



DEPARTMENT OF PSYCHIATRY
FACULTY OF CLINICAL SCIENCES
BAYERO UNIVERSITY, KANO

POSTGRADUATE STUDENT HANDBOOK

OCTOBER, 2019

Logo and Motto of the University

The star-shaped calligraphy is the motto of the citadel, a graphic pun, excerpted from the Holy Qur'an. "*Wa Fawqa Kullu Dhi Imin Alim*" It echoes an eternal truth that also underlines the humility and sense of service the community has come to expect from its stars in the learning firmament: "... And above every possessor of knowledge, there is one more learned".

Vision of the University

To lead in research and education in Africa

Mission of the University

Bayero University is committed to addressing African developmental challenges through cutting-edge research, knowledge transfer and training of high quality graduates.

Core Values of the University

Humility
and Sacrifice Discipline and
Commitment Integration
Professionalism and Good Governance
Innovativeness and Creativity Excellence and
Best Practice Active learning

Strategic Goals of the University

Responding to needs, Meeting aspirations, Leading in research and innovation, Achieving best practices in University governance, Meeting infrastructural and municipal requirements, Becoming a leader in ICT research and services, Taking the University to the Community, Maintaining highly motivated personnel, Expanding future base producing leaders, Influencing Development

Visitor and Principal Officers of the University

His Excellency, Muhammadu Buhari, GCFR President and Commander-in-Chief of the Armed Forces, Federal Republic of Nigeria	Visitor
His Royal Majesty, King Alfred Papapreye Diète Spiff, Seriyai II, The Amayanabo of Twon-Brass, Bayelsa State	Chancellor
Professor Ibrahim Agboola Gambari, CFR BSc (London), M.A., PhD. (Columbia, New York)	Pro-chancellor and Chairman of Council
Professor Muhammad Yahuza Bello B.Sc., M.Sc., (BUK) Ph.D (Arkansas)	Vice Chancellor
Professor Adamu Idris Tanko B.Sc. M.Sc. PhD (BUK), FRGS	Deputy Vice Chancellor (Academic)
Professor Haruna Wakili, B.A., M.A., PhD. (BUK)	Deputy Vice Chancellor (Administration)
Hajiya Fatima Binta Mohammed <i>MNIM</i> B.A. (Ed), MPPA (BUK)	Registrar
Alh. Suleiman Bello	Bursar
Dr. Musa Auyo	Librarian

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FOREWORD

It is my pleasure to write the Foreword of this very important document, the Postgraduate Student Handbook of the Department of Psychiatry, Faculty of Clinical Sciences, Bayero University, Kano. It is a very important document in the sense that it is intended to guide you and give you direction throughout your stay here at the Bayero University, Kano. The Handbook has been carefully prepared with the objective of giving you all the necessary information that you require not only in understanding the structure of the postgraduate programme (M.Sc. Public Mental Health and Policy) but also the rules, regulations and guidelines that you need to follow to enable you successfully pursue your studies in the Faculty and indeed, the University.

The Handbook covers a wide range of areas that if carefully read and fully internalized, will make your study and, indeed stay at the Bayero University, Kano successful, pleasant, and rewarding. The areas include philosophy and objectives of the programme, admission requirements, graduation requirements, academic regulations, general conduct and discipline, dress code, course outline, and course description, among others. I urge you to read this Handbook carefully and make good use of it. For the avoidance of doubt, you are reminded that your degree certificate is awarded based on **character** and **learning** and not on **learning** alone. You are required to be hard working and to always strive for excellence. You are also required at all times to maintain discipline and obey the University's Rules and Regulations. The University will neither tolerate violation of its rules and regulations nor those who cross the bounds of decency. At the same time, the Center and the University as a whole will do everything possible to assist you in realizing your legitimate objectives, i.e. your fundamental reason for coming to the University.

I wish you a very pleasant and successful stay at the Bayero University, Kano.

Prof. Muhammad Yahuza Bello

Vice Chancellor

MESSAGE FROM THE HEAD OF DEPARTMENT

It gives me a great pleasure and privilege to write the message of the first edition of the M.Sc. Public Mental Health and Policy Student handbook.

The student handbook will be of immense value to not only to newly enroll postgraduate students but other students. The handbook contains useful information that will guide students on the philosophy, objectives, admission requirements of the programme, grading system, staff list, outline of course structure and synopsis and many other rules and regulations guiding students stay in the university community.

I wish you a very fruitful and resourceful academic pursuit in the University.

Dr Auwal Sani Salihu

Head of Department

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ACADEMIC REGULATIONS

Semester System

The Center, in line with the University Regulation operates a semester system which is defined as a quantitative organization of the curriculum where courses are divided into examinable units and for which a student earns credit if passed. The courses are arranged in a well-defined order that indicates the credits load as well as the semester in which they are offered. For instance, a course coded PHP8201 where 8 indicates 800 level course, 2 indicates credit units, and 01 indicates the course is taken at first semester. Usually odd numbers (last digit) are assigned to courses in the First Semester, while even numbers are assigned to Second Semester courses.

Basic Concepts

The main concepts used in the semester system are:

Credit Unit (CU)

Credit Unit (CU) represents the weight assigned to the course, and is recorded in credit hours. One credit is considered as one hour of classroom lecture per week or two hours of laboratory exercise per week. Thus, CU consists of specified number of student teacher hours/week/semester.

Grade Point (GP)

This involves assigning numerical or alphabetical letter to the scores of students at examinations, reports or projects. Letter systems generally run from A (5 points), to B (4 points), C (3 points), and F (0 point).

Grade Point Average (GPA)

This refers to the evaluation of students' performance in any semester. It is the average of weighted grade points earned in the courses offered by a student in a semester. The GPA is calculated as follows:

$$\text{GPA} = \frac{\text{TCE}}{\text{TCR}}$$

Where;

TCE = Total Credits Earned

TCR = Total Credits Registered

Cumulative Grade Point Average (CGPA)

The CGPA represents an up-to-date average (i.e. cumulative) of the GPA earned by the student in at least two semesters. It is an indication of the student's overall performance at any point in the course of his/ her training at the university. CGPA is attained after two semesters or more in an academic programme.

Calculation of CGPA/GPA

The CGPA is calculated as follows:

$$\text{CGPA} = \frac{\text{CPE}}{\text{CCR}}$$

where;

CPE is cumulative points earned.

CCR is cumulative credits registered

Session

An Academic year of two semesters as determined by Senate.

Semester

A period of 15 teaching weeks or as determined by Senate.

Examination

A formal test by written, oral or practical means held at an appointed time and place.

Carry Over

A student who fails to earn a minimum of 50 marks in a course (continuous assessment and examination) would be required to carry-over the course at the next available period and get it registered bearing in mind that there is maximum number of credits registerable per semester and per session for each level.

Incomplete Status

If a student earns 75% lectures attendance in a course but due to sickness, accident or other pertinent reason(s) is unable to write the semester examination, he/she would be granted incomplete status to retain his/her CA and be allowed to write the examination for that course at a later date.

Suspension of Studies

It means period approved by the Senate for a student to be away from academic activities (based on student's application and supporting documents). It is usually granted for a maximum period of one academic session but could be granted again (renewed) on application for one more academic session only. This usually does not count in determining the maximum period of stay of a student in the University.

Rustication

It means staying away from academic work for the period stated (either one semester or two). In this case, all academic exercise of the concerned student is cancelled and he/she will be required to repeat all at the next academic session. As rustication is a punishment, the period of rustication will count in determining the student's maximum period of stay in the University.

Withdrawal

Withdrawal means terminating a student's programme of study on academic ground. A student, who fails to sit for examination scheduled for a particular semester (absent throughout) without valid reason(s) would be considered to have voluntarily withdrawn from the University. In addition, student who fails 2/3 of the credits registered will be advised to withdraw.

Expulsion

Expulsion means terminating a student's programme of study. It is usually on the account of misconduct. A student expelled is disqualified from seeking readmission into the University for any programme.

Attendance Requirements

Students must attain at least 75% attendance of lectures, tutorial and practical work before being allowed to sit for examination. Students who did not attain **75% attendance** of lectures in any course will not be allowed to sit for examination.

Calculations of GPA and CGPA for All Programmes

Percentage Score (%)	Letter Grade	Grade Point
70 – 100	A	5.0
65 – 69	B+	4.5
60 – 64	B	4.0
55 – 59	C+	3.5
50 – 54	C	3.0
0 – 49	F	0.0

General Conduct and Discipline

The Department of Psychiatry, Faculty of Clinical Sciences and the university as a whole expect students to conduct themselves in an exemplary manner during their interactions with members of the University community and to live peacefully with them.

Misconduct

Misconduct is any action that is contrary to University Regulations, some of which are as follows:

- a) Belonging to, or participating in the activities of unregistered/illegal associations including secret cults;
- b) Physical assault and/or causing bodily harm on any other person, whether a student or not;
- c) Fighting;
- d) Rioting and unauthorized assembly;
- e) Organizing and/or taking part in demonstration by any student without permission;
- f) Examination related misconducts;
- g) Drug abuse and the use of prohibited substances;
- h) Persistent rowdy and/or anti-social behaviour;
- i) Reckless and/or dangerous driving;
- j) Insulting and/or attacking University officials in the pursuit of their legitimate duties; and
- k) Willful damage of University property.

Examination Regulations

Credible examination is the only measure used in determining the success or failure of any University system. That is why students found to be engaged in examination misconducts are out rightly disciplined.

The University has drawn examination regulations to clarify the legitimate expectations and corresponding responsibilities of all staff and students. It is intended to ensure that the University's examinations are organized and conducted in a consistent and professional manner. These regulations apply at all examinations/assessments in the University (including continuous assessment test, tutorials and take home assignments.)

Some of the regulations are as follows:

- a) Students are expected to read all notice boards, bulletins and other related media in the University to keep them abreast with what is happening. REFUSAL / FAILURE TO READ NOTICES from the designated media is not an excuse for not performing any academic activity.
- b) Attendance at lectures, practical and examinations are compulsory, and anyone who does not attend a lecture, practical and examination at the time and place published in examination timetable will be deemed to have failed in that part of the assessment.
- c) Students who have clash in examinations based on the timetable should immediately inform their Examination Officer within the stipulated period when draft timetable is

displayed. Students who fail to inform the appropriate officers of the University of clash in examinations shall blame themselves for any difficulty or eventuality that may arise.

- d) It will be the responsibility of each student to make sure that he is aware of the Final Examination Timetable. Students are to expect changes of date, time and venue of examination on the Draft Examinations Timetable.

Examination Procedures and Discipline

- a) It shall be the responsibility of each student to make sure that she/he is registered for the appropriate examinations and be sure of the date(s), time(s) and place(s) of the examinations for which he/she is registered, also to ensure that he/she is in possession of any identity document prescribed for the examination.
- b) Each candidate should be at the examination venue at least fifteen minutes before the commencement of the examination. Lateness will not be tolerated.
- c) Each candidate is required to supply his/her own writing materials and instruments as well as any other examination aids for which provision is prescribed. A student shall bring his identity document to each examination and display it in a prominent position on his desk.
- d) Any book, paper, document, examination aid, hand-bag or briefcase which is brought to the examination room must be deposited at the invigilator's desk, or a place designated for the purpose before the start of the examination. In no circumstances must it be placed on or near any candidate's writing desk.
- e) Each student shall write in the attendance register his/her registration number, name, answer booklet number and Department and then sign. Students are advised to note their serial number and attendance register number (in case there are more than one registers) for ease of signing out.
- f) Student shall write his/her examination number, but not his/her name, distinctly on the cover and on every page of the answer book, as well as on any extra sheet(s) issued.
- g) The use of scrap paper, question paper, toilet tissue, etc. for rough work is not permitted. All rough work must be done in answer booklets and crossed out neatly or in supplementary answer booklets which must be submitted to the invigilator.
- h) A student leaving the examination hall must sign out and hand his script(s) to the invigilator before leaving if he does not intend to return.
- i) A student who leaves the examination room shall not be readmitted unless throughout the period of his/her absence, he/she has been continuously under the supervision of an invigilator or examination attendant.
- j) No student shall be allowed to leave during the first thirty minutes or the last ten minutes of the examination.
- k) No student shall speak to any other student or make any noise or disturbance during the examination. A student must not indirectly give assistance to any other student or permit any other student to copy from or otherwise use his/her papers. A student must not directly or indirectly accept assistance from any other student or use any other student's paper.
- l) Mobile Phones are **BANNED** into Examinations Halls. A Student shall not use a mobile phone or any other unauthorized ICT device in the examination hall for any purpose; and doing so is an offence. They should not be introduced into the Examination Halls under any circumstance.
- m) A student is responsible for protecting his/her work so that it is not exposed to other students.

- n) Smoking is forbidden in the examination hall during any examination and in the University premises.
- o) At the end of the time allotted, each student shall stop writing. He shall gather his scripts together and remain seated until all candidates' scripts have been collected. It shall be the candidate's responsibility to ensure that his answer scripts are collected by the invigilator.
- p) Except for the printed question paper, a student must not remove from the examination room or mutilate any paper or other materials supplied.

EXAMINATION / ACADEMIC MISCONDUCT

- a. Candidates for any examination in the University are to conduct themselves properly in and around the examination halls, as explained in Part Three of this General Regulations. Deviations from proper conduct may constitute examination misconduct, which are punishable by the penalties described below.
- b. The vicinity of an examination hall is considered to be part of the examination hall. Thus, any student caught with unauthorized materials or writing in the vicinity of the examination hall (after the student has seen the question paper) shall be treated as if the materials are found on him/her in the examination hall. Similarly, any student caught cheating in any way in students' hostels or other areas shall be appropriately treated.
- c. Any student of the University who commits an offence punishable under this part in any other institution will be treated as if he/she has committed such an offence in the University, and shall therefore be liable for any appropriate punishment.
- d. Examination misconduct cases discovered during the marking of the examination scripts are also subject to appropriate investigations and further necessary action.

Procedure for Investigating Examination Misconduct and Leakages

- a. If any student is found to be, or is suspected of, infringing the provisions of the examination Regulations or in any way cheating or disturbing the conduct of an examination, the Invigilator shall take possession of any relevant evidence, fill the relevant form, obtain statement(s) from the student(s) concerned by giving him/her/them the relevant forms to fill and/or make them sign exhibits.
- b. A student accused of involvement in examination misconduct shall be allowed to continue with the examinations provided no disturbances are caused. He/She shall sign any exhibits collected from him/her and give his/her own version of events by completing the appropriate form.
- c. After the examination, the invigilator shall submit his/her report(s), the form(s) completed by the students and all the exhibits and other documents on all the examination misconduct cases to the Faculty Examinations Officer.
- d. Upon receipt of any case of examination misconduct, the Faculty Examinations Officer shall report to the Dean, who shall set up a committee to investigate the case further.
- e. The Faculty Committee on Examinations Misconduct shall invite all the students accused of involvement to defend themselves of the accusations. A widely publicized notice on notice-boards, which gives the names and registration numbers of the students being invited, as well as the date, time and venue of the Committee's deliberations, shall serve as enough evidence of invitation, but invitation letters may also be sent to individual students. Students that fail to honour the first invitation shall be given a second chance.
- f. A student accused of involvement in examination misconduct should defend himself/herself before the Investigative Committee set up by the Dean.
- g. After hearing from all those concerned, the Committee shall write a comprehensive report on each case brought before it, clearly indicating its findings, as to the degree of

involvement, or otherwise, of each of the accused. It shall submit the report together with all relevant documents to the Senate Committee on Examination Misconduct and Leakages.

- h. After going through the reports of the Faculty Committees on Examination Misconduct and carrying further investigations (where that becomes necessary), the Senate Committee shall report to the Senate, recommending the appropriate punishment to any student found to be guilty.
- i. A staff member who reports a case of examination misconduct shall not sit on a Faculty or Senate Examination Misconduct Committee when the Committee is considering the case.
- j. If the question paper for an examination that is yet to take place is suspected as having been leaked, the Chief Examiner shall immediately:
 - i. withdraw the paper and cause another one to be set in its stead, even if this means shifting the examination date and/or time forward;
 - ii. report the matter to the Dean who shall further direct the Faculty Committees on Examination Misconduct to investigate the case as a matter of urgency
- k. If the question paper of an examination that has already taken place is suspected as having been leaked, the Chief Examiner shall immediately:
 - iii. report the matter to the Dean who shall further direct the Faculty Committees on Examination Misconduct to investigate the case as a matter of utmost urgency.
 - iv. report to the Vice-Chancellor who is the Chairman of the Senate.
- i. If the Faculty Committee confirms that a paper that was already taken has indeed leaked, the Dean shall cause the paper to be cancelled and another one set in its place. The Dean shall brief the Vice-Chancellor about the case.

Category of Offences and Punishments

The following are the categories of examination malpractice and leakage offences, as well as the appropriate punishment for the offences.

A. Category of Offences Punishable by Expulsion from the University

- i. Impersonating another student, or being impersonated by another person at an examination;
- ii. Exchanging names and/or numbers on answer booklets/sheets;
- iii. Introduction and use of relevant unauthorized material(s) into the examination hall;
- iv. Exchange of materials such as question papers, examination cards containing jottings that are relevant to the ongoing examination in the examination hall;
- v. Dishonest removal of examination scripts and/or materials within the examination hall.
- vi. Illegal removal of examination scripts and/or materials out of the examination hall exceeding 10 minutes after the completion of examination;
- vi. Any kind of mischief likely to hinder the smooth conduct of the examination e.g. causing Fire, flooding or engaging in physical violence;
- vii. Collaborating with, or copying from, another candidate;
- viii. Cheating outside the examination hall, such as in toilets, hall of residence etc;
- ix. An offence that falls under category B committed by a student who was previously rusticated;
- x. Any misconduct under this category B committed by a student of this University in another institution;
- xii. Destruction of, tampering with, evidence by candidates – including preventing access to electronic devices; and
- xiii. Any other misconduct deemed by the Senate Committee on Examination Misconduct and Senate to warrant expulsion.

B Category of Misconduct Punishable by Rustication

- i. Facilitating/Abetting/Aiding cheating by another candidate;
- ii. Introduction, but not use, of relevant unauthorized materials to the examination hall;
- iii. Using mobile phones and other ICT devices in the examination hall for things unrelated to the on-going examination;
- iv. Acts of misconduct (such as speaking/conversation) during the examination that is likely to disrupt the conduct of the examination;
- v. Illegal removal of examination scripts and/or other materials not exceeding ten (10) minutes after the completion of the examination;
- vi. Destruction of examination material(s) during examination;
- vii. An misconduct in category C committed by a previously warned or rusticated student;
- viii. Any misconduct under this category committed by a student of this University in another institution; and
- ix. Any other misconduct deemed by the Senate Committee on Examination Misconduct and Senate to warrant rustication.

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C. Category of Misconducts Punishable by Written Warning

- i. Introduction of unauthorized irrelevant materials into the examination hall;
- ii. Writing on the question paper;
- iii. Being in possession of mobile phone or unauthorized ICT devices during examination
- iv. Speaking/ communicating to another candidate during examination;
- v. Sitting in an examination for a course the candidate did not register for.
- vi. Any misconduct under this category committed by a student of this University in another institution; and
- vii. Any other misconduct deemed by the Senate Committee on Examination Misconduct and Senate to warrant warning.

Involvement of Staff Members

- a. The involvement of staff members in examination misconduct and/or leakage cases could take any of the following forms, among others:
 - i. Failure to report and /or covering up cases of examination misconduct;
 - ii. Intervening on behalf of the students involved in examination misconduct;
 - iii. Encouraging examination misconduct or leakage by such acts as the careless handling of examination materials or invigilation;
 - iv. Aiding and abetting examination misconduct;
 - v. Leakage of examination questions or question papers; and
 - vi. Unlawful alteration of examination results or marks.
- b. If a Faculty Committee on Examination Misconduct establishes a *prima facie* against a staff member, the Dean shall, immediately upon the receipt of the Committee's report, write to the Registrar and copy the Vice-Chancellor giving details of the staff members so suspected.
- c. Upon receipt of the report from the Dean, the Registrar shall advise the Vice-Chancellor on the appropriate action(s) to be taken against such staff members.

Misconduct Related to Theses and Dissertations

Students are to observe the universally accepted high standards of academic integrity while writing on and in conducting work related to their programmes, as described in these Regulations. Deviations from these standards may constitute misconduct which is punishable by the penalties described in these Regulations.

Procedures for Preventing and Dealing with the Misconducts

- a. Lecturers and Supervisors should try their utmost best to guide students on the correct ways of writing thesis and dissertation, in line with the above. The attention of the student should be drawn to any infringements to the accepted norms and standards as soon as it is observed.
- b. In case a lecturer/supervisor suspects a student of gross infringement of the provisions of these regulations, the following procedures should be adopted in treating the case.
 - i. For an on-going work (such as a project being supervised), the student should be asked to address the problem identified, for example, by having a plagiarized chapter completely re-written or providing missing citations. If the student refuses to rectify the situation, the lecturer/supervisor should resort to other actions, as described below.
 - ii. If a student submits work that is part of a course (such as an essay, assignment, etc.), which infringes the provisions of these regulations, the lecturer should impose a penalty that corresponds to the degree of the misconduct. For example, a score of zero could be given for papers simply downloaded from the Internet, for re-submitting the work of another student in the previous years, for direct copy from books or journals, etc. on the other hand, the penalty might be minor if the misconduct is only failure to cite some of the sources of information. At any rate, the lecturer should be able to defend his actions with clear evidence of the infringement.
 - iii. If a student submits the final draft of a work that is a course on its own (such as theses) which infringes the provisions of these Regulations, he/she should be made

- to re-write it, even if this means registering again in the following session.
- iv. Where the student refuses to re-write the project, or where the lecturer/supervisor believes that the student has committed an offence, the student shall be referred to the Faculty Committee on Academic Ethics.
 - v. After hearing from all those concerned, the Committee shall write a comprehensive report on each case brought before it, clearly indicating its findings, as to the degree of involvement, or otherwise, of each accused. It shall submit the report together with all the relevant documents to the Senate Committee on Academic Misconduct.
 - vi. After going through the reports of the Faculty Committees on Academic Ethics and carrying further investigations (where that becomes necessary), the Senate Committee shall report to the Senate, recommending the appropriate punishment to any student found to be guilty.

Categories of Offences and Punishments Relating to Theses, Dissertations, Project Reports and Long Essays

If the Senate Committee on Academic Ethics establishes that a student has violated the University standards on academic writing outlined, it shall recommend the appropriate punishment to the Senate in line with the following general guidelines. Students punished under categories B and C would, in addition, be graded 'F' in the final year project.

(a) **Misconducts Punishable by Expulsion**

- i. Submitting Long Essay, Project Report, Dissertation or Thesis done by someone else;
- ii. Submitting, as Long Essay, Project Report, Dissertation or Thesis, a work submitted earlier for another purpose by the Student or by others at Bayero University Kano or somewhere else;
- iii. Repackaging a whole Long Essay, Project Report, Dissertation or Thesis as his/her own product; and
- iv. Any other offence related to Long Essay, Project Report, Dissertation or Thesis deemed by the committee to merit expulsion.

(b) **Misconducts Punishable by Rustication**

- i. Substantial plagiarism of the work(s) of others;
- ii. Fabrication or intentional misrepresentation of data, experimental results, & analyses; and
- iii. Any other offence related to long essay, project report, dissertation or thesis deemed by the Committee to merit rustication.

(c) **Misconducts Punishable by Written Warning**

- i. Failure to acknowledge references;
- ii. Faking citations;
- iii. Any other offence related to Long Essay, Project Report, Dissertation or Thesis deemed by the Committee to merit a written warning.

(d) **Misconducts Punishable by the Failure Grade in the Coursework**

Any of the misconducts in categories (b) and (c) committed by a student in respect of assignments and other aspects of the above continuous assessment would lead to an "F" grade in the course.

Right of Appeal

- a. Any student accused of involvement in examination misconduct, leakage of question papers or misconduct related to academic writing has a right to fair hearing. Indeed, a number of the preceding provisions are meant to guarantee that. However, refusal/failure by a student to fill the appropriate form giving his/her own version of events or to appear before a Faculty

Committee should not be viewed as denial of such rights.

- b. Any student punished by the Senate for involvement in examination misconduct, leakage or other academic misconduct may appeal directly to it indicating the grounds of the appeal and attaching any supporting documents. The onus is on the appellant to make a case for the Senate to reconsider its earlier decision on him/her.
- c. Upon receipt of an appeal from a student punished for involvement in examination misconduct, leakage or other academic misconducts, the Senate or its Chairman shall refer it to the Senate Appeals Committee on Examination Misconduct. The Committee shall consider each appeal on its own merit depending on the grounds of the appeal and any supporting document provided by the appellant and make appropriate recommendations to the Senate.

Dressing and Dress Code

Dress Code is here defined as any appropriate or formal or informal dress and dressing style in which there is no attempt to expose the body's intimate parts. A dress should have sleeves and extend from the neck to just below the knees. Students of the Department, Center and indeed the University at large are required to dress decently at all times.

The following types of dresses are prohibited

1. Transparent dress that highlights or emphasizes the body's sensual parts, such as the thighs, breasts, etc.
1. Unbuttoned shirts without a t-shirt or a singlet, or an underwear cloth.
2. Clothes that illustrate, enhance, or depict drugs, alcohol or have offensive and violent messages / inscriptions.
3. Clothes that display weapons or any gang-related illustrations and messages/ inscriptions.
4. Military and para-military camouflage
5. T-shirts or clothes with obscene captions.
6. Shorts and skimpy dresses e.g. body hugs, show-one-your-chest, and dresses exposing sensitive parts.
7. Tights, shorts and skirts that are above the knees (except for sporting purposes).
8. Sagging trousers
9. Wearing of ear-rings by male students,
10. Plaiting or weaving of hair by male students.
11. Wearing of colored eye glasses, not on medical grounds in the classroom.

Penalties for Violation of the Dress Code

1. Violators will not be allowed into classrooms, lecture halls, laboratories, and offices of the University.
2. Violators will not be allowed in examination halls.
3. Repeated offenders will face disciplinary action.

Sexual Harassment Policy

The University has zero tolerance to any act of sexual harassment. In its effort to adhere to the global best practices, the University has a policy document to guide its students, staff and third parties (e.g. vendors, visitors, contractors working in the University, business owners within BUK campuses, any other person engaged to render service to staff or student(s) of the University, etc.) on procedures for the prevention, reporting, response mechanisms and consequences of sexual harassment acts. This policy is designed to create a sexual harassment-free environment in the University. The policy will serve as re-enforcement of

relevant sections of the existing code of conduct for staff and students, dress code and conditions of service in the University.

The sexual harassment policy is a clear statement of commitment by the University leadership that sexual assault and harassment are unacceptable. The policy is to:

1. Create awareness among the University community on sexual harassment and other related issues.
2. Create an enabling environment for reporting.
3. Protect the basic rights of the parties involved in sexual harassment act within the University.
4. Maintain peaceful coexistence and mutual respect among the Bayero University community members.
5. Provide guidelines for handling sexual harassment and other related issues.
6. Provide appropriate sanctions for established sexual harassment and other related issues.

The policy is applicable to all members of the University. These include staff, students and third parties. The University is also committed to ensuring that all groups affiliated to it adopt the policy. The University will do all it can to prevent sexual harassment act. However, refer to the sexual harassment policy for the details of sexual harassment reporting procedures, sanctions and other relevant issues.

ABOUT AFRICA CENTER OF EXCELLENCE IN POPULATION HEALTH AND POLICY (ACEPHAP)

ACEPHAP is one of the newly established academic Centres and Institutes in Bayero University. Its establishment was approved by the Senate and Council of the University in 2019. In the year 2019 Bayero University won a competitive grant from the World Bank to the tune of US\$5,000,000 to be received over a period of 5 years based on *Disbursement Linked Indicators (DLIs)*. The grant will be used to support ACEPHAP's postgraduate programmes and research in population health and policy (covering global health and policy, maternal-child health and policy, public health nutrition and policy, public mental health and policy and public health nursing and policy).

SCHOLARSHIP

Full scholarship (to cover tuition, accommodation, stipend and support for dissertation) will be awarded to regional (**non-Nigerian**) students. Nigerian students will however be supported for dissertation.

BRIEF HISTORY OF THE PROGRAMME

The programme is Master of Science in Public Mental Health and Policy. It will be domiciled in the Department of Psychiatry (Faculty of Clinical Sciences) but will have contribution of faculty from other departments like Community Medicine, Mass Communication, Mathematics and Geography coordinated by the Africa Center of Excellence in Population Health and Policy, ACEPHAP

1. PHILOSOPHY, VISION AND MISSION OF THE PROGRAMME

Philosophy

The MSc Public Mental Health and Policy programme is designed to train graduates to acquire knowledge and skills to address societal unmet mental health needs. The programme will also provide skills in advocating, developing and implementing policies that can address contemporary public mental health challenges in a sustainable way.

Mission

To produce skilled manpower related to public mental health towards achieving sustainable solutions to societal unmet mental health needs by linking research findings to policy implementation and the use of state of the art facilities.

Vision

To produce world class graduates in public mental health and policy with capacity and competences to tackle public mental health challenges.

Aim

The programme will equip graduates with necessary skills and expertise in public mental health and policy that will enable them to address present and emerging mental health challenges.

Objectives

The objectives of the programme are to equip graduates with knowledge and skills in:

1. Formulation, implementation and evaluation of public mental health and addiction policies
2. Organization and evaluation of public mental health and addiction services
3. Development and implementation of mental health and addiction services research
4. Mental Health legislation and human rights

Rationale and Justification for the programme (Needs Assessment)

There is a rising level of unmet mental health need across the world and right across the spectrum of low and medium income countries (LMICs) including Nigeria. More than 300 million people suffer from mental disorders which are much more common among the poor, and they in turn increase poverty. Emergencies and major economic transition do increase the rate of certain mental disorders. Depression is ranked as the leading cause of disability worldwide. Mental disorders are among the risk factors for communicable (TB, HIV/AIDS and Malaria) and non-communicable (Diabetes, Hypertension and other cardiovascular conditions) diseases. Stigma and discrimination against persons with mental illness prevent them and their families from seeking mental healthcare; and are likely to lead to more human rights violations. Some of the unmet mental health needs are traceable to absence of mental health policy and legislations that adequately protects the rights of people with mental disorders in many LMICs (West/Central Africa including Nigeria). Therefore, this programme will train skilled manpower with capacity in:

1. Developing the right policy and advocating for its implementation.
2. Changing evidence-based research findings into implementable policies.

Admission Requirement

- I) Basic degree in Health Sciences and Social Sciences with minimum of second-class lower and any other relevant qualification from Bayero University or other recognized institutions.
 - II) A good Postgraduate Diploma in relevant area not below classification of Merit from Bayero University, Kano or any other recognized University provided the conditions prescribed under the Postgraduate Diploma Program are satisfied.
 - III) A minimum of second class upper division degree in a non-related area plus relevant professional qualification obtained after passing a qualifying examination
- Any other qualification deemed equivalent to I, II & III above

NOTE:

1. Passed a pre-admission assessment in addition to satisfying I, II & III above. This will involve passing an aptitude test.

2. Francophone students are required to show

a. Evidence of proficiency in English

or

b. Attend mandatory intercalated English course.

Mode of Study for the Programme

The program is going to be full time academic masters with student-centered learning approach.

The study of different courses for this program shall be through lectures, presentations, tutorials, assignments, small group exercise, field trips, assessing short courses, internet open access courses (MOOC) and discussions.

Duration of the Program

A minimum period of 3 semesters and a maximum period of 6 semesters.

Graduation Requirements:

1. To qualify for the Master of Science in Public Mental Health and Policy (MSc PMHP) Degree in the Department of Psychiatry, the candidate in addition to fulfilling the BUK Postgraduate requirements, must obtain a minimum of 30 credits: 24 credits for coursework and 6 credits for dissertation.
2. Eligibility – Attendance (75%), Continuous assessment (30%) and Pass mark (50%).
3. Preparation and submission of dissertation.
4. Candidates must present at least two seminars.
5. At least one month internship in relevant organization.

Learning Outcome

Graduates of the MSc. Public Mental Health and Policy are expected to:

- a. Become health leaders and managers that can run mental health services in clearly defined populations, conduct edge cutting research, formulate and advocate appropriate interventions in practice and policy.
- b. Be able to look after the mental health and wellbeing of diverse kinds of communities in keeping with the modern practice of the discipline of public mental health.

2. CURRICULUM (800L)

Candidates are required to register for, attend and pass a minimum of 30 credit units. The course comprises:

- a. Eighteen (18) credit units of core courses and six (6) credit units of elective courses.
- b. Conducting a research in the chosen area of specialization and have an external defense of the dissertation (6 credit units).
- c. Presenting seminar on topics of Public Mental Health

importance.

EXAMINATION OF COURSEWORK

A separate assessment examination shall be conducted for each course at the end of the semester in which the course is completed.

Courses shall be assessed by written examinations while research seminars, projects, dissertations, theses and long essays shall be by evaluation of the report and an oral examination, where applicable.

The duration of a written examination of a postgraduate course shall not be less than two hours.

An external examiner shall be involved in the assessment of the research report (howsoever called) and examination scripts. The manner and extent of the involvement of an external examiner shall be as prescribed under the regulations applicable to the various categories of Postgraduate Programmes in the PG School

A student is required to present himself/herself for examination in all the courses for which he /she is registered.

In order to be eligible for examination in a particular taught course, a student shall have attended a minimum of 75% of the total periods of formal instructions delivered for the course. An attendance requirement shall be calculated, taking into account all the types of instructions used in the course.

Each course shall consist of continuous assessment (30 - 40%) and examination (60 - 70%) as applicable.

- (a) Coverage of the syllabus content;
- (b) Quality of students' answers to the various question;
- (c) Quality of practical work, continuous assessment and degree projects;
- (d) Students' readiness for the level of manpower he/she is being trained for;
- (e) External examination or moderation scheme.

ii) State how matters arising from examinations are handled.

All matters arising from examination will be handled by the Department based on the Guidelines of the University.

Course Structure for MSc Public Mental Health and Policy

Core Courses

S/N	Course Code	Course Title	Credit Units
1	PMP8203	Epidemiology of Mental and Substance Use Disorders	2
2	PMP8204	Mental Health legislation, Human Rights and Ethics	2
3	PMP8207	Mental Health System	2
4	PMP8208	Mental Health and Addiction Policy	2
5	PMP8209	Community and Public Mental Health	2
6	PHP8201	Basic Epidemiology and Statistics	2
7	PHP8202	Advocacy Skills in Health Policy	2
8	PHP8203	Research Methodology	2
9	PHP8205	Health Policy Process and Power	2
10	PMP8600	Dissertation	6
	Total		24

Elective Courses

S/N	Course Code	Course Title	Credit Units
1	PMP8201	Introduction to Mental and Substance Use Disorders and their Treatment	2
2	PMP8205	Global Mental Health	2
3	PMP8206	Health Inequalities and Social determinants of Health	2
4	GHM8209	Health Services Management & Financing	2
5	GHM8211	Essential Skills in Global Health (Basic GIS, Mathematical modeling, Cost-effectiveness analysis, Project Management and Meta-analysis)	2
6	PMP8212	Current Issues in Maternal and Child Mental Health	2
Subtotal			12

Year 1:

First Semester Core Courses

S/N	Course Code	Course Title	Credit
1	PHP8201	Basic Epidemiology and Statistics	2
2	PHP8203	Research Methodology	2
1	PHP8205	Health Policy, Process and Power	2
2	PMP8203	Epidemiology of Mental and Substance Use Disorders	2
3	PMP8207	Mental Health System	2
4	PMP8209	Community and Public Mental Health	2
Subtotal			12

First Semester Elective Courses

S/N	Course Code	Course Title	Credit
1	PMP8201	Introduction to Mental and Substance Use Disorders and their Treatment	2
3	PMP8205	Global Mental Health	2
2	GHM8208	Health Services Management and Financing	2
Subtotal			6

Year 1:

Second Semester Core Courses

S/N	Course Code	Course Title	Credit
1	PMP8204	Mental Health legislation, Human Rights and Ethics	2
2	PMP8208	Mental Health and Addiction Policy	2
3	PHP8202	Advocacy Skills for Health Policy	2
Subtotal			6

Year 1:

Second Semester Elective Courses

S/N	Course Code	Course Title	Credit
1	PMP8206	Health Inequalities and Social determinants of Health	2

2	PMP8212	Current Issues on Maternal and Child Mental Health	2
3	GHM8208	Essential Skills in Global Health	2
Subtotal			6

Year 2

1	PMP8600	Dissertation	6
Subtotal			6
Total			36

PMP8203 Epidemiology of Mental and Substance Use Disorders

Course Description

This course will be on the descriptive and analytic epidemiology for major mental disorders and substance use disorders. It will examine issues of classification and nosology of psychiatric disorders, operational case definitions and measurement techniques, prevalence and incidence rates, natural history, risk factor research and plausible explanations for credible risk factors. It will also consider aspects of psychiatric epidemiology that illustrate important problems and concepts in epidemiology generally.

Course Code	Course Title	Course Content
PMP8203	Epidemiology of Mental and Substance Use Disorders	<ol style="list-style-type: none"> 1. Basic Principle: Development of Psychiatric epidemiology, Measurement in Psychiatry, Cultural issues in measurement and research 2. Issues of classification and nosology of psychiatric and Substance Use Disorders 3. Introduction to Psychiatric epidemiologic Study designs 4. Interpretation of Psychiatric epidemiological studies 5. Special Topics: Introduction to genetic epidemiology (Behavioral and Molecular genetics), Large Scale (National, Regional and Global) Surveys and their importance

Course learning objectives

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)
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			Knowledge	Comprehension	Application
Basic Epidemiology and Statistics	<p>1. Summarize simple data sets using appropriate diagrammatic methods and appropriate summary statistics</p> <p>2. Differentiate between population and sample; population parameters and sample statistics and determine sampling variability.</p> <p>3. Perform and interpret the results of a significance test (hypothesis testing) and confidence interval estimation. Use parametric and non-parametric tests appropriately. Know when to use 1, 2 and paired sample t tests, one-way ANOVA, chi-square test, McNemar's test and Fisher's exact test.</p> <p>4. Understand the basic concepts of Epidemiology and describe its general applications</p> <p>5. Understand the Epidemiological basis of disease causation and control</p> <p>6. Understand the various forms of study designs</p>	<p>1. Understand the basic concepts of Epidemiology and study designs</p> <p>2. Appreciate the role of Epidemiology as the Quantitative science underpinning much of public health practice</p> <p>3. Understand the Epidemiological basis of disease causation and control</p> <p>4. Appreciate the basic methodological tools of Epidemiology</p> <p>5. Collate, analyze and interpret Epidemiological data from different sources</p>	30	30	40

PHP8203 Research Methodology

Course description

The course introduces students to the basics of research design and methodology in public health. It provides coverage of quantitative and qualitative methods. Students will understand research approaches, how to conduct literature reviews, write and defend a research proposal and dissertation. It will also include an introduction to qualitative methods and a range of qualitative data collection methods. The students will be introduced to qualitative interviewing, focus group research, observational methods and secondary data analysis. These sessions will discuss the advantages and disadvantages of those methods considering various practical and ethical issues from a multidisciplinary perspective as well as issues of sampling. Students will also participate in workshops on software including NVivo and Atlas.ti.

Course Content

Course	Code:	Course Title:	Course Content
PHP8303		Research Methodology	<ol style="list-style-type: none"> 1. Introduction to research, outline of a research proposal, selection of research topics, problem articulation and formulation of objectives. 2. Literature review, bibliography and referencing. 3. Research designs: quantitative methods, qualitative methods, and mixed methods study. 4. Sample size determination, methods of data collection: quantitative, qualitative methods. 5. Ethical issues in Medical research 6. Conduct of surveys, data management, analysis and presentation of results, discussion of results and report writing. 7. Introduction to qualitative methods 8. Qualitative interviewing, Focus groups, Observational methods, Secondary data analysis: documents and archives 9. Organising and Coding Data and NVivo workshop

Course learning objectives, outcome indices and desired competencies

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application

<p>PHP8203</p> <p>Research Methodology</p>	<ol style="list-style-type: none"> 1. Describe the concept of research and how it is conducted. 2. Know how to develop a research proposal, collect data, analyse and discuss the results. 3. Disseminate the research results/findings appropriately. 4. Describe the conduct of quantitative research methodology. 5. Describe the conduct of qualitative research methodology. 6. Evaluate strengths and weaknesses of specific methods. 7. Understand the principles of Computer Aided Qualitative Data Analysis Software (CAQDAS). 	<ol style="list-style-type: none"> 1. Develop researchable problems and topics. 2. Use appropriate research approach(es) for problem solving. 3. Appropriate use of quantitative and qualitative research methodology. 4. Efficient use of software for both quantitative and qualitative data analysis. 	30	30	40
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PMP8207 Mental Health System

Course Description

This course will acquaints students with mental health systems and the development of a comprehensive approach to the delivery of services to a variety of vulnerable populations living in difficult conditions in the community. The topics include a survey of the variety of current mental health services and evidence-based approaches, the impact on services of governance, organization and financing of services including a primer on Medicaid and Medicare, National

Health Insurance Scheme (NHIS- Nigeria). The link between poverty and mental health and the use of jails as mental asylums, the development (Mental Health system development) of a competent workforce and an introduction to international community mental health issues will be emphasized. Scaling up services (mhGAP), monitoring and evaluation of mental health system and developing and implementing community mental healthcare will be assessed. Students will go through Mental Health System Research.

Course Code	Course Title	Course Content
PMP8207	Mental Health System	<ol style="list-style-type: none"> 1. Survey of the variety of current mental health services and evidence-based approaches 2. The impact on services of governance, organization and financing of services including a primer on Medicaid and Medicare & National Health Insurance Scheme (NHIS- Nigeria) 3. The link between poverty and mental health and the use of jails as mental asylums 4. The development (Mental Health system development) of a competent workforce 5. Introduction to international community mental health issues. 6. Scaling up services (mhGAP) 7. Monitoring and evaluation of mental health system and developing 8. Implementing community mental healthcare. 9. Mental Health System Research.

Course learning objectives, outcome indices and desired competencies

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
PMP8207	<ol style="list-style-type: none"> 1.To define concept and pattern of health inequalities 2.To itemize issues around inequalities 	1.Design a model utilizing the concepts learned that effectively incorporates the most appropriate financing and service delivery	60%	30%	10%

	<p>3.To state the different relationship between inequalities – social construct, culture and measurement</p> <p>4.To discuss mental health inequalities based on socioeconomic status, education, spatial, ethnic /racial, sex and gender disparities</p> <p>5.To explain disparities in success and quality of mental health care</p> <p>6.To list and discuss some social determinants of health</p> <p>7.To state the role of policy and health services in reducing inequalities</p>	<p>approach to achieve values and goals</p>			
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PMP8201 Introduction to Mental and Substance Use Disorders and their Treatment

Course Description

The course will focus on characterization and symptoms of mental disorders (Autism, schizophrenia, SAD, PTSD, ADHD, anxiety disorders, bi-polar disorders, personality disorders etc.), substance abuse disorder, eating disorders/culture bound syndromes, somatoform disorders, assessment of atypical mental behaviors leading to criminal offenses, Defining forensic mental health, neuro-mechanisms of abnormal mental disorders related to criminal offenses. Characterization of nociceptive substances, neurotoxicology of drugs of abuse (effects of stimulants & depressants on the CNS), pharmacogenomics of abused drugs, substance abuse-mediated psychological irregularities & behaviors, rapid assessments of drugs of abuse (POCT), adolescent trauma & substance abuse, psychosocial model (assessment & ICD 10 diagnosis) of addiction; screening tools such as ASSIST Questionnaire, CAGE questionnaire, Alcohol-related Problems Survey (ARPS), Alcohol Use Disorders Identification Test (AUDIT), Impressions of Medication, Alcohol, and Drug Use in Seniors (IMADUS); psychological therapies of substance abuse (Contingency Management (CM), Motivational Enhancement Therapy (MET), community re-enforced approaches, Brief Interventions (BI), family behavior therapy, Relapse Prevention (RP), Social Behavior & Network Therapy

(SBNT)); legal & ethical implications in the treatment & prevention of substance abuse disorders.

Those that have at least 1 year training in psychiatry residency or 2 years of mental health nursing need not register this course.

Course Content

Course Code	Course Title	Course Content
PMP8201	Introduction to Mental and Substance Use disorders and their Treatment	<ol style="list-style-type: none"> 1. Characterization and symptoms of mental disorders (Autism, schizophrenia, SAD, PTSD, ADHD, anxiety disorders, bi-polar disorders, personality disorders etc.), Biopsychosocial approach in etiology, treatment and prevention of mental and behavioral disorders 2. Substance Use disorders: Pharmacogenomics of abused drugs, substance abuse-mediated psychological irregularities & behaviors, rapid assessments of drugs of abuse (POCT), adolescent trauma & substance abuse, psychosocial model 3. Forensic mental health, Legal & ethical implications in the treatment & prevention of mental disorders and substance use disorders.

Courses learning objectives, outcome indices and desired competencies

Course Code	Learning Objectives	Outcome Indices	Desired Competencies		
			Knowledge	Comprehension	Application
PMP8201	<ol style="list-style-type: none"> 1. Describe major mental disorders and substance use disorders 2. Recall and understand the steps involve in assessment of individual with mental health and substance use problems 3. Know the various common tools used in the assessment of substance use 4. Know the legal and ethical implications in assessment, treatment and prevention of mental illness and substance use 	<ol style="list-style-type: none"> 1. Ability to differentiate broadly different types of mental disorders based on their symptoms and signs 2. Ability to differentiate features associated with common substances of abuse base on their effects on psyche and behavior 3. Choice of the appropriate screening tool for each substance of abuse and interpret the result of the screening 4. Critically appraise the legal and ethical issues involve in assessment, treatment 	60%	30%	10%

		and prevention of mental illness and substance use disorders			
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GHM8208 Health Services Management & Financing

Course Description

This module is designed to develop critical analysis of issues in health services management and financing and to enable students to devise appropriate management and financing responses. It demonstrates the need for a multi-disciplinary approach to understanding health services and the contributions that medicine, sociology, economics, history and epidemiology make.

Course Content

Course Code: GHM8213	Course Title: Health Services Management and Financing	Course Content
		<ol style="list-style-type: none"> 1. Introduction to health services' management. 2. Planning and implementation of health programmes. 3. Evaluation of health programmes. 4. Quality Management. 5. Introduction to healthcare financing. 6. Funding for health. 7. Paying healthcare providers. 8. Introduction to economic evaluation in healthcare.

Course learning objectives, outcome indices and desired competencies

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
Health Services Management and Financing	<ol style="list-style-type: none"> 1. Understand health services management and describe the basic functions of a health manager. 2. Explain how different disciplines contribute unique insights to how a health service functions. 3. Describe and give examples of the inputs, 	<ol style="list-style-type: none"> 1. Perform the basic functions of a health manager. 2. Work with other disciplines to plan, implement and evaluate health programmes. 	60	20	20

	<p>processes and outcomes of health services;</p> <p>4. Analyse key, persistent and widespread challenges in providing health services and design approaches to address them.</p> <p>5. Describe healthcare financing and different funding options.</p>	<p>3. Solve key health management challenges.</p> <p>4. Design and implement healthcare financing models.</p>			
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PMP8205 Global Mental Health

Course Description

This course will taught students about Global burden of mental, Neurological and Substance use disorders in terms of disability, mortality and economic losses, relevance of mental health to key issues in global health and development (Sustainable Development Goals (SDGs)), Disaster mental health – vital aspect of humanitarian responses – post-disaster psychiatric disorders and challenges when working with victims, culture and mental illness – role of culture in the manifestation of psychopathology, Internally displace persons (IDPs), Migrants and Refugees - migration and impact on mental health.

Course Content

Course Code	Course Title	Course Content
PMP8205	Global Mental Health	<ol style="list-style-type: none"> 1. Global burden of mental, Neurological and Substance use disorders in terms of disability, mortality and economic losses, 2. Sustainable Development Goals SDGs, Relevance of mental health to key issues in global health and development 3. Disaster mental health – vital aspect of humanitarian responses – post-disaster psychiatric disorders and challenges when working with victims, Culture and mental illness

		<p>4. Internally displace persons (IDPs), Migrants and Refugees (Emphasis to women and Children)- migration and impact on mental health.</p> <p>5. Role of culture in the manifestation of psychopathology</p>
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Course learning objectives, outcome indices and desired competencies

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
PMP8205	<p>1. Understand global burden of mental, neurological and substance use disorders and relationship to global health and development and approaches to mental health promotion, prevention and treatment</p> <p>2. Discuss disaster mental health issues, associated psychiatric disorders and challenges when working with victims.</p> <p>3. Learn about the effect of culture on the manifestation of mental illness</p> <p>4. Discuss impact of migration on mental health</p> <p>5. Learn about Migration and internal displacement association with mental health with emphasis on special populations</p>	<p>1. Critically assess the global burden of mental, neurological and substance use disorders in terms of disability, mortality and economic losses</p> <p>2. Explain the relevance of mental health to key issues in global health and development;</p> <p>3. Compare and contrast different approaches to mental health promotion, prevention and treatment</p> <p>4. Critically evaluate local and global priorities for mental health research, policy and services</p> <p>5. To discuss the content of SDG 3 and its relevance to mental health globally and locally</p> <p>6. Be able to state the mental health problems of Internally displace persons (IDPs), Migrants and Refugees with emphasis to women and children</p>	70%	20%	10%

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PMP8209 Community and Public Mental Health

Course Description

This course will acquaints students about Medical model and public health model, Key domains of public health that influence mental health and the behavioral sciences involved. Prevention in relation to mental health: Primary, Secondary, Tertiary; Indicated, Selective and Universal, Benefits of incorporating the public health approach to mental health will be discussed.

Course Content

Course Code	Course Title	Course Content
PMP8209	Community and Public Mental Health	<ol style="list-style-type: none"> 1. The Mental Health Context in Public Health. 2. The current provision of community mental health services, 3. Scaling up services for whole populations, 4. Stigma, discrimination, and community awareness about mental illnesses, 5. Developing a consensus for engagement (stakeholders in mental healthcare), 6. Human and financial resources, 7. Development, organization, and evaluation of services, 8. Advocacy for Mental Health 9. Prevention of Mental Illness and promotion of Mental Health 10. Quality Improvement for Mental Health 11. Challenges in implementing community mental health care

PMP8204 Mental Health Legislation, Human Rights and Ethics

Course Description

This course will introduce students to major issues in mental health legislation and Human rights: Interface between mental health and mental health policy, Protecting, promoting and improving rights through mental health legislation (Nigeria’s experience), Key regional and international human rights instruments, Content of mental health legislation and Drafting, adopting and implementing mental health legislation.

Course Content

PMP8204	Mental Health legislation, Human Rights and Ethics	<ol style="list-style-type: none"> 1. Context of mental health legislation: Interface between mental health law and mental health policy, Protecting, promoting and improving rights through mental health legislation (Global, West/ Central Africa, Nigeria’s experience), Key regional and international human rights instruments, Standards applicable to mental health 2. Content of mental health legislation: Definitions(Mental illness, disorder, disability, incapacity, unsoundness of mind), Access to mental healthcare, Rights of users, Rights of families and carers with mental illness, competence, capacity and guardianship, voluntary and involuntary mental healthcare, special treatments, seclusion and restraint, clinical experimental research. 3. Process: Drafting, Adopting and implementing mental health legislation. 4. Mental Health Ethics: In Practice and Research
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Course learning objectives, outcome indices and desired competencies

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
PMP8204	<ol style="list-style-type: none"> 1.To learn about interface between mental health and mental health policy 2.To understand protecting, promoting and improving rights through mental health legislation 3.To know about regional and international human rights instrument 4.To know about the philosophical origin of medical ethics, principlism and their application in research and practice 	<ol style="list-style-type: none"> 1.Describe the various context in which mental health laws emanate 2.Able to described key regional and international human rights instruments and their application to mental health legislation 3.Able to define common mental health legislation terminologies 4.Describe the process of drafting, adopting and implementing mental health legislation 	50%	30%	20%

		5. Able to critically discuss and proffers solutions to ethical dilemma in mental health issues			
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GHM8215 Basic Skills in Global Health

Course Description

The central focus of this course is to acquaint the student with basic skills required to perform and appreciate research and convey scientific information. Topics will be discussed at a basic level with option of in-depth studies during standalone workshops and mentored coaching. Topics will be preceded by general introduction to theoretical frame works, and concluded with hand on in dry laboratories.

Course Content

Course Code: GHM8215	Course Title: Basic skills in Global Health	Course Content
		<ul style="list-style-type: none"> • Introduction to basic GIS • Overview of basic mathematical modeling • The process of decision analysis • The process and conduct of meta-analysis • Description of cost effectiveness/ cost Utility/cost minimization analysis • The process and conduct of manuscript writing

Course learning objectives, outcome indices and desired competencies

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
Basic Skills in Global Health	1. Demonstrate understanding of Basic GIS 2. Demonstrate understanding of Basic Mathematical Modelling 3. Demonstrate understanding of simple decision analysis	1. Execute Basic GIS processing 2. Perform Basic Mathematical Modelling 3. Perform simple Decision analysis	30	30	40

	<p>4. Demonstrate understanding of Meta-analysis</p> <p>5. Demonstrate the understanding of Cost effectiveness/ Cost Utility/Cost minimization analysis</p> <p>6. Understand the manuscript writing process.</p>	<p>4. Perform basic Meta-analysis</p> <p>5. Demonstrate understanding of Cost effectiveness/ Cost Utility/Cost minimization analysis</p> <p>6. Perform manuscript writing task.</p>			
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PHP8202 Advocacy Skills for Health Policy
Course description

This course provides students with information and skill building exercises to develop and enhance self and group advocacy skills. The course teaches the skills and strategies necessary to be an effective advocate.

Course Content

Course Code	Course Title	Course Contents
PHP8202	Advocacy Skills for Health Policy	<p>0. Introduction to advocacy in health policy</p> <p>1. Philosophy and principles of advocacy in health policy</p> <p>2. Types of advocacy</p> <p>3. Development and use of advocacy tools</p> <p>4. Strategies for advocacy in health policy</p> <p>5. Developing monitoring and evaluation tools in advocacy</p> <p>6. Evaluating advocacy for health policy</p> <p>7. Partnerships in advocacy for health policy</p>

Course learning objectives, outcome indices and desired competencies

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application

Advocacy Skills for Health Policy	1. Explain the key principles and types of advocacy in health policy 2. Demonstrate ability to use conceptual and theoretical knowledge to develop, monitor and evaluate advocacy for health policy through a multidisciplinary approach. 3. Describe how to develop and apply strategies for advocacy in health policy through a written and verbal approach.	1. Know the principles and types of advocacies in health policy. 2. Know how to use conceptual and theoretical knowledge in development, monitoring and evaluation of health policy. 2. Acquire written and verbal skills that can be used for effective advocacy.	30	30	40
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PMP8206 Health Inequalities and Social Determinants of Health

Course Description

This course will focus on concept and pattern of inequalities, politics of inequalities, social construct and inequality, culture and inequality and measurement of inequalities. Mental health inequalities: Socioeconomic status, education, spatial, ethnic and racial, sex and gender disparities, Disparities in success to mental healthcare, Disparities in quality of mental health care. Social determinants of health. Role of policy and health services in reducing inequalities. Research in health and mental health inequalities

Course Content

Course Code	Course Title	Course Contents
PMP8206	Health Inequalities and Social Determinants of Health	1. Concept and pattern of inequalities 2. Politics of inequalities 3. Social construct and inequality

		<ol style="list-style-type: none"> 4. Culture and inequality 5. Measurement of inequalities. 6. Mental health inequalities: Socioeconomic status, education, spatial, ethnic and racial, sex and gender disparities 7. Disparities in success and quality to mental healthcare 8. Social determinants of health. 9. Role of policy and health services in reducing inequalities. 10. Research in health and mental health inequalities
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Course learning objectives, outcome indices and desired competencies

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
PMP8206	<ol style="list-style-type: none"> 1.To define concept and pattern of health inequalities 2.To itemize issues around inequalities 3.To state the different relationship between inequalities – social construct, culture and measurement 4.To discuss mental health inequalities based on socioeconomic status, education, spatial, ethnic /racial, sex and gender disparities 5.To explain disparities in success and quality of mental health care 6.To list and discuss some social determinants of health 	<ol style="list-style-type: none"> 1. Explain inequity in the distribution of health and its fundamental social causes. 2. Apply major theoretical perspectives to the explanation of social determinants of health. 3. Know approaches and methods of measurement of health inequalities. 4. Conceptualize the requirements for effective prevention of disease with a focus on culturally bound issues, which shape appropriate intervention. 5. Critically evaluate different accounts of health disparities, recognize gaps in knowledge, and identify areas for future research. 	60%	20%	20%

	7.To state the role of policy and health services in reducing inequalities				
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PMP8212 Current Issues in Maternal and Child Mental Health

Course Description

This course will discuss issues about the vulnerable population in terms of mental health access. Also the peculiar need of treatment and services for this population will be expanded vis-à-vis the challenges of LMICs.

Course Content

Course Code	Course Title	Course Contents
PMP8212	Current Issues in Maternal and Child Mental Health	1. Prevalence, Risk factors and Consequences to women of maternal mental health problems in Low-medium income countries (LMICs) 2. Impact of maternal mental health problems on their infants with particular reference to LMICs 3. Identification of mental health problems during the perinatal period 4. Community-based interventions for improving health and psychosocial outcomes with reference to WHO Mental health Gap (MhGAP) document and LMICs adaptation of it

Course learning objectives, outcome indices and desired competencies

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
PMP8212	1. To describes the prevalence, risk factors and Consequences to women of maternal mental health problems in Low-medium income countries (LMICs)	1. To demonstrates the knowledge of the prevalence, risk factors and consequences to women of maternal mental health problems in Low-	60%	30%	10%

	<p>with emphasis on west Africa. m</p> <p>2. to learn about the impact of maternal mental health problems on their infants with particular reference to LMICs</p> <p>3. To learn about the identification of mental health problems during the perinatal period</p> <p>4. Community-based interventions for improving health and psychosocial outcomes with reference to WHO Mental health Gap (MhGAP) document and LMICs adaptation of it</p>	<p>medium income countries (LMICs)</p> <p>2. To be able to explains the impact of maternal mental health problems on their infants with particular reference to LMICs</p> <p>3. To describes how to identify mental health problems during the perinatal period</p> <p>4. To demonstrates the knowledge of Community-based interventions for improving health and psychosocial outcomes with reference to WHO Mental health Gap (MhGAP) document and LMICs adaptation of it</p>			
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PMP8205 Mental Health and Addiction Policy

Course Description

The course will provides introduction to developing a mental health and addiction policy and ways of implementation: defining policy, the essential steps in developing mental health policy – assessing the population needs, gathering evidence for effective strategies, consultation and negotiation, setting out the vision, values, principles and objectives of policy, determine area for actions, identify the major roles and responsibilities of different sectors, dissemination of policy, generating political support, developing supportive organization, setting up pilot projects in demonstration areas, empower mental health providers and reinforce inter-sectoral coordination.

Course Content

Course Code	Course Title	Course Contents
PMP8205	Mental Health & Addiction Policy	1. To state the definition of policy in relation to health and Mental Health

		2. Learn how to go about the essential steps in developing mental health and addiction policy 3. Discuss the issues involved in implementation of mental health and addiction policy
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Course learning objectives, outcome indices and desired competencies

Course	Learning Objectives	Outcome Indices	Desired Competencies (%)		
			Knowledge	Comprehension	Application
PMP8205	1. To state the definition of policy in relation to health 2. Learn how to go about the essential steps in developing mental policy 3. Discuss the issues involved in implementation of mental health policy	1. To state the definition of policy in relation to health and mental health 2. be able to go about the essential steps in developing mental health and addiction policy 3. Discuss the issues involved in implementation of mental health and addiction policy 4. Be able to develop policy for a selected issue of student choice in mental health or Addiction following the essential steps	50%	20%	30%

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