectively analyse and demonstrate the skills and techniques for the execution of the sprint in track athletics;
2. demonstrate the skills and techniques for the execution of the middle and long distance events in track athletics;
3. apply the rules and regulations in officiating of the events;
4. be familiar with the dimension of a standard track;
5. demonstrate the skills and techniques in long jump, high jump and triple jump;
6. demonstrate the skills and techniques in javelin throw, shot put throw and discuss throw;
7. use the facilities

### **Course contents**

Dimension of a standard athletics track. Basic skills in track events athletics (Sprints, 100m, 200m, 400m), (middle, 800m, 1500m), (long distance 300m, 5000m and 10,00m races) and (Relay 4×100 and 4×400). Components of athletics, nature of athletics, nature of athletics, strategies and conditions of athletic skill learning. Endurance, pacing, speed and recovery skills. Rules and regulations. Implements used in different aspects of athletic track events. Basic skills in athletics field events long jump.

The approach-stance, fast-off-the board drill, in-the air mechanics, PALO (postural awareness limbering option). Short approach jumps, elongated, one-step pop-up drill, determining proper starting point and hang and hitch-style pop-up. Triple jump-approach run, hop, step, jump and landing phase). Throws (javelin- start, carry, withdrawal, transition, pre-delivery stride, delivery and recovery). Shot put-preliminary, glide, power, and release combined with follow through. Discuss-preparation phase or release phase entry. Entry rotation, flight phase or aerial phase, transition phase and release phase or final phase. Components of and nature of these field events, strategies and skill practice. The rules and regulations. Implements used in different aspects of athletics field events.

### **UI- PED/KHE 104: Skill development and Techniques in Gymnastics: (2 Units: (Require): 30H (Lecture)**

#### **Learning outcome**

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

1. demonstrate activities such as hand balance, head stand, hand stand, vaults and uneven bars;
2. demonstrate the balance beam and floor exercise events, pommel horse, still rings and parallel and high bars;
3. demonstrates the forward and backward roll, cartwheel, crab walk, and spring exercises;
4. explain the rule and regulations of gymnastics; and
5. use the facilities and equipment for participation

#### **Course contents**

Performance of skills in gymnastics activities such as hand balance, head stand, hand stand, vaults, uneven bars, balance beam and floor exercise events. Pommel horse, still rings, parallel and high bar. Forward and backward roll, cartwheel, crab walk, and spring exercises. The theoretical and practical skills and techniques of gymnastics. The rules and regulations of gymnastics. The facilities and equipment for participation.

### **UI- HEE 105: Health Care Delivery in Nigeria: (2 Units: (elective): 30H (Lecture)**

#### **Objectives**

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

1. discuss the patterns of health care delivery system globally
2. explain the patterns of health care delivery system in Nigeria.
3. distinguish between the alternate and orthodox health care delivery system in Nigeria
4. state the factors that influence the choice of health care delivery system best to them
5. discuss the benefits of the system chosen by them
6. analyse the problems associated with each system



7. list the resource persons found in each of the system
8. barriers in the effectiveness of Health Care delivery system

### **Course Content**

The course deals with the alternate and various patterns of health care delivery system in Nigeria. Also discussed are various situation and factors that influence the chance/decision people make in time of illness, benefits and problems encountered in the various patterns of health care delivery system are also treated.

The healthcare delivery system can be viewed in two different ways, the alternate (traditional system) and the orthodox system. Factors influencing the choice of health care delivery system will also be discussed. Funding of health care system including health insurance scheme is equally discussed. Accessibility and affordability of health care services forms the content of health care delivery system. Barriers encountered in the service delivery are also highlighted.