

NAME OF SCHOOL: SCHOOL OF HEALTH INFORMATION MANAGEMENT, JOS UNIVERSITY TEACHING HOSPITAL (JUTH)

EMAIL; shim@juth.org.ng

BRIEF HISTORY

The school was established on 12th October, 2012 with Mr. Eche Stephen as the School coordinator who was appointed on contract bases during the leadership of Dr. Ishaya Pam who was the CEO/CMD of JUTH. The School was established as a monotechnic institution to run a National Diploma Programme in Health Information Management.

Mr. Eche as the school coordinator worked for five years and handed over to Mr. Jinmi Shemfe in 2018. Mr. Shemfe headed the school for a period of five years and handed over to Mrs.

Incham Rifkatu Yusuf in April, 2023.

The school got its first accreditation in the year 2016, October 27th and also secured three years Interim accreditation with effect from 30th September, 2019 and thereafter gained four years full accreditation effective from 12th August, 2023.

Since inception, the school has graduated 10 sets and now having the 11th set ready to commence their SIWES with effect from 5th August, 2024.

The school is presently having six permanent lecturers that take core courses with about 16 lecturers that take other courses as shown below:

S/N	NAME OF STAFF	QUALIFICATION WITH DATES	COUSES TAKEN	PROFESSIONAL LICENSE NO. AND EXPIRATION DATE	REMARK FT=Full Time PT= Part Time
1	SALAMATU BAKO MUSA	<ul style="list-style-type: none">- PGD in Management ATBU Bauchi 2017- HND in HIM, SHIM ABUTH ZARIA, 2010- MSc. HIM (in view)	CLINICAL CODING	HRB/ZA/10/1713/HRO	HOD
2	INCHAM RIFKATU YUSUF	<ul style="list-style-type: none">- HND in HIM, SHIM ABUTH ZARIA, 2011		HRB/ZA/11/2842/HIMTG	SCH. CO

3	JIBARANG TAMAR KANI	<ul style="list-style-type: none"> - MSc Management ABTU BAUCHI 2018 - PGD Management ABTU BAUCHI 2005 - HND in HIM SHIM ABUTH ZARIA,2000 	HEALTH INFORMATION MANAGEMENT, HEALTH PLANNING & MGT.	HRB/ZA/00/1713/H RO	PT
4	NANNA MILDRED KUDEN	<ul style="list-style-type: none"> - LL.B. Law UNI JOS 2009 - CALL TO BAR 2010 - HND HIM SHIM ABUTH ZARIA 2010 	CITIZENSHIP EDUCATON, MEDICO LEGAL ASPECT OF him	HRB/ZA/10/2329/H IMTG	PT
5	YASHIM CHRISTINE NYENI	<ul style="list-style-type: none"> - PGD Education NTI Kaduna 2020. - HND in HIM SHIM ABUTH ZARIA, 2007 	HOSPITAL STATISTICS	HRB/ZA/07/1170/H IMTG	FT
6	JOSEPH PETER IZANG	<ul style="list-style-type: none"> - HND in HIM SHIM ABUTH ZARIA, 2013 	MEDICAL DEMOGRAPHY	HRB/ZA/12/3547/H IMTG	PT
7	HENRY MATTHEW KUMAI	<ul style="list-style-type: none"> - MSc. HIM (IN VIEW), - BSC HIM 	RECORDS DOCUMENTATION SYSTEM, DATABASE MANAGEMEN SYSTEM AND INTRO. TO COMPUTERS.	HRB/RB/16/5365/H IMO	FT
8	CHAI KUKUM PYAM	<ul style="list-style-type: none"> - PGD Education in view NTI Kaduna 2022 - HND SHIM UCH IBADAN, 2014 	ELECTRONIC HEALTH RECORDS, COMMUNICATION IN HIM & HEALTH INFORMATION MANAGEMENT	HRB/IB/3700/HIM TG	FT
9	CHARLES NDUKA ASUFI	<ul style="list-style-type: none"> - BSc. COMPUTER SCIENCE 	COMPUTERS, PACKAGES, HEALTH INFORMATICS AND INTRO. TO OPERATING SYSTEM		FT
10	ABARSHI ALI YAKUBU	<ul style="list-style-type: none"> - PGD Education UduSokoto 2008 - PGD Statistics UNI Jos 2014 - HND Statistics KAD, poly 1994 	DESCRIPTIVE STATISTICS		PT

11	BENJAMIN BENJAMIN BISHTU IDI	<ul style="list-style-type: none"> - PGD Monitoring & Evaluation - HND in HIM SHIM ABUTH ZARIA, 2007	MONITORING AND EVALUATION	HRB/ZA/07/1208/H IMTG	PT
12	DR. NWOGA CHARLES NNAEMEKI	<ul style="list-style-type: none"> - MBBS MEDICINE - PG MEDICINE in psychiatry UNN TSUKA 2003 PGMCN 2014	MEDICAL SOCIOLOGY		PT
13	GONDIM SEYILNEN KOPSE	<ul style="list-style-type: none"> - HND in STATISTICS PLA POLY BARKINLADI 2008	MATHEMATICS FOR HIM APPLIED GENERAL STATISTICS AND FUNDAMENTALS OF DATA ANALYSIS		PT
14	NICODEMUS SAMSON NYAKO	<ul style="list-style-type: none"> - MSc Economics - BSc ECONOMICS UNI JOS 2012 ABU ZARIA 2008	RESEARCH METHODOLOGY AND ENTREPRENEURSHIP		PT
15	ISMAIL ABDULRAMAN LAWAL	<ul style="list-style-type: none"> - LL.B LAWS BU - CALL TO BAR KANO 2010 2012	CITIZENSHIP EDUCATION		PT
16	OCHEJE EVELYN .O.	<ul style="list-style-type: none"> - PGD Public Health - HNG in PHYSIOLOGY AND PHARMACOLOGY TECHNIC ATUB BAUCHI 2006 UNI JOS 2007	PRIMARY HEALTH CARE		PT
17	JIBARANG NENWARNGDUN G KANI	<ul style="list-style-type: none"> - BSc ANATOMY AND PHYSIOLOGY BINGHAM UNI KARO NASARAWA	ANATOMY AND PHYSIOLOGY		FT
18	CHIZOBA PATRICIA OGUERI	<ul style="list-style-type: none"> - BA in ENGLISH NTI KADUNA 2019	USE OF ENGLISH, COMMUNICATION IN ENGLISH		
19	SELCHANG VONGDIP	<ul style="list-style-type: none"> - HIM, CHT ZAWAN, 2020	FUNDAMENTALS OF MEDICAL PRACTICE	HRB/ZN/20/67531/ HIMTG	PT

20	EMMANUEL BALA	<ul style="list-style-type: none">- B.Eng.COPUTER ENGINEERING, FUT. MINA, 2016- M. Eng COMPUTER ENGINEERING, FUT. MINA 2024	INTRODUCTION TO PROGRAMMING		PT
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LECTURERS GALLERY



SALAMATU BAKO MUSA (HOD/LECTURER)



RIFKATU INCHAM YUSUF (SCHOOL COORDINATOR)



BENJAMIN BENJAMIN BISHTU IDI (LECTURER)



JIBARANG TAMAR KANI (LECTURER)



YASHIM CHRISTINE NYENI (LECTURER/STUDENT AFFAIRS OFFICER)



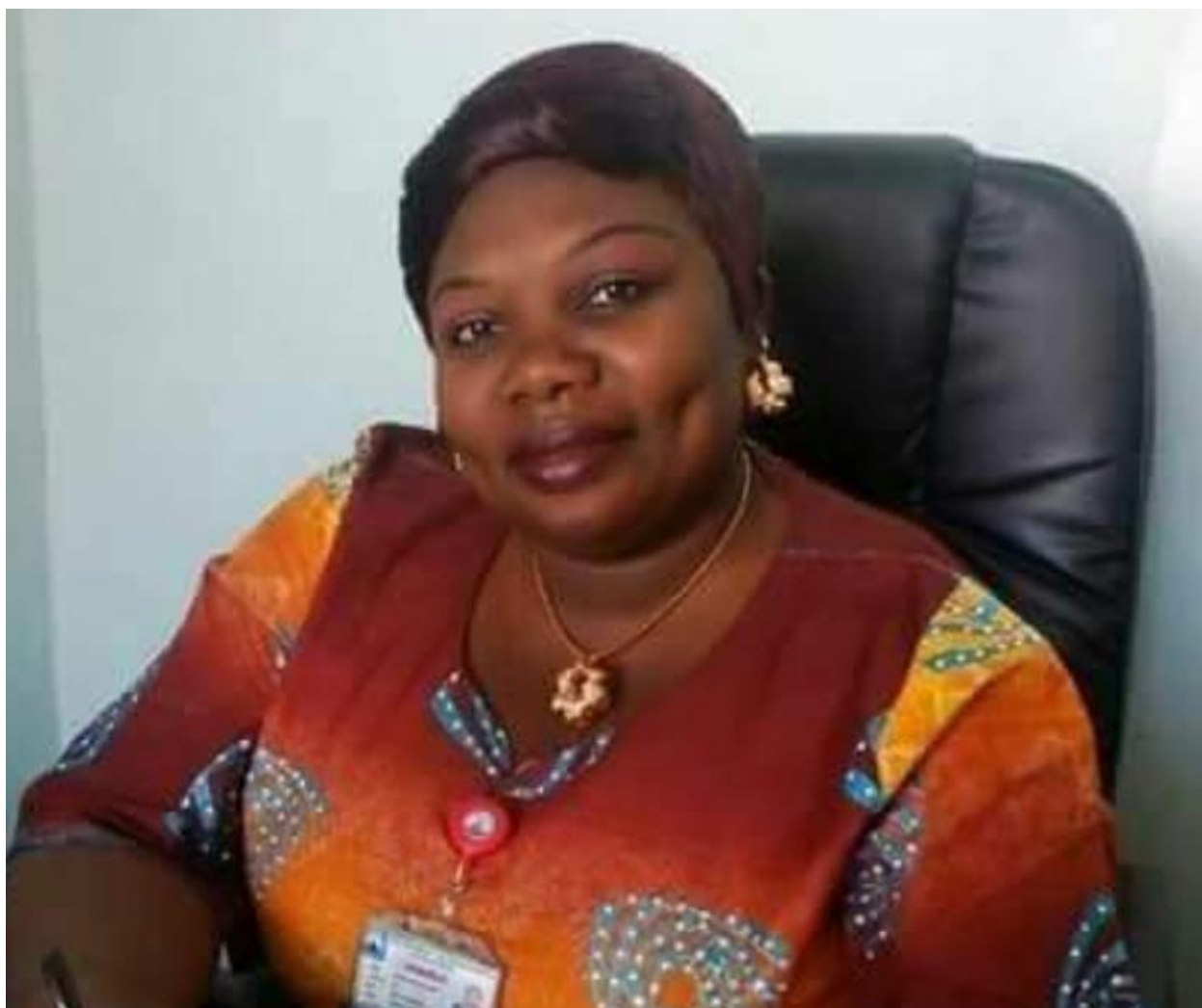
JOSEPH PETER IZANG (LECTURER)



HENRY MATTHEW KUMAI (LECTURER)



CHAI KUKUM PYAM (LECTURER/ EXAM OFFICER)



NANNA MILDRED KUDEN (LECTURER)



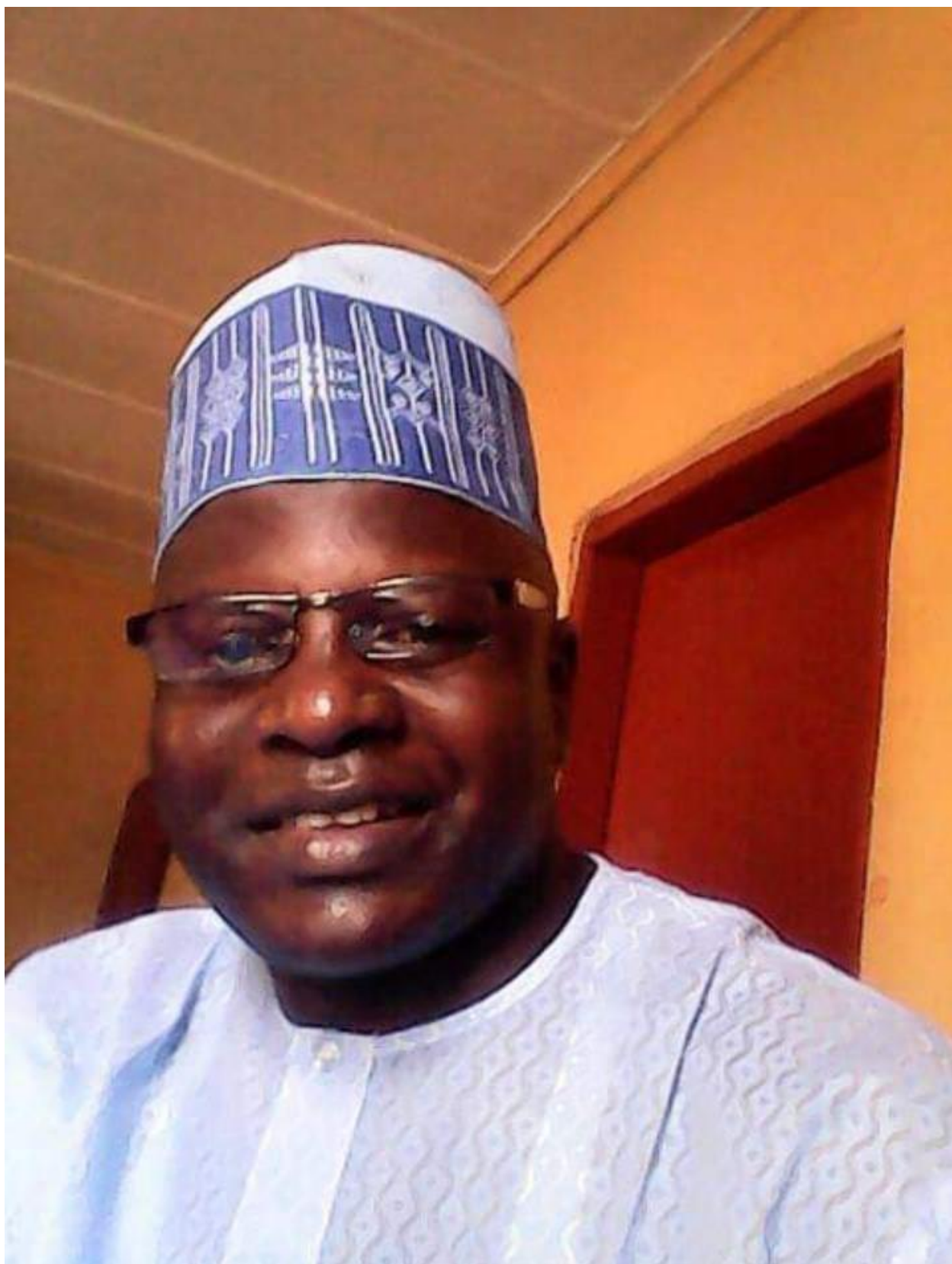
GONDIM SEYILNEN KOPSE (LECTURER)



NICODEMUS SAMSON NYAKO (LECTURER)



CHARLES NDUKA ASUFI (LECTURER)



ABARSHI ALI YAKUBU (LECTURER)



ISMAIL ABDULRAMAN LAWAL (LECTURER)



OCHJEJE EVELYN .O. (LECTURER)



JIBARANG NENWARNGDUNG KANIN (LECTURER)



SELCHANG VONGDIP (LECTURER)



CHIZOBA PATRICIA OGUERI (LECTURER)



EMMANUEL BALA (LECTURER)



STUDENTS WRITING EXAM



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STUDENTS WRITING EXAM

STUDENT HAND BOOK (FIRST EDITION)

SCHOOL OF HEALTH INFORMATION MANAGEMENT

JOS UNIVERSITY TEACHING HOSPITAL

PMB 2076 JOS, PLATEAU STATE



MOTTO

ENTER TO LEARN – LEAVE TO SERVE

STUDENT'S HANDBOOK

(FIRST EDITION)

OCTOBER, 2019

SCHOOL OF HEALTH INFORMATION MANAGEMENT

JOS UNIVERSITY TEACHING HOSPITAL

PMB 2076 JOS, PLATEAU STATE

MISSION STATEMENT:

TRAINING AND DEVELOPMENT OF MANPOWER NEED IN HEALTH INFORMATION
MANAGEMENT A CENTRE OF EXCELLENCE IN HEALTH INFORMATION
MANAGEMENT FOR FUTURE CHALLENGES

VISION:

TO PROVIDE HEALTH INFORMATION MANAGEMENT AS THE BACKBONE FOR
EFFECTIVE AND EFFICIENT MEDICAL PRACTICE

STUDENT'S HANDBOOK

(FIRST EDITION)

OCTOBER, 2019

FOREWORD

In all institutions of learning, the Students Handbook is a vital companion and a guide to every student. Learning conditions and situations are dynamic, that is why we have decided to print this first edition of the Students Handbook.

This edition is made by the School authority in Collaboration with the Hospital Management. The Institution is primarily for the realization of our quest for academic excellence, peaceful and harmonious co-existence and the acquisition of functional education for purposeful national development.

It is our sincere hope and desire that all students of this noble institution should get themselves well acquainted with the rules and regulations of the School contained in this Handbook. We hope that this Handbook will positively mould the students and make them successful in their academic pursuit as well as better citizens in the nation at large. Accept the assurance of School Management commitment to the development of the School to greater heights.

Shemfe J. G

School Coordinator

PRINCIPAL OFFICERS OF THE HOSPITAL

- ❖ Board Chairman
- ❖ Chief Medical Director (CMD)
- ❖ Chairman Medical Advisory Committee (CMAC)
- ❖ Director of Administration (DA)
- ❖ Deputy CMAC (Training/Education)
- ❖ Deputy CMAC (Clinical)
- ❖ Deputy CMAC (Research and Ethics)

PRINCIPAL OFFICERS OF THE SCHOOL

- School Coordinator
- Deputy Coordinator
- Academic & Examination Affairs Officer
- Students Affairs Officer
- Administrative Officer
- School Secretary

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PART I: GENERAL INFORMATION

1. Brief History Of Jos University Teaching Hospital

The Jos University Teaching Hospital was established in June, 1981 for the training of medical student at undergraduate and postgraduate levels.

In 1977, Professor A.C. Ikeme, the foundation Dean of the new Medical School of the University of Jos and Professor E. Olisa, the foundation Head of Pathology Department identified the then Murtala Mohammed Hospital as one that could be upgraded to temporarily house a Teaching Hospital that can be used for training of medical students. This was confirmed by an inspection team from Nigerian Medical and Dental Council in 1978.

The upgrading, which was then planned and implemented by a Committee under the Chairmanship of Professor Emmanuel U. Emovon, the then Vice Chancellor of the University of Jos involved:

1. Building of:
 - i. Additional wards and a delivery suite to increase the bed complement from 300 to 505.
 - ii. Three (3) Theatre Suites.
 - iii. General Out Patient and Consultant Clinics.
 - iv. Lecture Theatres and Office Facilities.
2. Major re-organization to establish the rational clinic and laboratory Departments of Medicine, Surgery, Chemical Pathology, Psychiatry, Physiotherapy and the Supporting Services Units.
3. Recruitment of capable Faculty Lecture/Consultants, Resident Doctors and Technologist to man these facilities.
4. Procuring essential equipment to make the new Department functional for teaching purposes.

Although the first set of medical students started using the facilities in June, 1979, it was not until 1981 that, the institution was formally recognized as a Teaching Hospital by an Act of Parliament. It was then mandated to -

- i. Provide tertiary and referral services to Nigerians resident in Plateau, Bauchi, Benue, and later Gongola (Adamawa, Taraba), and Kaduna states as well as Abuja (FCT) and promote Primary Health Care in Plateau State.
- ii. Provide facilities for medical research and training of medical students and allied professionals.

By 22nd June, 1981, the Hospital's property was leased to the Federal Ministry of Health in an agreement signed by the then Federal Ministry of Health, Mr. V. Ugwu and Plateau State Commissioner of Health, Mrs. Catherine Hoomkwap.

The first management board was inaugurated in 1980 under the chairmanship of Mr. Silas Janfa and they contributed a lot to the aforementioned upgrading. Prof. A. C. Ikeme, foundation, Dean of the Medical School, also headed the Teaching Hospital. Professor Ikeme was succeeded as Dean in 1984 by Professor E. O. Oji.

In 1985, Teaching Hospitals (JUTH inclusive) were reorganized through the instrument of Decree No. 10 to wear the following new look:

- i. New Management Board was constituted.
- ii. The position of Chief Medical Director was established and separated from that of the Dean of the Associated Medical School.
- iii. The Administrative set up of the Hospital were reorganized into two Directorates- Directorate of Administration and the Directorate of Clinical Services.

A new Board under the chairmanship of Colonel M. A. Green was inaugurated for Jos University Teaching Hospital in 1985, while Professor Shima K. Gyoh – consultant surgeon and former commissioner of Health in Benue state was appointed as the first Chief Medical Director. Under his leadership, the Hospital was given a new lease of life. He (Prof. Gyoh) initiated some administrative changes along the line of Decree 10, began the rehabilitation of building and equipment and made some definite stride towards improving the level of patient care. His (Prof. Gyoh) tenure was short-lived when he was appointed the Director General, Federal Ministry of Health.

Professor J. T. Momoh, a consultant paediatric surgeon, was then appointed as Chief Medical Director in August, 1988. The Hospital under his leadership was opened up with resultant influx of very competent and experienced health professionals of different cadre. Some facilities were further expanded while old equipments were refurbished and new ones procured to enhance services.

Professor J.T. Momoh completed his tenure in 1996 and was succeeded by another consultant surgeon, Dr. Daniel Iya. He improved and expanded the scope of services of the hospital. His tenure witnessed remarkable improvement in discipline and provision of equipment as well as commencement of work at the permanent site of the Hospital at Lamingo which was abandoned due to lack of funding.

Dr. Daniel Iya successfully completed his tenure and handed over to Dr. V.M. Ramyil, who acted as Chief Medical Director from April, 2004 to 16th June, 2005. He worked relentlessly to improve services with the procurement of additional equipment.

Professor V. M. Ramyil's tenure ended on 16th June, 2005 when Dr. Ishaya C. Pam was appointed as Chief Medical Director. His major concern was to complete the first phase of the permanent site of the hospital. He set out to work and with the active support of the then President and Commander-in-Chief of the Armed forces, Chief Olusegun Obasanjo GCFR, work

resumed at the permanent site in earnest. The Board of Management under the Chairmanship of Dr John Lawani of blessed memory worked assiduously to ensure that work was completed on schedule.

With the demise of Dr John Lawani, Dr. Abdulkarim Ibrahim, was appointed to Chair the Board. His exemplary commitment ensured the completion of the phase one of the project which was commissioned on Tuesday, 24th May, 2007 by then President, Chief Olusegun Obasanjo, GCFR.

Dr. Ishaya Pam's tenure ended on 16th June, 2013 having relocated the Hospital to the permanent site at Lamingo. He was succeeded by Professor Edmund B. Banwat, with Board of Management that are forward looking with the ultimate objective of transforming the Hospital into a world class Teaching Hospital. The journey in this regard has started with the development of a 5-Year Strategic Plan (January 2015- December, 2019).

2. SCHOOL OF HEALTH INFORMATION MANAGEMNT

The School of Health Information Management which was medical Records Oriented (preliminary programme), started in 1988. The purpose was to staff the department to get a better insight into Medical Records Procedures, improve upon services to the patients and the hospital at large. The initial submission for the establishment of a formal training programme (School of Medical Records) was made on **7th November, 1988** and resubmitted **May, 1989**. The aims and objectives as set out in the submission are:

- i. To ensure continuity in accuracy and efficiency related to medical records methodologies.
- ii. To provide established and continuous educational guidance, added to on-the-Jobs common practical knowledge in the field, for interested future medical records professionals.
- iii. To allow many opportunities for gradual but effective/healthy progress among professionals in the field by bringing out the best services from each of the personal training and success
- iv. To propagate more openly and engender greater interest and knowledge in the field of Health Records Professional service.

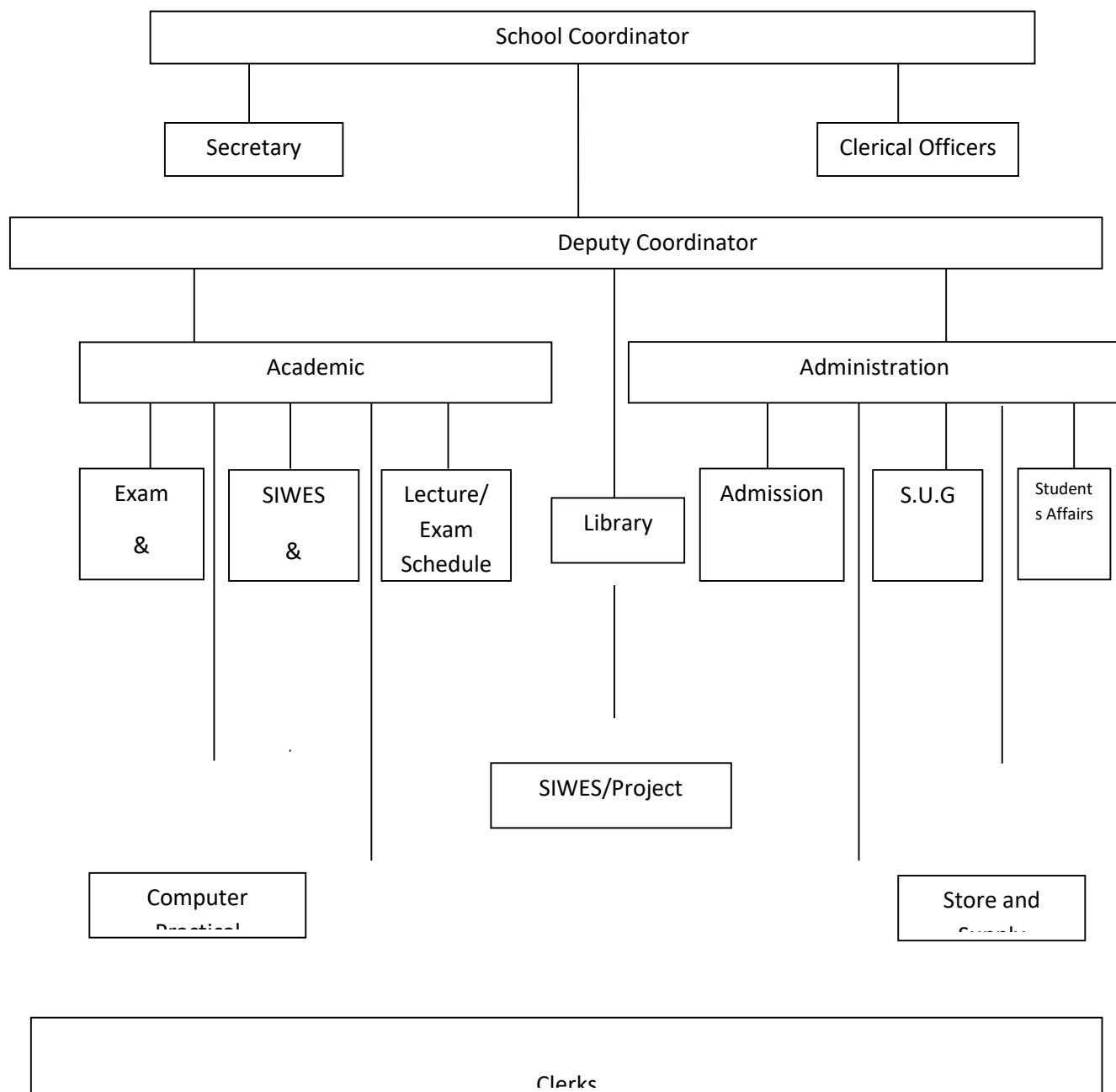
The School commenced training in 2013 with National Diploma (ND) course which is likely to proceed to the Higher National Diploma (HND) programme in **2020**.

Currently the School is running National Diploma programme in Health Information Management (HIM) accredited and preparation for Higher National Diploma (HND) programme in HIM on process. Furthermore, the school is making plans to partner with the Joint Admission and Matriculation Board (JAMB) through the Registrar Health Records Officer Registration Board of Nigeria for NYSC purposes. Therefore subsequent admissions are expected to come through JAMB. At the end of the programme, certificate will be issued to successful candidate by the school and the HRORBN issue license of practice as a HIM professional after successfully passing the Professional License Examination (PLE) of the board.

ORGANISATIONAL STRUCTURE OF THE SCHOOL OF HEALTH INFORMATION MANAGEMENT

Chief Medical Director (CMD)

Chairman Medical Advisory Committee



3. **HEALTH RECORDS OFFICERS REGISTRATION BOARD OF NIGERIA**

The Health Records Officers Registration Board of Nigeria (HRORBN) was established as a statutory Body by Degree No.39 of 1989” as published under government Notice No.693-Federal Republic of Nigeria (Extra ordinary) Official gazette. No.71 Vol.78 Lagos 11th December 1989.

Membership of the Board

The membership of the board consist of the following

1. A Chairman
2. Two Health Records Officers
3. Six Health Records Officers to represent the geo political zones (one each) in rotation for two years at a time
4. One person to represent the Nigeria Medical and Dental Council
5. One Health Records Officers to represent schools involved in training members of the profession in rotation for two years.
6. One person to represent Federal Ministry of Health
7. One person to represent public interest
8. One person to represent University Teaching Hospitals

The enabling Decree stipulated that all appointments to the membership of the Board shall be made by the president, commander-in-chief of the Armed Forces of the Federal Republic of Nigeria on the recommendations of the Minister.

Functions of the Board

The Board functions may include:

1. Regulating standards for the accreditation of training institutions and from time to time, ensuring the maintenance of such standards
2. Regulating the standards of Health Records practice in all Institutions

3. Regulation of standards for training programmes and examination for persons seeking to practice the profession and improving such standards from time to time as circumstances my permit.
4. Regulation of form” for the maintenance of the register of qualified and approved members. The modes of application for registration, as well as updating and publication of the register.
5. Ensuring professional discipline of Health Records and Information Practitioners.

The Primary and Supplementary Policy Makers of the Board

The president and commander-in – chief of the Armed Forces of the Federal Republic of Nigeria have direct constitutional authority over the activities of the Board. This constitutional authority can be delegated and is always delegated to the minister, FMOH who recommends membership of the Board to the president.

The chairman of the HRORBN has his authority as a primary policy maker derived from the constitutional authority of the head of government who appointed him to engage in the formation and implementation of policy. The registrar and other members of the board are officials of the board whose actions and authoritative power are informed and derived from the same constitutional authority as executants of policy, advisers in policymaking, professionals and members of service with their own standard of ethics and skills. The supplementary policy makers of the Board are the standing committees of the Board, which are under listed below:

- i. Professional Disciplinary committee
- ii. Accreditation, Training and Examination committee
- iii. Finance and General purpose committee
- iv. The Investigation panel

The chairmen and members of this committee drive their authority from the constitutional authority of the chairman HRORBN.

4. THE NIGERIA HEALTH RECORDS ASSOCIATION (NHRA)

The NHRA is a Professional Association of Health Records practitioners. The Association which came into existence in 1966 has its own governing council and standing committee. NHRA as a representative of the professional community of Health Records practitioners has the social class that influence policy making process of the government. The functions and practice of Health Records in the Federal Republic of Nigeria, it is important to note that the association has no constitutional power to act on behalf of the Board. Between the Board and the Governing Council of the association, there should be no conflict, since they share a common interest, which is the development of health records practice in the federation, while the Board monopolizes the authority of office as confirmed by the government instrument of office through Decree, **39 of 1989**. The NHRA Council should endeavour to gain control over the authority of professional expertise to extent that the council can be employed as a consultative professional Body by the Board. In 2018 the name of association metamorphosed to Association of Health Records and Information management practitioners in Nigeria AHRIMPN.

The Role of the Governing Council of NHRA

- i.* Professional policy Advisory role as aggregate of people with professional values in Health Information Management.
- ii.* Technical and scientific leadership Training for Health Records Practice in Nigeria.
- iii.* Health consultancy in professional services and academic matters.
- iv.* Enhance the social Environment for Health Records Practice in the Federation.

NATIONAL BOARD FOR TECHNICAL EDUCATION (NBTE)

The National Board for Technical Education is a principal organ of Federal Ministry of Education specifically created to handle all aspects of Technical and Vocational Education outside University Education. It was established by Act No. 9 of 11th January, 1977.

In addition to providing standardised minimum guide curricula for technical and vocational education training (TVET), the Board supervises and regulates, through an accreditation process, the programmes offered by technical institutions at secondary and post secondary levels. It is also involved with funding of Polytechnics owned by the Government of the Federation of Nigeria.

Vision

Our Vision is to promote quality Technical and Vocational Education and Training (TVET) for sustainable development, growth and leadership roles of Nigeria in African and global affairs.

Mission

The Mission is to promote production of skilled/semi skilled technical/professional manpower, revitalize, and sustain the national economy, reduce unemployment and poverty through setting of appropriate quality assurance instruments for TVET, provision of current and reliable information for planning and decision making, sourcing and disbursing of funds and establishment of adequate linkages between TVE Institutions and industry.

PART II: ADMINISTRATIVE PROCEDURES

Academics pursuit should be the first priority for every SHIM student. The following details are important academic procedures and policies vital to academic success, from course registration to graduation. All students should be familiar with these administrative processes and should consult their academic advisor to navigate through curriculum.

1. Admission procedures

Prospective candidates intending to undergo National Diploma (ND) must have a minimum of five credits at the SSCE/NECO or its equivalent. Subjects to be passed at credit level must include English Language, Mathematics, Biology/Health science, Chemistry/physics and any other one subject. In addition to the above requirements, candidates must write the school pre-test (entrance examination) pass, and satisfy the interview panels before given admission into the school. However, candidates intending to read Higher National Diploma (HND) must have National Diploma (ND) part one (1) and a fieldwork experience of at least one year. Additional qualification may be of advantages.

2. Deferment of Admission

A Student offered admission to read National Diploma (ND) or Higher National Diploma (HND) in Health Information Management may defer his/her admission for only one academic session. Such a student must apply and obtain the necessary permission from the school where the merits of the case for deferment shall be considered. If the school grants approval, the decision shall be communicated to him/her in due course.

3. Registration

All students are expected to register for their courses at the beginning of each semester accordingly. A student shall be deemed to have begun their courses of study on the date of registration of courses. Prior to registration, students are encouraged to meet with their academic advisor for assistance in selecting appropriate courses. The registration fees for school are categorized and attached with the admission letter for payment via Remita in the bank prescribed in the schedule of fees with a stipulated period of time.

4. Matriculation/Orientation of programme

The purpose of orientation is to formally introduce newly admitted candidates to the environment and familiarize them with facilities available for use in the entire community. The

orientation programmes are usually carried out within the second week of registration exercise. Students are eligible to participate in the orientation programme if they are duly registered in classes with their receipts as evidence. Candidates shall be informed through circular of the actual date of the orientation.

5. Duration of programme

The duration of each of the programme that is ND and HND shall be two academic sessions of four semesters, including Supervised Students Industrial Work Experience Scheme (SIWES). However, only candidates with ND in Health Information Management with evident of one year Practical Attachment in a government approved health Institution shall be admitted for HND in Health Information Management.

6. Leave of Absence

Any student that wishes to go on leave of absence shall apply to the school's Course Coordinator/Principal formally two days before the leave starts. The application will be considered by the school and decision taken will be communicated in due course to student. A student may apply for a leave of absence for a semester but not exceeding two consecutive semesters at a time on ground adjudged reasonable by the school. However, the period of leave of absence shall not be counted, as part of the stipulated time when he/she is expected to complete his/her programme, in other words, the student shall repeat the semester(s) he/she was absent. A medical doctor in the hospital must certify absence on health ground. In summary, any student absenting from the school or leaving for what so ever reasons(s) shall inform the school Coordinate in writing. Note that any student who does not attend 80% lecture requirement in any course shall not be permitted to present him/herself for examination.

7. Students Identity Card

The students Identify (I.D. Card) is issued to all students as registration is completed, which indicate the complete acceptance of students by the school. Therefore, students shall note the following points:

1. Student shall be held responsible for the misuse of this I.D. Card
2. Student shall always carry his/her I.D. card with him/her, be it in the school or outside the school.
3. It is advisable for any student to travel with I.D card always.
4. Where student losses his/her I.D. card, he/she should inform the school and obtain the police report.
5. For replacement of I.D card, provide an affidavit, get clearance from the Student Affairs Officer, and pay the prescribed fee.

8. Hostel Accommodation

The school may provide hostel accommodation for only female students, as it is in the other sister institutions. For the male student, the school is non-residential, therefore the students must arrange for their accommodation

PART III: ACADEMIC GUIDELINES

1. Academic Probation

Students who are not making satisfactory progress toward top performance are placed on academic probation, which is a strong warning to students that their scholastic performance is less than that expected. Notices of academic probation are sent to students at the same time that grades are available at the end of the semester. Failure to improve after receiving a probation notice can result in academic suspension or dismissal. A student will be removed from academic probation when the CGPA for the two consecutive semesters improves above 1.00 or greater, based on at least 16 credits.

2. Academic Grievances

Students should first present their grievance in an informal discussion with the Class Advisor. If the student does not feel that a satisfactory explanation or resolution has been reached, he or she may initiate review of the grievance by the Student Affair office, in the following order:

- The student should make an appointment with the student Affairs Officer for an informal discussion of the grievance. If the grievance cannot be resolved at that time, the student will be advised to prepare and file a written grievance.
- A written grievance will be submitted to the school management with attached documentation (e.g., syllabi, relevant assignments, teacher responses to the assignments, grading criteria, papers, tests, quizzes, etc.).

3. Workload and Course Evaluation

No student shall carry below 15 units in any semester while the maximum workload allowed is 26 units per semester, including practical. However, the minimum unit a student is expected to carry throughout the programme (four semesters) is 80. Candidates shall attend at least 80% of the prescribed lectures, seminars, tutorials and practical in each semester. Examination for each course shall be held at the end of each semester where prescribed and the results of such examinations may include assessment through term papers, continuous assessments, short quizzes or test which shall carry 30-40% and the semester examination which shall carry 60-70%.

4. Examination (general)

Generally, the School examination shall be graded as follows:

- | | | |
|------|--|-----|
| i. | Written exam | 70% |
| ii. | Continuous assessment/practical | 30% |
| iii. | Attendance | 80% |
| iv. | If students scored 0% in C.A, he/she is disqualified from sitting the examination. | |
| v. | At any time the CGPA of a particular candidates falls below one (i), the candidate shall be warned. | |
| vi. | Proper official request for remarking of examination scripts shall attract a non-refundable fee of one thousand naira (N1000.00) only per paper. | |

NOTE- the minimum pass mark for each paper in the examination is 40 percent.

5. Student Industrial Work Experience Scheme (SIWES)

All students registered for each of the programmes (ND) and (HND) shall be exposed to a period of SIWES. This training shall take place during the long vacation of the second semester. A minimum period of six to eight weeks is considered adequate, so that students should be exposed

to a combination of field Experience either in the public or in private sector (health related sector). The students are expected to submit a systematic log book and a brief written report for assessment at the end of the training period.

6. Student project

As part of the fulfilment of the requirements for the award of Higher National Diploma (HND) in Health Information Management, students shall write a standard project (thesis) toward the end of the HND Programme. This will also enable students to have a better assessment and award of the final grade. It is also pertinent for the student of National Diploma to write a project toward the end of National Diploma programme.

7. Course Evaluation and Graduation GPA Requirements

A minimum CGPA of 1.00 will be required for any students to proceed to the next level. The GPA is computed by dividing the total grade points earned (sum of each class credit hours x numeric grade point earned) by the grade point hours and truncating the result. Grade point hours include those course credits with grades of A, B, C, D, and F. Any performance below a GPA of 1.00 is considered a grade point deficiency. The Grading System—Grades awarded by the institution are:

Grades	Letter Grade	Grade Points
70% and above	A	5
60-69%	B	4
50-59%	C	3
45-49%	D	2
40-44%	E	1
0-	F	0

12. Classification Of Results

The final award and the class of the certificate shall be based on the cumulative grade point average obtained by each candidate in the 100 – 200 level for both ND/HND candidates depending on the entry point. A candidate who has satisfactorily completed the requirements for certificates shall be awarded depending on the candidate's attainment of prescribed grade point average in course examination;

a. Distinction	-	4.50 and above
b. Upper credit	-	3.50 – 4.49
c. Lower credit	-	2.40 – 3.49
d. Merit	-	1.50 – 2.39
e. Pass	-	1.00 – 1.49

NOTE: For Graduation:

1. A candidate must fulfil all academic requirements
2. He/she must fulfil all financial obligations.
3. He/she must exhibit a high sense of moral, social and spiritual maturity.

Correcting Your Grades

A student having an error in a final course grade should contact the instructor as soon as possible, but no later than one month after the release of semester results.

Carry Over:

Once a student fails a course he/she will automatically carry it over and it has financial implications. The failed carry over course will be retaken with the same financial cost. If the student fails the course again, the failed mark will be recorded in the calculation of the final GP.

13. Transcripts

Transcripts can be given on request and directly to the requesting institution. Transcripts given to students are considered unofficial. A fee shall be charged for a transcript at the rate of ₦5,000.00

PART III: COURSE CONTENT

National Diploma I: First Semester

S/N	Course Code	Course Title	L	T	P	CU	CH
1	HIM 111	Health Information Management I	2	0	1	3	3
2	HIM 112	Fundamentals of Medical Practice	1	0	1	2	2
3	HIM 113	Communication in Health Information Management	2	0	1	3	3
4	HIS 111	Mathematics for Health Information Management	2	0	1	3	3
5	HIS 112	Introduction to Operating System Systems	1	0	1	2	2
6	HIS 113	Human Anatomy and Physiotherapy I	1	0	1	2	2
7	STA 111	Descriptive Statistics I	2	0	1	3	3
8	COM 111	Introduction to Computers	2	0	1	3	3
9	GNS 101	Use of English I	2	0	0	2	2
10	GNS 111	Citizenship Education	2	0	0	2	2
TOTAL			17	0	8	25	25
							319

National Diploma I: Second Semester

S/N	Course Code	Course Title	L	T	P	CU	CH
1	HIM 121	Disease Classification and Clinical Coding I	1	0	1	2	2
2	HIS 121	Health Planning and Management I	2	0	0	2	2
3	HIS 122	Statistical Theory for HIM	2	0	1	3	3
4	HIS 123	Introduction To Programming	2	0	1	3	3
5	HIS 124	Computer Packages I	0	0	2	2	2
6	HIS 125	Primary Health Care for HIM I	1	0	1	2	2
7	HIS 126	Descriptive Statistics II	2	0	1	3	3
8	Eed 126	Entrepreneurship	1	0	2	3	3
9	GNS 102	Communication in English I	2	0	0	2	2
10	GNS 121	Citizenship Education II	2	0	0	2	2
TOTAL			15	0	9	24	24
							360

National Diploma Year II: First Semester

S/N	Course Code	Course Title	L	T	P	CU	CH
1	HIM 211	Health Information Management II	2	0	1	3	3
2	HIM 212	Disease Classification and Clinical Coding II	1	0	2	3	3
3	HIM 213	Record Documentation Systems	2	0	0	2	2
4	HIS 211	Health Information I	2	0	0	2	2
5	HIS 212	Database Management System I	2	0	0	2	2
6	HIS 213	Medical Demography	2	0	1	3	3
7	HIS 214	Monitoring and Evaluation I	2	0	0	2	2
8	HIS 215	Fundamentals of Data Analysis	1	0	1	2	2
9	HIS 216	Human Anatomy and Physiology II	1	0	2	3	3
10	GNS 213	Introduction to Medical Sociology	3	0	0	3	3
11	GNS 288	Research Methods	2	0	0	2	2
TOTAL			20	0	7	27	27
							405

National Diploma Year II: Second Semester

S/N	Course Code	Course Title	L	T	P	CU	CH
1	HIM 221		1	0	1	2	2
2	HIM 222		1	0	0	1	1
3	HIM 223		0	0	6	6	6
4	HIS 221		2	0	0	2	2
5	HIS 222		2	0	0	2	2
6	HIS 223		2	0	1	3	3
TOTAL			8	0	6	16	16
							240

PART V: GENERAL CONDUCT/DISCIPLINE**1. Behavioral Expectations for SHIM Students**

Students are expected to conduct themselves in accordance with the University Teaching's Hospital community standards of behaviour whenever their conduct can impact others. The basic

idea may be expressed as: conduct yourself so as not to interfere with your neighbour's rights. Students are responsible for becoming aware of all school rules and regulations related to student conduct. The school management may enforce its rules whether misconduct occurs on or off campus. The school will make no attempt to shield members of the SHIMA from the law and will not intervene in legal proceedings on behalf of either the victim or the accused.

2. Disciplinary Committee

The School has a Disciplinary Committee (DC) which will monitor, investigate, punish or make recommendations on cases of indiscipline. All students appearing before the DC should appreciate the gravity of their offence and will be punished accordingly.

3. Types of misconduct

- a. Unlawful meeting and demonstration
- b. Drug abuse
- c. Fighting
- d. Careless or willful destruction or damage of school property
- e. Libelous publications
- f. Loitering around the staff quarters
- g. Unauthorized installations in the hostels
- h. Membership of secret societies and cults
- i. Examination malpractice
- j. All other acts which the school may adjudge as malpractice.

4. Conduct during Examinations

Instruction to Candidates:

- i. Candidates shall be punctual during examination and those who come late to the examination hall shall be allowed at the decision of the chief invigilator.
- ii. Candidates shall bring with them to the examination hall their ink, pens, and pencils, calculators and other materials which may be permitted in a particular paper.
- iii. There shall be no communication between candidates while the examination is in progress. However, candidates wishing to ask questions on issues that require clarification shall raise hands to attract attention of the invigilator.

- iv. Candidates are advised to write legibly and to begin each question on a new page.
- v. Candidates shall not be allowed to take away from the exam. All any used/unused answer scripts.

5. Notes For Invigilators

- i. The invigilator shall be at the examination Venue at least 30 minutes before the commencement of the examination.
- ii. The School invigilator shall require all candidates to complete an attendance register, by writing their names, number, and years of study and sign their signatures before and after the examination and the invigilators must ensure that the register agrees with the physical count of candidates present
- iii. In overseeing the conduct of the examination, the invigilator must ensure that, no unauthorized person is present in the examination room and that, the presence and movements of candidates shall be restricted.
- iv. In the event of misconduct, or any other conduct as may reasonably be deemed to threaten the quiet and orderly course of the examination, the attention of the school Coordinator shall be drawn to this for suitable action to be taken. A candidate may be excluded from the exam, where this is considered necessary by the invigilators.
- v. Warning at the end of the exam must be declared to the candidates clearly at intervals of 10 and 5 minutes before the scheduled end of the examination.
- vi. At the end of the scheduled time of the examination, candidates must be required to stop writing and submit their answer script accordingly.

6. Examination Malpractices

Acts, which constitute examination malpractice, are as follows:

1. Engaging in an unauthorized communication (oral, written or sign) while an examination is in progress.
2. Being in possession of any written or cyclostyled notes or any printed materials on any part of the body
3. Changing of the sitting position in the examination hall without permission.
4. Aiding and abetting any candidate to copy from unauthorized materials.
5. Impersonating another candidate's name and/or number.
6. Disobeying lawful instruction(s) from examination officials.
7. Advance monetary or material inducement to lecturers for undue favour.
8. Writing on a desk or chair prior to the examination period.
9. Copying from fellow student (s) with or without collaboration
10. Writing project by proxy
11. Altering of grade for money or bodily pleasure

NB: Involvement in any of the above listed examination malpractice acts shall attract penalty that may be considered commensurate to the offence committed

7. Dress Code for Students

It is no longer news that many of our students, both male and Female have formed the habits of parading themselves half-naked to lecture halls and places of practical attachment. However, such indecent modes of dressing do not in any way reflect the true character of academic moulding, dignity, and sound moral behaviour that constitute the ethics of professional training programmes.

In view of the above, every student should observe the school's rules and regulations as it applies to modes of dressing within the school premises and places of practical attachment. All form of indecent scanty dressing like Wearing of clothes whose length are above the knee, shirts buttoned half-way (thus exposing the chest region), transparent tight-fitting dresses that shows all the shapes and contours of the body, backless and topless wears, high-heeled shoes, seductive hair-do, ladies wearing trousers to expose buttocks and thigh, faded jeans, knickers and the use of dark lenses (when there is no medical justification) and the like are inappropriate and will not be allowed. Students are expected to appear, decent and presentable within the school environs

and while on practical attachment. Wearing of the prescribed white overall is a **MUST** for all students.

PART V: SUCCESS QUOTES AND PRINCIPLES

1. SUCCESS QUOTES

- At the counter of success, there is no bargaining. A price must always be paid in advance and in full.
- Never admit failure until you have made your last attempt never make your last attempt until you have succeeded.
- Quitters never succeed and those who succeed never quite.
- If you have fallen, don't just lie there for the rest of your life. Try again.
- You have to stay awake to make dreams come true.
- The house of success is built on the foundation of determination, diligence, and discipline.
- Failure is success if we learn from it. - Malcolm Forbes
- You're never a loser till you quit trying. ~ Anonymous
- The road to success runs uphill-Willie Davis
- Destiny is not a matter of chance; it is a matter of choice. It is not a thing to be waited for; it is a thing to be achieved.- William Jennings Bryan
- Don't limit yourself. Many people limit themselves to what they think they can do. You can go as far as you mind lets you. What you believe, you can achieve- Mary Kay Ash
- The secret of success is to do the common things uncommonly well- John D. Rockefeller
- Some people dream of success... while others wake up and work hard at it- Author Unknown
- Any fact facing us is not as important as our attitude toward it, for that determines our success or failure- Norman Vincent Peale
- **Success is often the result of taking a misstep in the right direction.- Al Bernstein**
- Footprints on the sands of time are not made by sitting down.- Author Unknown
- Nothing ever comes to one that is worth having except as a result of hard work. - Booker T. Washington
- You may be disappointed if you fail, but you are doomed if you don't try.- Beverly Sills
- In order to succeed you must fail, so that you know what not to do the next time.- Anthony J. D'Angelo
- Excellence is one percent inspiration and ninety-nine percent perspiration.- Ibrahim Maiva
- Success consists of going from failure to failure without loss of enthusiasm.- Winston Churchill

- Successful and unsuccessful people do not vary greatly in their abilities. They vary in their desires to reach their potential.- John Maxwell
- The first and most important step toward...success is the feeling that we can succeed.- Nelson Boswell
- If you have the will to win, you have achieved half your success; if you don't, you have achieved half your failure.- David Ambrose
- Never admit failure until you have made your last attempt, never make your last attempt until you have you have succeeded

SUCCESS PRINCIPLES

Success in academic studies continues to elude too large a segment of our student population. But you can now put past academic failure behind and reach for the success that awaits you by applying the following proven principles of academic success;

1. Set your goal

Goal-setting is important. It gives you focus. Without it, you have no idea where you want to go. Write your study goal and post it on the refrigerator or in some other prominent place where you can read it regularly. Make friends with persons who share your goal to achieve academically. You can be a source of encouragement for each other when quitting seems to be an option.

2. Get Enrolled and Get Rolling

Once you have decided on the course of study you want to pursue, choose an institution and get enrolled. Make it a priority to attend classes regularly. Give your full attention to the teacher or the lecturer during class time. Too often, persons attend classes not so much to learn but to socialize with friends. Let your main reason for attending class be for the purpose of learning. Ask questions when you do not understand a concept being taught. When the teacher ask questions or throws out a topic for discussion, make sure you participate.

3. Take your notes

Take notes of the main points of each lesson. If you happen to miss a lesson, ask the teacher or a fellow student to supply you with their notes. Note-taking forms an important part of the learning process. Taking notes keeps your mind focused on what is being done in class. It aids memory by linking a visual component to the information stored in the brain. It allows you to review the lesson at a later date.

4. Review Your Notes

As soon as possible after the lesson, you should review your notes. Reviewing your notes will help you remember more of what was taught in the lesson. At this stage you should write observations or ideas that prompted the review. Note questions that may have arisen. Seek answers.

5. Produce quality Assignments

When given assignments, do not wait until the last minute and put something together hurriedly or worse copy and paste information from the Internet. Instead, start your research early. Use a variety of sources from which to glean your information. Use books, magazines, journals and the Internet. As you read, note ideas and quotations you may want to use in your assignment. Write your assignment in your own words based on your understanding of the topic as treated in the sources you read. Credit all sources you used in your assignment.

6. Develop Memory Strategies

Your area of academic study may require you to remember and recall many facts. Finding strategies that will aid recall would be helpful. Link the known information to the information you want to remember. For instance, if you want to remember that Bastille Day is July 14 and you know that your mother was born on July 14, then link Bastille Day to your mother's birthday in your mind. In music the word "FACE" has been used to help students to remember the names of the spaces on the treble clef. Another strategy is to find practical applications for concepts you need to remember. These are just a few strategies for aiding recall. You can develop some of your own.

7. Prepare For Examinations

As examinations approach, you should review all topics covered in the syllabus. Pay special attention to areas of weakness. Obtain past exam test papers in the subject you are studying and practice answering those questions. Check your answers to see how well you did and learn from your mistakes. In addition to individual preparation, you may want to review with a group of fellow students. Group review allows for cross-fertilization of ideas with each individual in the group contributing to the review process.