



FACULTY OF MEDICINE

<https://medicine.um.edu.my/undergraduate>

Bachelor of
**Nursing
Science**

More Information



Dean Office, Faculty of Medicine



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WELCOME TO THE FACULTY OF MEDICINE, UNIVERSITI MALAYA



Salam Sejahtera and warm greetings

To all new students—whether you are beginning your journey in **Medicine, Nursing and Biomedical Science**—welcome to the **Faculty of Medicine, Universiti Malaya**.

Congratulations on securing a place at one of Malaysia's premier institutions for health and biomedical sciences. You have earned your spot through dedication, determination, and the desire to make a meaningful impact in the world. We are honoured to welcome you into our family.

Each of you has chosen a unique but equally vital path in healthcare. Whether your future lies in the hospital, the clinic, the laboratory, or the community, your contribution will be essential to the health and well-being of society. At the heart of it all is one common goal—to serve humanity with knowledge, skill, and compassion.

The journey ahead will be transformative. You will gain deep scientific knowledge, develop critical thinking skills, and cultivate the values that underpin ethical and compassionate care. You will be challenged to grow—not just intellectually, but personally and professionally.

At Universiti Malaya, we believe in education that is holistic, integrative, and future-focused. You will be part of an academic and authentic environment that encourages early exposure to real-world problems, community engagement, interprofessional learning, and research. You will explore the frontiers of knowledge—from molecular science and diagnostics to patient-centred care and population health. And while this journey will be rigorous, you will not walk it alone. You will be supported by dedicated educators, inspiring mentors, and a community of peers who will learn and grow alongside you. There will be late nights, demanding assignments, and perhaps moments of uncertainty. But there will also be great joy—discovering your calling, touching lives, and forming friendships that last a lifetime. Lean into the challenges, trust the process, and remember why you began this journey in the first place.

Biomedical science students, your role in understanding disease, advancing diagnostics, and driving innovation is indispensable to the health system of the future.

Medical students, you carry the responsibility and privilege of caring for others at their most vulnerable. It is a path of lifelong learning and service.

Nursing students, you are the heartbeat of compassionate care. You will be the comfort in crisis, the strength during recovery, and the advocate for those whose voices may go unheard.

Together, you form the backbone of a health ecosystem that must be collaborative, resilient, and ethical. So, wear your scrubs and white coats with pride—but also with humility and purpose. Be open, be kind, and be brave. The world needs more thinkers, healers, and changemakers like you.

Once again, welcome to the Faculty of Medicine, Universiti Malaya. We are proud to have you with us, and we look forward to witnessing your journey unfold. Thank you.

PROFESSOR DATO' DR. YANG FARIDAH ABDUL AZIZ
Dean

MESSAGE FROM THE DEPUTY DEAN (UNDERGRADUATE STUDIES)

On behalf of the Faculty of Medicine and all the academic staff, I extend a very warm welcome to each and every one of you. As a faculty, we would like your education in this institution to be a rewarding and an enriching experience.

This handbook has been prepared as a guide in your quest for success while studying in this faculty. Its content is by no means exhaustive but will be very useful for you especially in your first year.

Being a student in this faculty will take a good 4- 5 years of your life depending on the programme you enrolled for. To obtain the degree, you must put in a lot of hard work powered by dedication, sacrifice, unwavering determination, perseverance, and commitment to ensure you will become not only a knowledgeable and skillful health care professional but also one who practices holistically. The education in this faculty does not stop upon graduation, but merely acts as a steppingstone to a lifetime learning in your chosen field.

Medical education does not only revolve around science, but also involves the art of practicing it. We want you to be curious about the programme. Everything that goes on in this institution is a learning opportunity. The skills that you will acquire include good communication skills between you and your colleagues, your patients and their families (when applicable), your teachers and with members of the community. You will find that your teachers, seniors and friends are mentors in your quest to become good and ethical health care professionals, thus providing you the best apprenticeship you could possibly have. The programme in the faculty is also about character building, and you will need to develop appropriate attitudes that contribute to the qualities necessary of your chosen profession.

We hope this guidebook can be fully utilized to your advantage in better understanding the programme and the people entrusted to run it. The Dean's Office along with all its support groups will try to make your journey a memorable and a fruitful one.

We would like to wish you every success in your programme and pray that the years that you will spend in this faculty will be among the best in your life. Again, I wish you a warm welcome and I look forward to meeting you during the course of your study with us.

PROFESSOR DR. MUHAMMAD YAZID JALALUDIN
Deputy Dean (Undergraduate Studies)



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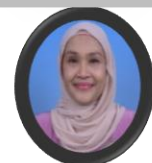
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UNIVERSITI MALAYA

EDUCATIONAL GOALS

Graduates of the University of Malaya will be able to:

1. Demonstrate knowledge and skills in their field of study, appropriate research and professional practices, and the processes of critical thinking, creative thinking, and problem solving.
2. Use effective methods including contemporary technology to manage information, to achieve diverse professional goals aligned with professional standards and make decisions based on appropriate data and information.
3. Engage in continuous self-improvement and professional growth, support the professional development of others, and display positive leadership and professional behaviours and disposition for effective practice.
4. Communicate effectively with other professionals, and the community, and project a coherent vision of social responsibilities.
5. Appreciate and continue to be guided by the University's core values of integrity, respect, academic freedom, open-mindedness, accountability, professionalism, meritocracy, teamwork, creativity and social responsibility.

VISION & MISSION

UNIVERSITI MALAYA

VISION

A global university impacting the world

MISSION

Pushing the boundaries of knowledge and nurturing aspiring leaders

CORE VALUES

Serving the Nation. Impacting the World.



QUALITY POLICY

Universiti Malaya is committed to conduct teaching and learning, carry out research and provide quality services on a global level, generate and enhance knowledge through continuous improvement efforts for the benefit of all stakeholders, especially Universiti Malaya's students.

VISION & MISSION

FACULTY OF MEDICINE

VISION

To become a Premier Medical Centre that is world renowned and to provide excellent Health Care, Education and Research Programmes delivered with efficiency, sensitivity and enthusiasm Quality Policy.

To be an excellent organization that supports the research needs of the Faculty of Medicine and to achieve world class organization.

MISSION

To be the premier Centre of Excellence in Medical Education.

OUR HISTORY



The Universiti Malaya was established on 8 October 1949 as a national institution to serve the higher educational needs of the Federation of Malaya and of Singapore. In 1960, the Government of the Federation of Malaya indicated that the Kuala Lumpur Division of the Universiti Malaya should become the national University in the Federation with effect from the beginning session 1962/63. Likewise, the Singapore Division should become the national University of Singapore. Steps to achieve the establishment of these two separate universities were finalized during the year 1961 and the Universiti Malaya was established on 1st January 1962. The student population at that time was about 330. Since then, the University has grown and developed rapidly. Today, the student population has grown to almost 30,000.

Establishment of the Faculty of Medicine at the University of Malaya

Up to the 1950's, the Faculty of Medicine, University of Singapore, which was known previously as King Edward VII College of Medicine had been the only medical school in Malaya and Singapore. The output of doctors at that time was small: 60 per year. Many Malaysians had to go overseas to seek undergraduate medical education. It was not until 1960 that a determined effort was made to double the intake of students to 120 per year in Singapore. In 1960, a board of studies of the Universiti Malaya was appointed to study the feasibility of establishing a medical school with its own teaching hospital. The board recommended the early establishment of both.

To this end, the Government agreed and the Ministries of Education and of Health provided the necessary capital funds. In 1962, a Dean for the Faculty of Medicine was appointed.



FIRST BATCH- 1969

The first batch of medical students was admitted to the Faculty in 1964. A year earlier, these students, 40 of them, were placed in the Faculty of Science as pre-medical students. Construction of the faculty building began in July 1963, was completed in 10 months, so that the pioneer students were able to begin their course in May 1964. The building programme continued and the second phase was ready in time for Year II teaching the following May. Throughout this period, planning, building, ordering and receiving of equipment, recruitment of staff, organization of the Faculty, and discussions on the curriculum continued unremittingly. Phase I of the Universiti Malaya Medical Centre consisting of the main block together with podium or “technical box” (operating theatres, radio-diagnostic, accident and emergency, polyclinic, pharmacy, central sterile supply, cafeteria, administration and medical records) was completed in December 1966, and the first wards were opened as of March 1967. Phase II of the Hospital consisting of Paediatric, Maternity and Rehabilitation Units was completed in December 1967, and became functional in March 1968. The total construction period for the Medical Centre consisting of the faculty departments, hospital (740 beds), Hostel for Clinical Students, Nurses Quarters with Nursing School and Central Animal House was three and a half years. Over the past three decades, the medical centre has expanded tremendously, and today it has 900 beds (the number will be increased to 1200 beds after renovation).

Philosophy of the Faculty of Medicine

The philosophy of the Faculty is to mould students to be competent, highly skilled and knowledgeable health professionals, who can work with others as a team, who are caring and concerned about their patients and society, and who can emerge as leaders in their community.

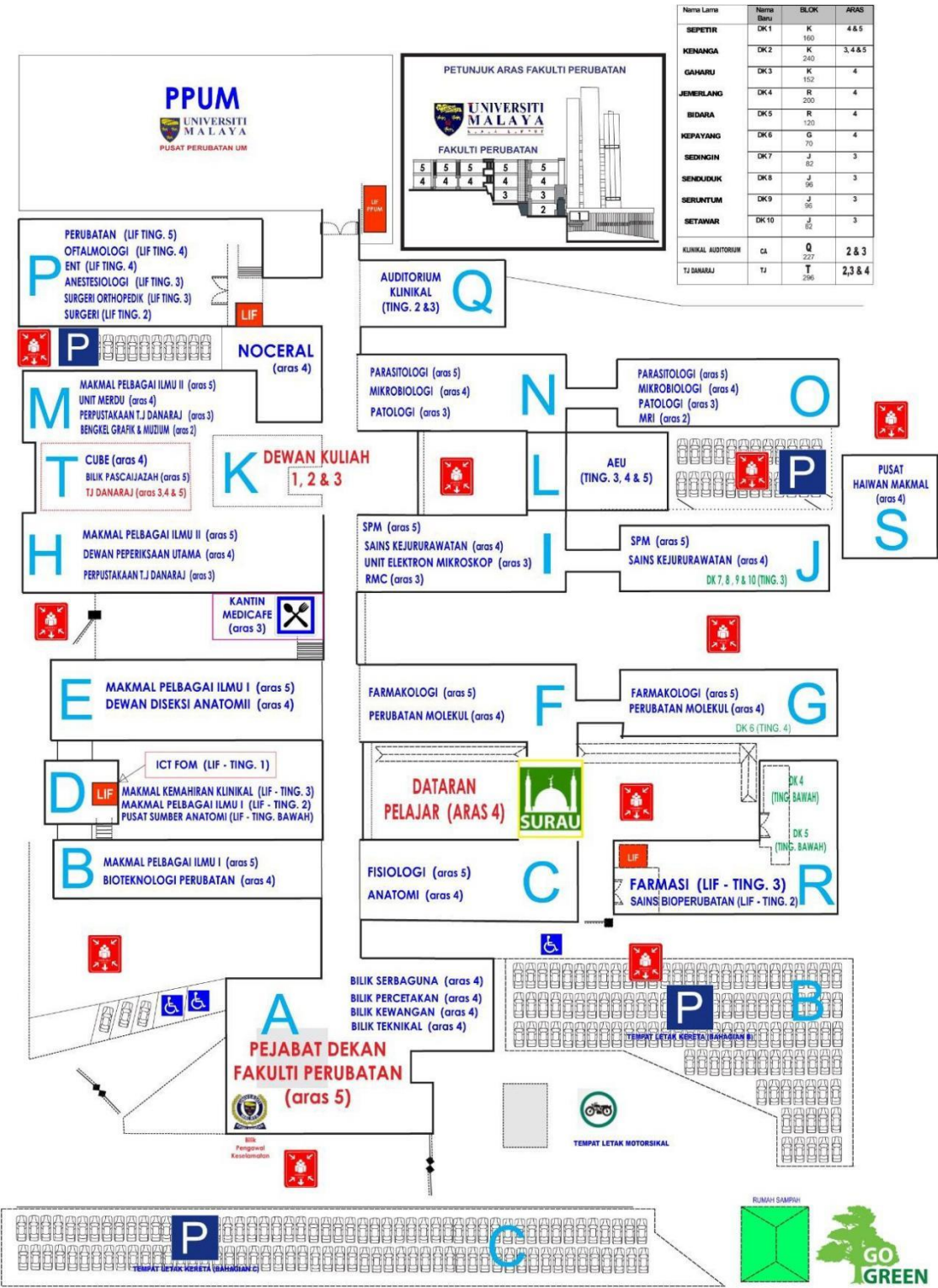
FACULTY FACILITIES

- 1 TAN SRI DANARAJ MEDICAL LIBRARY
- 2 MULTIDISCIPLINARY LABORATORIES
- 3 CLINICAL SKILLS LABORATORY
- 4 COMPUTER LABORATORIES
- 5 MEDICAL ILLUSTRATION AND MULTIMEDIA DEVELOPMENT UNIT
- 6 ANATOMY RESOURCE CENTRE
- 7 TAN SRI DR. LIM WEE CHAI MEDICAL MUSEUM

STUDENT SUPPORT

- 1 SOCIETIES FOR STUDENTS
- 2 FOM'S COUNSELLING SERVICE
- 3 MENTOR-MENTEE & ACADEMIC ADVISOR

FACULTY MAP



Nama Lama	Nama Baru	BLOK	ARAS
SEPIETR	DK 1	K	4 & 5
KENANGA	DK 2	K	3, 4 & 5
GAHARU	DK 3	K	4
JEMERLANG	DK 4	R	4
BIDARA	DK 5	R	4
KEPAYANG	DK 6	G	4
SEDINGIN	DK 7	J	3
SENKUDUK	DK 8	J	3
SERLANTUM	DK 9	J	3
SETANWAR	DK 10	J	3
KLINIKAL AUDITORIUM	CA	Q	2 & 3
TJ DANARAJ	TJ	T	2, 3 & 4

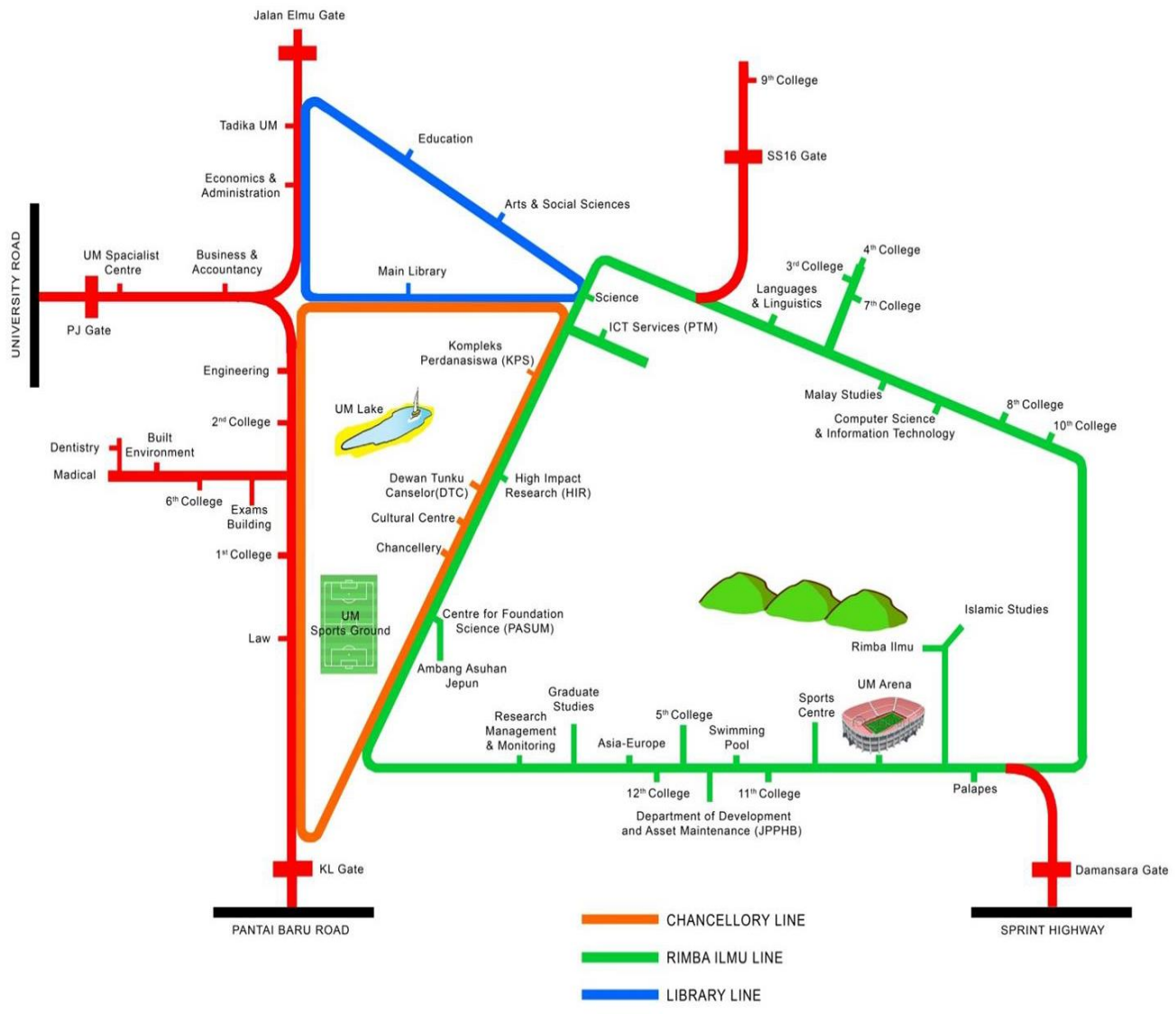


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BLOK FAKULTI PERUBATAN,
UNIVERSITI MALAYA



CAMPUS MAP



STUDENT DRESS CODE

Students must follow the official dress code of the Universiti Malaya when in Campus and Faculty. For Clinical Teaching sessions at the Faculty and Universiti Malaya Medical Centre (UMMC), students need to abide by the dress code below:



KALENDAR AKADEMIK SESI 2025/2026
(PERINGKAT PENGAJIAN SARJANA MUDA)

SEMESTER I					
Haluansiswa (<i>Week of Welcome</i>) - WOW	1	minggu	05.10.2025	-	12.10.2025
Kuliah	6	minggu*	13.10.2025	-	23.11.2025
Cuti Pertengahan Semester I	1	minggu	24.11.2025	-	30.11.2025
Kuliah	8	minggu*	01.12.2025	-	25.01.2026
Minggu Ulangkaji	1	minggu*	26.01.2026	-	01.02.2026
Peperiksaan Akhir Semester I	3	minggu*	02.02.2026	-	22.02.2026
Cuti Semester	2	minggu	23.02.2026	-	08.03.2026
	<u>22</u>	minggu			
SEMESTER II					
Kuliah	7	minggu*	09.03.2026	-	26.04.2026
Cuti Pertengahan Semester II	1	minggu	27.04.2026	-	03.05.2026
Kuliah	7	minggu*	04.05.2026	-	21.06.2026
Minggu Ulangkaji	1	minggu*	22.06.2026	-	28.06.2026
Peperiksaan Akhir Semester II	3	minggu*	29.06.2026	-	19.07.2026
Cuti Semester	4	minggu	20.07.2026	-	16.08.2026
	<u>23</u>	minggu			
SEMESTER KHAS					
Kuliah	7	minggu*	27.07.2026	-	13.09.2026
Peperiksaan Akhir Semester Khas	1	minggu*	14.09.2026	-	20.09.2026
Cuti	1	minggu	21.09.2026		28.09.2026
	<u>9</u>	minggu			

Nota:

- (1) Jadual Pendaftaran Kursus dan Peperiksaan, boleh dirujuk di <https://umsitsguide.um.edu.my>. Maklumat adalah tertakluk kepada pindaan.
- (*) Kalendar Akademik telah mengambil kira cuti umum dan cuti perayaan. Maklumat cuti adalah tertakluk kepada perubahan.

Deepavali	20 Oktober 2025 (Isnin)
Hari Krismas	25 Disember 2025 (Khamis)
Cuti Tahun Baharu	01 Januari 2026 (Khamis)
Hari Thaipusam	01 Februari 2026 (Ahad)
Hari Wilayah	01 Februari 2026 (Ahad)
Tahun Baharu Cina	17 & 18 Februari 2026 (Selasa & Rabu)
Nuzul Al-Quran	07 Mac 2026 (Sabtu)
Hari Raya Aidilfitri	20 & 21 Mac 2026 (Jumaat & Sabtu)
Hari Pekerja	01 Mei 2026 (Jumaat)
Hari Raya Aidiladha	27 Mei 2026 (Rabu)
Hari Wesak	31 Mei 2026 (Ahad)
Hari Keputeraan Agong	01 Jun 2026 (Isnin)
Awal Muharram	16 Jun 2026 (Selasa)
Maulidur Rasul	25 Ogos 2026 (Selasa)
Hari Kebangsaan	31 Ogos 2026 (Isnin)
Hari Malaysia	16 September 2026 (Rabu)
(* UM UG iFest 2026	09 - 11 Jun 2026 (Selasa - Khamis)

FOM | UNDERGRADUATE PROGRAMMES

BACHELOR OF MEDICINE AND BACHELOR OF SURGERY

BACHELOR OF BIOMEDICAL SCIENCE

BACHELOR OF NURSING SCIENCE

BACHELOR OF NURSING SCIENCE



Message from the Head of Department

Welcome to the Bachelor of Nursing Science Programme!

Congratulations on embarking on this exciting journey towards becoming a skilled and compassionate nurse. As you begin your studies, you are joining a community dedicated to the noble pursuit of healthcare excellence and the betterment of lives.

Throughout your time in this programme, you will be equipped with the knowledge, skills, and values essential for providing exemplary patient care in a variety of healthcare settings. From foundational courses in anatomy and physiology to specialized training in patient assessment and nursing interventions, each step of your education is designed to prepare you for the challenges and rewards of a career in nursing.

In addition to academic rigor, you will also have opportunities for practical experience through clinical rotations, where you will apply classroom learning in real-world healthcare environments under the guidance of experienced nursing professionals.

As you navigate your way through the Bachelor of Nursing Science Programme, remember that you are not alone. Our faculty, department and staff are here to support you every step of the way, providing mentorship, guidance, and encouragement to help you reach your fullest potential.

We are thrilled to welcome you to our nursing family and look forward to seeing the incredible contributions you will make to the field of healthcare. Together, let us embrace the challenges, celebrate the victories, and uphold the highest standards of nursing excellence.

Welcome aboard, future nurses! Your journey begins now.

Associate Professor Dr Tang Li Yoong
Head
Department of Nursing Science

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HEAD OF DEPARTMENT



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INTRODUCTION

The Bachelor of Nursing Science programme is offered by the Department of Nursing Science, Faculty of Medicine, Universiti Malaya. The Department originated in 1993 as a Nursing Science Unit under the Department of Allied Health Sciences. It was the first unit in Malaysia to acknowledge the significance of baccalaureate-level education in nursing and led the way in transitioning nursing education from a diploma to a degree-level qualification—Bachelor of Nursing Science.

On 1st July 2007, the unit was officially established as a clinical department within the Faculty of Medicine, Universiti Malaya, reaffirming its commitment to academic and professional excellence in nursing education.

The vision of the Department is to be a centre of excellence in nursing education, producing registered nurses who are competent, safe, ethical, and compassionate. These nurses are expected to uphold strong moral values, think critically, and engage effectively with individuals, families, and communities in a variety of healthcare settings.

In alignment with this vision, the Department's mission is to provide high-quality education at the tertiary level, producing graduates who are equipped to meet the changing landscape of nursing, healthcare services, and technology in Malaysia. This is achieved through a strong emphasis on teaching, learning, and evidence-based practice.

The Bachelor of Nursing Science programme spans eight regular semesters and one special semester over four years. It is specifically designed to prepare students with the knowledge, clinical skills, and professionalism required at the undergraduate level.

The primary aim of the programme is to develop nursing graduates with a solid foundation in nursing and medical sciences. Upon completion, graduates are expected to deliver nursing care that is evidence-based, ethical, and grounded in scientific principles, contributing effectively to the healthcare system.

SELF-DIRECTED LEARNING

'In its broadest meaning, self-directed learning describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulation learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes'.
(Knowles, M. (1975). *Self-Directed Learning*. Chicago: Follet. p.18)

At the Faculty of Medicine, Universiti Malaya, we want students to drive their own learning. While this may appear easy to do on paper, learning to learn independently can be a challenge. Some of you may have the inherent characteristics of a self-directed learner. For others, you will have to train yourself to be a self-directed learner. While the faculty and lecturers are ready to guide you in your teaching and learning via an outcome-based curriculum, self-directed learning goes a step further by expecting students to display [Figure 1]:

Ownership of Learning

- Articulate learning gaps.
- Set learning goals.
- Identify learning tasks to achieve the goals.
- Extension of Own Learning
- Learn beyond the curriculum.
- Empowerment through self-learning
- Management and Monitoring of Own Learning
- Explore alternative methods of learning.
- Make sound decisions.
- Formulate questions and generate own inquiries.
- Plan and manage workload and time effectively and efficiently.
- Reflect on your learning.
- Use feedback to inform and improve yourself.
- Develop Skills of Self-Directed Learner
- Acquire positive habits.
- Develop healthy coping strategies.
- Ensure self-care.

(Source: The ICT Connection @ <https://ictconnection.edumail.sg>)

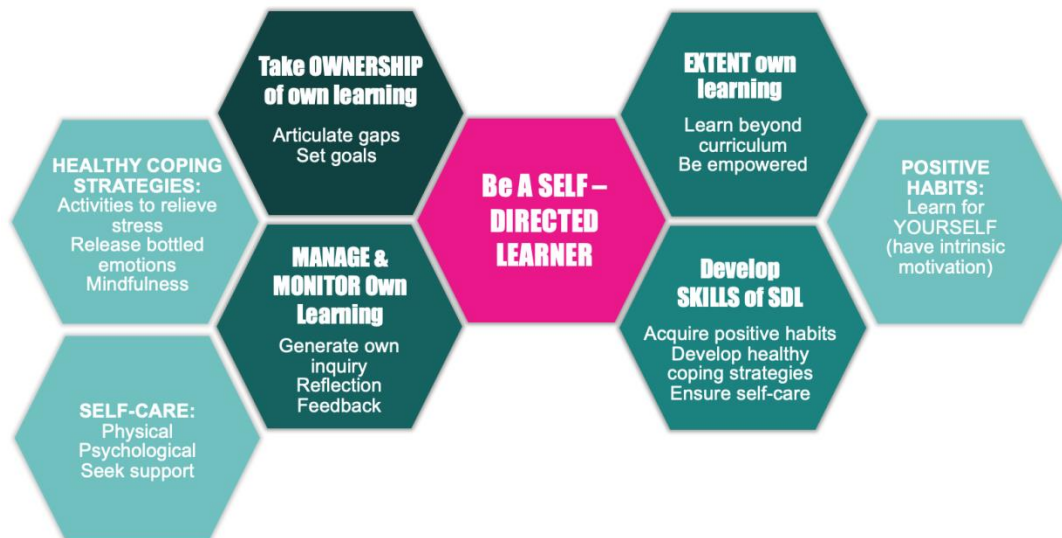


Figure 1: Training guide to become a Self-Directed Learner

POSITIVE HABITS of Self-Directed Learners:

Inquisitive · Question the Significance · Learn for yourself (have intrinsic motivation) · Build a Network of Learning Colleagues · Use library resources · Value progress over performance · Highly reflective · Value collaboration and teamwork · Responsible · Able to prioritise

HEALTHY COPING STRATEGIES of Self-Directed Learners:

Activities to relieve stress (Have a healthy hobby, keep sense of humour, exercise) · Release bottled emotions · Mindfulness (relaxing or calming techniques) · Adjust expectations (anticipate various outcomes)

ENSURING SELF-CARE of Self-Directed Learners:

Physical health · Psychological health · Seek support.

PROGRAMME GOAL

The aim of this programme is to produce nursing graduates with knowledge and skills to function as general nurse that are in line with the requirement set by Malaysia Nursing Board (MNB) and relevant stakeholders.

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

- PEO 1 Graduates establish themselves as a practicing professional in nursing and healthcare related fields.
- PEO2 Graduates engage in lifelong learning and evidence-based practice for advancement of personal and professional development.
- PEO3 Graduates contribute to the health and wellbeing of society by addressing health needs of patients, families and communities.

PROGRAMME LEARNING OUTCOMES (PLO)

At the end of Bachelor of Nursing Science Programme, graduates are able to:

- PO1 Apply comprehensive knowledge and skills in the management and nursing care of patients.
- PO2 Demonstrate decision-making and problem-solving skills in addressing health needs and health-related issues.
- PO3 Perform a range of practical skills to deliver patient-centred care in accordance to healthcare requirements and standards.
- PO4 Apply effective communication and interpersonal skills in the learning and nursing care practice.
- PO5 Utilise digital and numeracy skills to support documentation, research and evidenced-based nursing practice.
- PO6 Demonstrate leadership skills in managing nursing responsibilities in health-related industry.
- PO7 Develop personal and professional skills as lifelong learners in the advancement of nursing profession.
- PO8 Demonstrate adherence to code of professional conduct stipulated by regulatory bodies.

ACADEMIC PROGRAMME & COURSE STRUCTURE

The academic year consists of two semesters. Two are normal semesters and one special semester. Each normal semester consists of:

1. Lectures – 14 weeks
2. Vacation (During Mid Semester) – 1 week
3. Examination – 3 weeks.

Meanwhile the special semester consists of 8 weeks of lectures and examination. Each student is given 3 weeks off within the 2 normal semesters.

Course offered is categorized under:

- I. University Courses
- II. Faculty Courses (Core and Electives)

Students are required to register and pass all courses. The courses will be conducted via lectures, tutorials, discussion and practical sessions in University Malaya Medical Centre and other health organization.

PROGRAMME STRUCTURE

Malaysian Students:

Courses Level	Courses Name		Credits
University Courses	GIG1012	Philosophy and Current Issues <i>Falsafah dan Isu Semasa (FIS)</i>	2
	GIG1013	Appreciation of Ethics and Civilisations <i>Penghayatan Etika dan Peradaban (PEP)</i>	2
	GIG1003	Basic Entrepreneurship Enculturation <i>Asas Pembudayaan Keusahawanan (APK)</i>	2
	GIG1016	Integrity and Anti-Corruption <i>Integriti dan Anti-Rasuah (KIAR)</i>	2
	GLTXXXX	English Communication/Foreign Language <i>Bahasa Inggeris Komunikasi/Bahasa Asing</i>	4
	GKXXXXXX	Co-Curriculum Course <i>Kursus Ko-Kurikulum</i>	2
	SHE	Student Holistic Empowerment (SHE) <i>Pemeriksaan Holistik Pelajar</i>	6
	Total		20
Faculty Courses	Core Courses*		118
	Elective Courses		4
Total Credits			142

PROGRAMME STRUCTURE

International Students:

Courses Level	Courses Name		Credits
University Courses	GLT1049	Malay Language Communication 2	2
	GIG1013	Appreciation of Ethics and Civilisations	2
	GIG1003	Basic Entrepreneurship Enculturation	2
	GIG1016	Integrity and Anti-Corruption	2
	GLTXXXX	English Communication/Foreign Language	4
	GKXXXXX	Co-Curriculum Course	2
	SHE	Student Holistic Empowerment (SHE)	6
	Total		20
Faculty Courses	Core Courses*		118
	Elective Courses		4
Total Credits			142

ENGLISH COMMUNICATION PROGRAMME (UNIVERSITY COURSES)

(KURSUS BAHASA INGGERIS KOMUNIKASI - KURSUS UNIVERSITI)

LIST OF COURSES TO BE COMPLETED BY ALL STUDENTS (NEW COHORT)

DESCRIPTION	PATH 2	PATH 3	PATH 4
English Language Proficiency during Admission	<ul style="list-style-type: none"> • MUET Band 3 & 3.5 (2021) • IELTS Band 4.5 – 5.0 • TOEFL Internet – Based Test (53 – 64) 	<ul style="list-style-type: none"> • MUET Band 4 & 4.5 (2021) • IELTS Band 5.5 – 6.0 • TOEFL Internet – Based Test (65 – 78) 	<ul style="list-style-type: none"> • MUET Band 5 & 5+ (2021) • IELTS Band 6.5 – 9.0 • TOEFL Internet – Based Test (79 – 120)
Total Credits to Complete	4 Credits	4 Credits	4 Credits
Modules to Register	<p>GLT 1021 – Proficiency in English II</p> <p>AND</p> <p>GLT1022 – Speak Up</p> <p>or</p> <p>GLT1023 – Effective Workplace Writing</p>	<p>GLT 1024 – Proficiency in English III</p> <p>AND</p> <p>GLT1025 – Effective Oral Communication</p> <p>or</p> <p>GLT1026 – Writing at the Workplace</p>	<p>GLT 1027 – Advanced Oral Communication*</p> <p>and/or</p> <p>GLT1028 – Advanced Business Writing*</p> <p>and/or</p> <p>Foreign Language</p> <p>*(Students can only register for one course per semester)</p>

Notes: ** These courses have pre-requisites and students can only register for them after obtaining a PASS in the compulsory course as stipulated in the respective PATH

** *Kursus ini mempunyai Pra Syarat dan hanya boleh didaftar selepas pelajar LULUS kursus WAJIB mengikut Path yang ditetapkan.*

COURSE STRUCTURE

Year 1

Semester I

Category	Course Code	Course Name	Credits
University Courses	GIG1003	Basic of Entrepreneurship Culture	2
	GLTXXXX	English Language Communication	2
Core Courses	MID1001	Basic Medical Science I	3
	MID1013	Fundamental of Nursing	4
	MID1016	Nursing Skills I	4
	MID1014	Communication and Counselling in Nursing	3
	MID1010	Microbiology and Parasitology	2
Total Credits			20

Semester II

Category	Course Code	Course Name	Credits
University Courses	GIG1012	Philosophy and Current Issues (M)	2
	GLT1049	Malay Language Communication 2 (I)	2
	GLTXXXX	English Language Communication	2
	XXXXXX	SHE	2
Core Courses	MID1007	Basic Medical Science II	3
	MID1008	Nursing Skills II	4
	MID1009	Pharmacology in Nursing	3
	MID1015	Clinical Nursing Practice I	2
Total Credits			18

* **(M): Malaysian (I): International Students**

For English Language Module, please refer to page 41.

Year 2

Semester I

Category	Course Code	Course Name	Credits
University Courses	GIG1013	Appreciation of Ethics and Civilisations	2
	XXXXXX	SHE	2
Core Courses	MID2013	Clinical Sciences I	2
	MID2014	Medical Surgical I	4
	MID2015	Psychology and Sociology in Nursing	3
	MID2016	Clinical Nursing Practice II	3
Elective Course	MID2017	Event Management Project	2
Total Credits			18

* For elective course: Select 2 courses either at Year 2, Year 3 and/or Year 4

Semester II

Category	Course Code	Course Name	Credits
University Courses	GKXXXX	Co-Curriculum Course	2
	XXXXXX	SHE	2
Core Courses	MID2018	Clinical Sciences II	3
	MID2019	Medical Surgical Nursing II	4
	MID2020	Clinical Nursing Practice III	4
	MID2021	Nursing Concepts	3
Total Credits			18

Year 3

Semester I

Category	Course Code	Course Name	Credits
Elective Course	XXXXXX	SHE	2
Core Courses	MID3021	Obstetric and Gynaecology Nursing	4
	MID3003	Paediatric Nursing	3
	MID3013	Nursing Research and Statistics	4
	MID3014	Clinical Nursing Practice IV	4
	MID3015	Community Health Nursing I	3
Total Credits			20

Semester II

Category	Course Code	Course Name	Credits
Core Courses	MID3022	Mental Health Nursing	3
	MID3023	Orthopaedic, Ophthalmology, Otorhinolaryngology and Gerontology Nursing	4
	MID3016	Community Health Nursing II	2
	MID3017	Nursing Research Proposal	3
	MID3024	Clinical Nursing Practice V	3
Elective Course	MID3019	Community Project	2
Total Credits			17

Special Semester

Category	Course Code	Course Name	Credits
Core Course	MID3025	Clinical Nursing Practice VI	3
Total Credits			3

Year 4

Semester I

Category	Course Code	Course Name	Credits
Core Courses	MID4015	Emergency, Intensive and Perioperative Nursing	4
	MID4012	Management and Leadership in Nursing	3
	MID4003	Nursing Research Project	5
	MID4008	Clinical Nursing Practice VII	3
Elective Course	MID4005	Teaching Function of a Nurse	2
Total Credits			17

Semester II

Category	Course Code	Course Name	Credits
Core Courses	MID4009	Ethics, Law & Professionalism in Nursing	4
	MID4010	Clinical Nursing Practice VIII	3
	MID4011	Intergrated Nursing Science	3
	MID4014	Internship	3
Total Credits			13

COURSE SUMMARY

YEAR 1 SEMESTER 1

MID 1001: Basics Medical Science I

3 credits

Learning Outcomes:

At the end of this course, students are able to:

1. Describe the terminologies used in the science of anatomyphysiology, the basic principles in human biochemistry, the celltissue including cell composition and transport mechanism across plasma membrane, the enzymes and metabolicreacti ons of the carbohydrates, lipids, amino acids and nucleic acids. (C2)
2. Determine functions and physiology to the anatomical structures of organs in the musculoskeletal, respiratory, cardiovascular, renal and digestive systems including the d evelopmentachanges across life span. (C3)

Course Synopsis

The course introduces the terminologies in the science of anatomy-physiology; the human biochemistry; composition and physiology of human cells; the types of tissues, membrane and glands. Major body systems learned in this module are the musculoskeletal, respiratory, cardiovascular, renal and digestive system.

Reference Texts

Marieb, E.M. & Keller S.M. (2018). *Essentials of Human Anatomy & Physiology* (Global Edition) (12th ed.). England: Pearson Education, Ltd.

Tortora, G.J. (2016). *Principles of Anatomy & Physiology* (1st Asia-Pacific ed.). Queensland: John Wiley.

Waugh, A. & Grant, A. (2014). *Ross and Wilson Anatomy & Physiology in Health and Illness* (12th ed.) Edinburgh: Churchill Livingstone Elsevier.

Course Assessment:

Course will be assessed by:

Continuous assessment - 40%

- Test 1 (20%)
- Test 2 (20%)

Final Examination: 60%

MID 1013: Fundamental of Nursing

4 credits

Learning Outcomes:

At the end of this course, students are able to:

1. Describe the steps of health assessment and nursing process in planning nursing care plan using critical thinking. (C2)
2. Show the skill of health assessment and planning nursing care. (P1)
3. Explain the elements of effective documentations in nursing practice. (C2)

Course Synopsis:

This course introduces students to the fundamental of nursing. Major topics include nursing theories and models, nursing process, nursing care plan, health assessment, and documentation. Critical thinking is integrated in this course.

Reference Texts:

- Alfaro, R. (2009). *Applying Nursing Process: A Tool for Critical Thinking (7th Ed.)*. Philadelphia: Lippincott Williams & Wilks.
- Berman. A. (2016). *Kozier and Erb's Fundamentals of Nursing (10th. Ed)*. Boston: Pearson.
- Carpenito, L. J. (2012). *Nursing Diagnosis: Application to Clinical Practice (14th. Ed.)*. Philadelphia: Lippincott Williams & Wilkins.
- Cox, C. L., (2010). *Physical Assessment for Nurses. Iowa: Wiley-Blackwell Publication*.
- Gail, B. Ladwig, G.B. & Betty J. A. (2013). *Mosby's Guide to Nursing Diagnosis. (4th. Ed.)*. St Louis: Mosby.
- Ladwig, G. B, Ackley B. J. & Makic M. B. F. (2016). *Mosby's Guide to Nursing Diagnosis. (5th. Ed.)*. Philadelphia: Elsevier Mosby.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

- Assingment (20%)
- Simulation Skills Assessment (20%)

Final Examination: 60%

MID 1016: Nursing Skills I

4 credits

Learning Outcomes:

At the end of the course the students are able to:

1. Explain the principle of body mechanics, observations of microbial, environmental safety, patient mobility, oral feeding and documentation. (C2)
2. Explain the nursing responsibilities before, during and after performing nursing procedures. (C2)
3. Show the nursing procedures according to principles. (P1)

Course Synopsis:

The course includes topics regarding body mechanics and positioning, comfort and safety needs of patients, admission and discharge of patients, nutrition, elimination and documentation.

Reference Texts:

- Berman, A
J. (2011). *Kozier & Erb's Fundamentals Of Nursing Concepts, Process And Practice*. (9th Ed.). New York: Prentice-Hall.
- Grodner, M., Roth, S. L., Walkingshaw, B. C. (2012). *Nutritional Foundations and Clinical Applications: A Nursing Approach*. (5th Ed.). Philadelphia: Elsevier Mosby.
- Potter, P. & Perry, A. G. (2010). *Basic Nursing Theory And Practice*. (7th Ed.). New York: Mosby.
- Potter P., Perry A. G., Stockert, P. & Hall, I. A. (2016). *Fundamentals Of Nursing (9th Ed.)*. Philadelphia: Elsevier Mosby.
- Taylor C. Lillis, C, LeMone, P. & Lynn P.
(2011). *Fundamentals Of Nursing. The Art And Science Of Nursing Care*. (7th Ed.). China: Lippincott Williams & Wilkins.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

- Assessment simulation skills – week 12
- Assessment – week 14

Final Examination: 60%

MID 1014: Communication and Counselling in Nursing

3 credits

Learning Outcomes:

At the end of the course the students are able to:

1. Explain the process of communication, types of communication, factors influencing and barriers to effective communication and communication strategies for client in specific situation. (C2)
2. Illustrate the concepts, principles, theory of counseling, and counseling skills during counseling session. (C3)
3. Perform interview session using communication and counselling skills for specific situation. (A1)

Course Synopsis:

This course comprises of knowledge and basic skills in communication and counselling technique. Topic covered are definition/concept, theory, process, barrier, technique of counselling, listening skills, questioning and interviewing skills .

Reference Texts:

- Arnold, E. & Boggo, K. U. (2003). *Interpersonal Relationship: Professional Communication Skills For Nurses. (4th Ed.)*. St. Louise: W.B. Saunders Company.
- Bach S. (2015). *Communication and Interpersonal Skills in Nursing. (3rd Ed.)*. Singapore: SAGA.
- Balzer-Riley, J. W. (2011) *Communication in nursing (7th Ed.)*. St. Louis: Mosby.
- Hayes, D. A. & Arshad R. (2011). *Effective communication in Nursing*. Oxford Fajar: Malaysia.
- Servellen, V. & Marram, G. (2009). *Communication skills for the healthcare professional: concepts, practice, and evidence. (2nd Ed.)*. Sudbury, Mass: Jones and Bartlett Publishers.

Course Assessment:

Course will be assessed by:

Continuous assessment: Assignment: 40%

- Interview Assessment- Week 13

Final Examination:

60%

MID 1010: Microbiology and Parasitology

2 credits

Learning Outcomes:

At the end of the course students are able to:

1. Explain the classification, characteristics, etiology and pathogenesis of bacteria, virus, fungi, spirochete, protozoa, parasites and filariasis. (C2)
2. Explain the principles of immunology and adverse immune response. (C2)
3. Determine the safety practices in the prevention of communicable diseases. (C3)

Course Synopsis:

This course consists of knowledge on microbiology, parasitology, immunology and safety practices in the prevention of communicable diseases.

Reference Texts:

- Tortora, G. J., Funke, B. R. & Case, C. L. (2015). Microbiology: An Introduction. (12th Ed.). Upper Saddle River: Pearson.
- Livinson, W. (2014). Review of Medical Microbiology & Immunology. (13th Ed.). New York: Mc Graw Hill Medical.
- Kenneth R., Ray C. G., Ahmad, N, Drew, W.L. & Plorde, J. (2014). Sherris medical microbiology (6th Ed.). New York: Mc Graw Hill Medical.
- Cornelissen, C.N., Fisher, B. D. & Harvey, R. A. (2014). Lippincott's Illustrated Reviews: Microbiology. (3rd Ed.). Philadelphia: Lippincott Williams & Wilkins.
- Abbas, A. & Lichtman, A. (2011). Basic immunology: functions and disorders of the immune system. Philadelphia: Saunders/Elsevier.

Course Assessment:

Course will be assessed by:

Continuous assessment:

40%

- Test 1 (20%) - Week 9
- Test 2 (20%)- Week 14

Final Examination: 60

YEAR I SEMESTER 2

MID 1007: Basic Medical Sciences II

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Describe the anatomical structures of organs in the nervous, endocrine, sensory, reproductive and integumentary systems. (C2)
2. Determine the functions and physiology to the anatomical structures of organs in the nervous, endocrine, sensory, reproductive and integumentary systems including the developmental changes across life span. (C3).

Course Synopsis:

The course covers the study on anatomy and physiology of following body systems: nervous, endocrine, sensory, reproductive and integumentary.

Reference Texts:

- Marieb, E.M. & Keller S.M. (2018). Essentials of Human Anatomy & Physiology (Global Edition) (12th ed.). England: Pearson Education, Ltd.
- Tortora, G.J. (2016). Principles of Anatomy & Physiology (1st Asia-Pacific ed.). Queensland: John Wiley.
- Waugh, A. & Grant, A. (2014). Ross and Wilson Anatomy & Physiology in Health and Illness (12th ed.) Edinburgh: Churchill Livingstone Elsevier.

Course Assessment:

Course will be assessed by:
Continuous Assessment: Test
40%

- Test 1 (20%)- Week 4
- Test 2 (20%)- Week 8

Final Examination: 60%

MID 1008: Nursing Skills II

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Explain the principles of oxygen therapy, bandaging, nutrition, elimination, collection of specimen, surgical procedure, medication and management of deceased patients. (C2)
2. Explain the nursing responsibilities before, during and after performing nursing procedures. (C3)
3. Show the nursing procedures according to principles. (P1)

Course Synopsis:

This course covers medical and surgical nursing procedures. It also includes topics such as fulfilling elimination needs, specimen collection, intravenous therapy, blood transfusion and management of deceased patients.

Reference Texts:

Berman, A J., Snyder S.J. & Frandsen, G. (2016). *Kozier & Erb's Fundamentals of Nursing Concepts, Process and Practice (10th Ed.)*. Boston: Pearson.

DeLaune S.C. & Ladner P.K. (2011). *Nursing Fundamentals: Standards & Practice (7th Ed.)*. NewYork: Cengage.

Dougherty, L. & Lister. S.E. (2011). *The Royal Marsden Hospital manual of clinical nursing procedures. (8th Ed.)*. Oxford, UK: Wiley-Blackwell.

Potter P., Perry A. G., Stockert P. & Hall A. (2016). *Fundamentals Of Nursing (9th Ed.)*. Philadelphia: Elsevier Mosby.

Course Assessment:

ContinuousAssessment

- Simulation skills assessment (40%) – Week 12

Final Examination: 60%

MID 1009: Pharmacology in Nursing

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Describe pharmacokinetics, pharmacodynamics and the mechanism of actions for various classification of drugs. (C2)
2. Determine nursing measures needed in administration of various drug classes. (C3)
3. Apply the principles of medication administration in the the calculation for drug dosage and intravenous fluids. (C3)

Course Synopsis:

This course introduces terminologies used in study of pharmacology, the major drugs classification and mechanism of actions for various drug groups. The nursing responsibilities in the drug therapy are illustrated using nursing process approach. The calculation of drug dosage and intravenous fluids is also included.

Reference Texts:

Kee, J.L., Hayes, E.R. & McCuiston, L.E. (2012) *Pharmacology: A Nursing Process Approach* (7th ed.). St. Louis, MO: Elsevier Saunders.
Chernecky, C. et al. (2002). *Real-World Nursing Survival Guide: Drug Calculations & Drug Administration*. Philadelphia: W.B. Saunders
Lilley, L.L., Aucker, R.S. (2001) *Pharmacology and The Nursing Process* (3rd ed.). St. Louis: Mosby.

Course Assessment:

Course will be assessed by:

Continuous Assessment:

40%

- Test (20%)- Week 4
- Assignment (20%)- Week 8

Final Examination: 60%

MID 1015: Clinical Nursing Practice I

2 credits

Learning Outcomes:

At the end of the course students are able to:

1. Identify patients basic needs using assessment and communication skills. (P1, A1)
2. Perform nursing procedure and individualized nursing care according to the patients' need. using nursing process. (P2).
3. Record vital signs, intake output and basic nursing interventions in patients' chart. (P2)

Course Synopsis:

This course comprises of knowledge and basic skills in communication and counselling technique. Topic covered are definition/concept, theory, process, barrier, technique of counselling, listening skills, questioning and interviewing skills.

Reference Texts:

Berman, A J., Snyder S.J. & Frandsen, G. (2016). *Kozier & Erb's Fundamentals Of Nursing Concepts, Process And Practice (10th Ed.)*. Boston: Pearson. DeLaune S.C. & Ladner P.K. (2011). *Nursing Fundamentals: Standards & Practice (7th Ed.)*. New York: Cengage. Dougherty, L. & Lister. S.E. (2011). *The Royal Marsden Hospital manual of clinical nursing procedures. (8th Ed.)*. Oxford, UK: Wiley-Blackwell. Potter P., Perry A. G., Stockert P. & Hall A. (2016). *Fundamentals Of Nursing (9th Ed.)*. Philadelphia: Elsevier Mosby.

Course Assessment:

Course will be assessed by:

Continuous Assessment:

100%

- *Running Assessment* (40%) – Week 13
- *Penulisan reflektif* (20%) - Week11
- *Penilaian klinikal* (10%) - Week 12
- *Proses kejururawatan* (30%) - Week 14

Final Examination: None

YEAR 2 SEMESTER 1

MID 2013: Clinical Sciences I

2 credits

Learning Outcomes:

At the end of the course students are able to:

1. Describe the etiology, pathophysiology, clinical manifestation, investigation and complications of patients with following conditions: shock, fluid and electrolyte imbalance, infectious diseases, cancer and disorders of thyroid, mammary, cardiovascular and respiratory. (C2)
2. Determine the clinical assessment, of patients with following conditions: shock, fluid and electrolyte imbalance, infectious diseases, cancer and disorders of thyroid, mammary, cardiovascular and respiratory. (C3)

Course Synopsis:

This course consists of topics on management of shock, fluid and electrolyte imbalance. It also includes medical and surgical management of patients with shock, fluid and electrolyte imbalance, infectious diseases, cancer and disorders of thyroid, mammary, cardiovascular and respiratory.

Reference Texts:

- Stephen, J, McPhee, Hammer, G. D. (2014). *Pathophysiology of Diseases: An Introduction to Clinical Medicine*. (7th Ed). New York: Mc Graw-Hill Education.
- Chabner, B. & Longo, D. L. (2011). *Cancer chemotherapy and biotherap: principles and practice* (5th Ed.) Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health
- DeLaune, S.C. & Ladner, P.K. (2011). *Nursing Faudamental: Standard and Practice*. Cengage Asia Singapore.
- Ignativicius, D. D & Workman M. L. (2009). *Medical-surgical nursing: Critical thinking for collaborative care*. (6th Ed.). St.Louis: Saunders Elsevier.
- LeMone, P. & Burke, K. M. (2008). *Medical-surgical nursing care: Critical Thinking in Client Care* (4th Ed). New Jersey: Pearson Prentice Hall.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

- Test I (20%)- Week 7
- Test 2 (20%) - Week 14

Final Examination: 60%

MID 2014: Medical Surgical Nursing I

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Determine the health needs and care plan using the nursing process approach in managing following patients: undergoing surgery; in condition of shock, water and electrolytes imbalance; infectious diseases, cancer, disorders of thyroid, mammary, cardiovascular and respiratory(C3)
2. Identify indications, preparation and care for diagnostic and therapeutic procedures in patients undergoing surgery, in condition of shock, water and electrolytes imbalance; infectious diseases, cancer, disorders of thyroid, mammary, cardiovascular and respiratory. (P1)

Course Synopsis:

This course focuses on aspects of nursing care to meet the health needs of patients with following conditions: undergoing surgery; experiencing shock, water and electrolytes imbalance; infectious diseases, cancer and disorders of thyroid, mammary, cardiovascular and respiratory. The primary, secondary and tertiary aspects of medical and surgical management including pharmacological therapy that are covered in MID 2013 Clinical Science I will be integrated in the discussion of patient care using the nursing process approach.

Reference Texts:

LeMone, P., Burke, K. & Bauldoff, G. (2015). *Medical-Surgical Nursing: Critical Thinking in Patient Care* (5th ed.), Boston: Pearson

Mandell, Douglas, and Bennett's communicable disease essentials. (2017). Bennett J.E., Dolin R., Blaser M.J. (Editors). Philadelphia, PA: Elsevier. (WC39 Mar 2017)

Swearingen, P.L. (Eds.). (2016). *All-In-One Nursing Care Planning Resource: Medical-Surgical, Pediatric, Maternity, And Psychiatric-Mental Health*. St. Louis, Missouri: Elsevier/Mosby.

Hinkle J.L. (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (14th ed), Philadelphia: Wolters Kluwer

Course Assessment:

Course will be assessed by:

Continuous assessment: 40%

- Test (20%) - Week 5
- Skill Simulation Assessment (20%) - Week 9

Final Examination: 60%

MID 2015: Psychology and Sociology in Nursing

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Explain the concepts and implication of psychology and sociology in nursing and healthcare. (C2)
2. Illustrate nursing care using developmental theories in cognitive, psychosocial, behavioral and sociological aspects. (C3)
3. Identify the concepts of developmental theories in cognitive, psychosocial, behavioral and sociological aspects when engaging with patients, families, communities and healthcare providers. (A1)

Course Synopsis:

This course aims at identifying several important issues on psychological health and psychological development from conception to adulthood and scope in sociology, human as a social cultural being, cultural characteristics, beliefs, norms, roles, status socialisation. This course consists of developmental theories on cognition, psychosocial and morals. The focus is on the concept of self-development to help students in enhancing their confidence when communicating with others and it also includes social, economical and political effects in Malaysian community and social factor that influence health and diseases.

Reference Texts:

- Barley, E. (2016). *Health Psychology in Nursing Practice (2nd Ed.)*. Sage Publications Ltd. Publication
- Joanna, H. (2017). *Introduction of Health Behavior Theory. 3rd ed.* United States of America: Jones & Barlett Learning.
- Lohumi, S. (2015). *Sociology for nurses. (1st Ed.) Elsevier India.* Richard, G., & Kinnison, N. (2013). *Psychology for Nurses & Health Professionals. (2nd Ed.)*. CRC Press Taylor & Francis Group. London.
- Purushothama, G.S. (2015). *Sociology for Nursing & Health Sciences. (2nd Ed.)*. Jaypee Brothers Medical Publisher. New Delhi, India.

Course Assessment:

Course will be assessed by:

Continuous assessment:

- Assignment (20%) - Week 7
- Role Play (20%) - Week 13

Final Examination: 60%

MID 2016: Clinical Nursing Practice II

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Implement individualised plan of care to meet the health needs of patients undergoing surgery and medical surgical management of shock, water and electrolytes imbalance; infectious diseases, cancer, disorders of thyroid, mammary, cardiovascular and respiratory. (P2)
2. Perform nursing procedures (medical, surgical, fundamental, pharmacological) to patients undergoing surgery and medical surgical management of shock, water and electrolytes imbalance; infectious diseases, cancer, disorders of thyroid, mammary, cardiovascular and respiratory. (P2)
3. Practice collaborative nursing to deliver a safe and effective patient-centred care. (A2)

Course Synopsis:

The cognitive and practical skills learned from MID 2013 Clinical Science I and MID 2014 Medical Surgical Nursing I will be applied in this course. Students will be attached to various medical-surgical wards and settings that offer learning opportunity to nurse patients undergoing surgical procedures and operation (pre- and post-operative care) for cases of cancer, infectious diseases and disorders of cardiovascular and respiratory system.

Students will learn to collaborate with other healthcare professionals in delivering a multidisciplinary patient care approach. Ward rounds, clinical discussion and bedside teaching will be conducted to promote application of theory to practice. Reflective nursing is also practiced in developing student's critical thinking skills, and to encourage student's active engagement in learning processes.

In addition to surgical nursing procedures, students will continue to practice fundamental and pharmacological nursing procedures learned in Year 1. Record documentation and application of standard and transmission-based precautions will also be reinforced. The skill-lab practice sessions will be incorporated to enhance the students' practical skills.

Reference Texts:

- LeMone, P., Burke, K. & Bauldoff, G. (2015). *Medical-Surgical Nursing: Critical Thinking in Patient Care* (5th ed.), Boston: Pearson
- Mandell, Douglas, and Bennett's communicable disease essentials. (2017). Bennett J.E., Dolin R., Blaser M.J. (Editors). Philadelphia, PA: Elsevier. (WC39 Man 2017)
- Swearingen, P.L. (Eds.). (2016). *All-In-One Nursing Care Planning Resource: Medical-Surgical, Pediatric, Maternity, And Psychiatric-Mental Health*. St. Louis, Missouri: Elsevier/Mosby.
- Hinkle J.L. (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (14th ed), Philadelphia: Wolters Kluwer
- Kee, J.L., Hayes, E.R. & McCuiston, L.E. (2012) *Pharmacology: A Nursing Process Approach* (7th ed.). St. Louis, MO: Elsevier Saunders

Course Assessment:

Course will be assessed
by:

Continuous Assessment:

100%

- Running assessment (40%) – Week 10 to 13 (Note: Students are assigned to several wards for one session)
- Case Study (40%) - Week 14
- Reflective writing (20%)- Week 11

Final Examination: None

MID 2017: Event Management Project

2 credits

Learning Outcomes:

At the end of the course students are able to:

1. Develop a proposal based on key elements in organising an event. (P2)
2. Execute the planned event by applying the communication and management skills. (A1)
3. Demonstrate a sense of responsibility and teamwork dynamics in organising the event. (A2)

Course Synopsis:

This practical event management course will provide students with a structured approach to operational and creative fundamentals, from inception to debrief. Students will learn on how to develop and deliver successful events with a focus on meetings, talks, seminar, conferences and others.

Students will learn how to develop budgets, work breakdown structures, and gain an insight into risk mitigation and contingency planning. They will also explore the key elements and processes involved in format and venue selection, event registrations, catering, accommodation, transport, theming, security, entertainment and stakeholder.

Reference Texts:

Shannon, K. (2016) The complete guide to successful event planning (3rd ed) Florida: Atlantic Pub. Group, Inc.
McDonnell, I. & Moir, M. (2014). Event sponsorship London: Routledge/Taylor & Francis Group

Course Assessment:

Course will be assessed by:

Continuous Assessment (100%) - Week14

Final Examination: None

YEAR 2 SEMESTER 2

MID 2018: Clinical Sciences II

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Describe the etiology, pathophysiology, clinical manifestation, investigation and complications of patients with following conditions: burn, autoimmune diseases, gastrointestinal, renal, haematological, endocrine, neurological, urological system and integumentary. (C2)
2. Determine the clinical assessment and management of patients with following conditions: burn, autoimmune diseases, gastrointestinal, renal, haematological, endocrine, neurological, urological system and integumentary. (C3)

Course Synopsis:

This course introduces students to medical and surgical management of patients with burn, autoimmune diseases, and disorders of gastrointestinal, renal, hematological, endocrine, neurological, urological system and integumentary. Aspects of primary, secondary and tertiary prevention measures are intergrated into patient management.

Reference Texts:

- Berman, A J. & Snyder,S. (2011) *Kozier & Erb's Fundamentals Of Nursing Concepts, Process And Practice (9th ed.)* New York. Prentice-Hall**
- Berman A.J. & Snyder,S. (2011). *Skills in Clinical Nursing (7th ed.)*. Prentice Hall.*
- Potter, P. A., Perry, G., Hall, A. & Stockert P.A. (2009) *Fundamentals of nursing (7th. ed.)*. St. Louis: Mosby.
- Black, J.M. and Hawks J.H, (2008) *Medical Surgical Nursing – Clinical Management for Positive Outcome (8th ed.)* St. Louis Saunders Elsevier.
- LeMone, P. & Burke, K. M. (2008). *Medical-surgical nursing care: Critical Thinking in Client Care (4th ed)*. New Jersey: Pearson Prentice Hall.

Course Assessment:

Course will be assessed by:

Continuous assessment:

- Test 1 (20%) - Week 7
- Test 2 (20%)- Week 14

Final Examination: 60%

MID 2019: Medical Surgical Nursing II

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Determine the health needs and care plan using the nursing process approaching managing patients with disorders of gastrointestinal, endocrine, neurological, renal genitourinary, autoimmune, hematology and integumentary systems. (C3)
2. Describe indications, preparation and care of patients undergoing diagnostic and therapeutic procedures in managing disorders of gastrointestinal, endocrine, neurological, renal & genitourinary, autoimmune, haematology and integumentary systems. (P1)

Course Synopsis:

This course focuses on aspects of nursing care to meet the health needs of patients with following system disorders: gastrointestinal, endocrine, neurological, renal & genitourinary, autoimmune, haematology and integumentary.

The primary, secondary and tertiary aspects of medical and surgical management including pharmacological therapy that are covered in and MID 2002 Clinical Science II will be integrated in the discussion of patient care using the nursing process approach.

Reference Texts:

- LeMone, P., Burke, K. & Bauldoff, G. (2015). *Medical-Surgical Nursing: Critical Thinking in Patient Care* (5th ed.), Boston: Pearson
- Mandell, Douglas, and Bennett's communicable disease essentials. (2017). Bennett J.E., Dolin R., Blaser M.J. (Editors). Philadelphia, PA: Elsevier. (WC39 Mar 2017)
- Swearingen, P.L. (Eds.). (2016). *All-In-One Nursing Care Planning Resource: Medical-Surgical, Pediatric, Maternity, And Psychiatric-Mental Health*. St. Louis, Missouri: Elsevier/Mosby.
- Hinkle J.L. (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (14th ed), Philadelphia: Wolters Kluwer

Course Assessment:

Course will be assessed by:

Continous Assessment
:40%

- Assignment (20%)- Week 4
- Skill Simulation Assessment (20%)- Week 7

Final Examination: 60%

MID 2020: Clinical Nursing Practice III

4credits

Learning Outcomes:

At the end of the course students are able to:

1. Implement individualised plan of care to meet the health needs of patients with disorders of gastrointestinal, endocrine, neurological, renal, haematology, integumentary and immune system. (P2)
2. Perform nursing procedures (medical, surgical, fundamental and pharmacological) to patients with disorders of gastrointestinal, endocrine, neurological, renal, haematology and integumentary. (P2).
3. Practice collaborative nursing to deliver a safe and effective patient-centred care. (A2)

Course Synopsis:

The cognitive and practical skills learned from MID2018 Clinical Science II and MID2019 Medical Surgical Nursing II will be applied in this course. Students will be attached to various medical and surgical wards and settings that offer learning opportunity to nurse patients with disorders of gastrointestinal, endocrine, neurology, renal, autoimmune, haematology, integumentary and immune system.

Students will learn to collaborate with other healthcare professionals in delivering a multidisciplinary patient care approach. Ward rounds, clinical discussion and bedside teaching will be conducted to promote application of theory to practice. Reflective nursing is also practiced in developing student's critical thinking skills, and to encourage student's active engagement in learning processes.

In addition to medical nursing procedures, students will continue to practice fundamental and pharmacological nursing procedures learned in Year 1. Record documentation and application of standard and transmission-based precautions will also be reinforced. The skill-lab practice sessions will be incorporated to enhance the students' practical skills

Reference Texts:

LeMone, P., Burke, K. & Bauldoff, G. (2015). *Medical-Surgical Nursing: Critical Thinking in Patient Care* (5th ed.), Boston: Pearson.

Mandell, Douglas, and Bennett's communicable disease essentials. (2017). Bennett J.E., Dolin R., Blaser M.J. (Editors). Philadelphia, PA: Elsevier. (WC39 Mar 2017).

Swearingen, P.L. (Eds.). (2016). *All-In-One Nursing Care Planning Resource: Medical-Surgical, Pediatric, Maternity, And Psychiatric-Mental Health*. St. Louis, Missouri: Elsevier/Mosby.

Hinkle J.L. (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (14th ed), Philadelphia:

Wolters Kluwer

Kee, J.L., Hayes, E.R. & McCuiston, L.E. (2012) *Pharmacology: A Nursing Process Approach* (7th ed.). St. Louis, MO: Elsevier Saunders.

Course Assessment:

Course will be assessed by:

Continuous Assessment:

100%

- OSCE (60%)- Week14
- Nursing Report writing (20%)- Week 10
- Case Study (20%)- Week 13

Final Examination: None

MID 2021: Nursing Concepts

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Describe the various concepts and theories related to nursing concept. (C2)
2. Explain the concept and theories transcultural in healthcare services and nursing. (C3)
3. Discuss the aspect ethical and moral in-patient care. (C2)

Course Synopsis:

This course covers concepts and theories applied to patients care in multiple healthc are

setting. Theories in transcultural nursing also include cultural care assessment, urba n challenges in transcultural nursing and transcultural health and global health. The implication and nursing responsibilities of the nursing concepts will also be discussed

Reference Texts:

Alfaro-LeFevre, R. (2016). *Critical Thinking, Clinical Reasoning and Clinical Judgment. A Practical Approach. (6th Ed.)*.

Elsevier: Saunders.

Black, B.P. & Chitty, K.K. (2014). *Professional Nursing: concepts & challenges*. Elsevier, St. Louis. Missouri.

Joyce, N.G. (2016). *Transcultural Nursing: Assessment and Intervention. (7thEd.)*. Elsevier: Saunders.

Priscilla, L.S. (2011). *Transcultural Nursing Theory and Models: Application in Nursing Education,*

Practice and Administration. (1st Ed.). Springer Publishing Company

Giddens, J.F. (2014). *Concepts for Nursing Practice*. Elsevier Mosby. St Louis, Missouri.

Course Assessment:

Course will be assessed by:

Continuous Assessment:

40%

- Test 1 (20%): Week 6
- Test 2 (20%): Week 12

Final Examination: 60%

YEAR 3 SEMESTER 1

MID 3021: Obstetrics & Gynecologic Nursing

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Determine the physiological and pathophysiological changes in obstetric and gynaecology conditions. (C3)
2. Apply the nursing process in the care of women during pregnancy, labour and puerperium including care of newborn and women with gynaecological conditions. (C3)
3. Show the nursing skills in the care of women during pregnancy, labour and puerperium including care of newborn. (P1)

Course Synopsis:

This course consists of obstetric and gynecology nursing. It includes nursing care during the antenatal period, management of mothers in all stages of labour and puerperium. It also focuses on nursing care of the newborn and women with common obstetrics and gynaecology conditions.

Reference Texts:

Hatfield, N. T. & Kincheloe, C.A. (2018). *Introductory Maternity & Pediatric nursing* 4th ed. Philadelphia: Wolters Kluwer.

Lowdermilk, D.L., Perry S.E., Cashion, K., & Alden, K.R.

& Olshansky E.F. (2016). *Maternity and Women's Health Care*, 11th ed. St. Louis, MO.: Elsevier Mosby.

Rujukan tambahan/ *Additional references:*

Aminah Hashim, Hamidah Hassan A., Sood, M., & Padubidri, V. (2016). *Obstetric Nursing* 2nd ed. Shah Alam: Oxford Fajar.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

- Assignment (20%) -Week 4
- Assessment of Simulation Skills (20%)- Week 14

Final Examination: 60%

MID 3003: Paediatric Nursing

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Explain the assessment and management of medical surgical conditions in paediatric. (C2)
2. Determine the nursing care of paediatric patients with medical surgical conditions. (C3)

Course Synopsis:

This course prepares students on assessment and management of medical surgical conditions in paediatric. It includes nursing care of paediatric patients with various medical surgical conditions.

Reference Texts:

Hockenberry, M J. (2014) *Wong's essentials of pediatric nursing*. (9th ed.). St. Louis: Mosby.
Hockenberry, M.J. & Wilson, D. (2014). *Wong's Nursing care of Infant and Children*. (9th ed). Elsevier Mosby, St. Louis. Missouri.
Sheridan, M., Sharma, A. & Cockerill, h. (2014). *Mary Sheridan's from Birth to Five Years: Children's Developmental Progress*. NFER Publishing Co. Ltd., New York.

Course Assessment:

Course will be assessed by:

Continuous assessment 40%:

- Presentation (20%)- Week 9
- Test (20%) - Week 13

Final Examination: 60%

MID 3013: Nursing Research and Statistics

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Explain the concepts and principles related to research process, research utilization in healthcare and nursing, literature review and the basics of data management and analysis. (C2)
2. Determine the appropriate research designs, and methods, ethical considerations and statistical tests according to research objectives. (C3)
3. Apply basic statistical knowledge and skills to analyse, interpret and report the descriptive and inferential statistics findings. (C3)

Course Synopsis:

In this course, students will be introduced to research methodology and the steps of research process. The role and responsibilities of nurses as consumer of research and utilization of research finding in nursing practice will be discussed. Students will be encouraged to examine published nursing research papers and its application to nursing practice.

The usage of statistics in health context such as basic concept of descriptive and inferential statistics is also introduced. Student will learn the process of data entry and management, data analysis, data interpretation and presentation, and reporting the results. A statistical analysis software (e.g. SPSS IBM™) will be used in this course.

Reference Texts:

Heavey, E. (2018). *Statistics for nursing: a practical approach (3rd ed.)*. Burlington, MA: Jones &

Bartlett Learning.

Polit, D. F. & Beck, C. T. (2018). *Essentials of nursing research: appraising evidence for nursing practice (9th ed.)*. Philadelphia: Wolters Kluwer Health.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

- Test (20%) - Week 7
- Assignment (20%) - Week 14

Final Examination: 60%

MID 3014: Clinical Nursing Practice IV

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Identify nursing interventions for women during pregnancy, labor, puerperium and with gynaecological conditions based on assessment. (A1)
2. Perform assessment and nursing care of babies and children with variety of medical-surgical and congenital problems. (P2)
3. Perform nursing skills related obstetrics & gynaecology and paediatric nursing. (P2)

Course Synopsis:

The course provides clinical experiences in paediatric, obstetrics, gynaecology wards and clinics. It gives opportunity for students to practice nursing care of women during antenatal, intrapartum and postpartum, and with gynaecological conditions. It includes caring for babies and children with various medical, surgical and congenital problems. Students are required to perform related nursing procedures

Reference Texts:

Aminah Hashim, Hamidah Hassan A., Sood, M., & Padubidri, V. (2016). *Obstetric Nursing 2nd ed.* Shah Alam: Oxford Fajar.

Hatfield, N. T. & Kincheloe, C.A. (2018). *Introductory Maternity & Pediatric nursing 4th ed.* Philadelphia: Wolters Kluwer.

Lowdermilk, D.L., Perry S.E., Cashion, K., & Alden, K.R. & Olshansky. (2014). *Maternity and Women's Health Care*, 11th ed. St. Louis MO.: Elsevier

Hockenberry, M.J., Wilson, D. & Rodgers C.C. (2019). *Wong's Nursing care of Infant and Children*. (11th ed). Elsevier St. Louis. Missouri

Course Assessment:

Course will be assessed by:

Continuous Assessment: 100%

- Case study & presentation: 40% -Week 13
- Report writing: 10% - Week 11
- Clinical assessment: 50% - Week 10-14

Final Examination: None

MID 3015: Community Health Nursing I

3
credits

Learning Outcomes:

At the end of the course students are able to:

1. Apply the concepts, elements and nursing roles in primary care and community health care environmental health. (C3)
2. Apply the knowledge of immunization, health promotion, health education and home visiting activities at community level. (C3)
3. Show the skills in maternal and child health care and risk management at community level. (P1)

Course Synopsis:

This course consists of concepts, elements and nursing roles in primary care, family and community health care focusing in maternal and child health care. It also includes concepts on environmental health, health promotion, health education, immunization, and home visiting.

Reference Texts:

Allender JA., Rector C., & Warner K.D (2014). *Community & Public Health Nursing: Promoting the Public's Health* (8th ed). Philadelphia: Wolters Kluwer Lippincott Williams & Wilkins.
Lundy, K.S. & Janes, S. (2016). *Community Health Nursing Caring For The Public's Health 3rd Ed.*, Burlington, MA: Jones & Bartlett Learning.
Stanhope, M & Lancaster, J. (2016) *Public Health Nursing: Population- Centered Health Care in the Community 9th Ed.* St. Louis, Missouri: Elsevier.
Yadav, H., Chong M.C., & See T. L. (2019) *Community Health Nursing 2nd Ed.* Shah Alam: Oxford Fajar

Course Assessment:

Course will be assessed by:

Continuous assessments: 40%

- Assignment (20%) -
Week 11
- Assessment of Simulation Skills (20%) -
Week 14

Final Examination: 60%

YEAR 3 SEMESTER 2

MID 3022: Mental Health Nursing

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Explain the concepts of mental health and psychiatric disorders, assessment and management of the patients. (C2)
2. Determine the nursing care of patients with mental health and psychiatric disorders. (C3)
3. Identify the nursing responsibilities in relation to psychopharmacological, psychological and physical therapies. (C3)

Course Synopsis:

This course provides students with knowledge and understanding about mental health disorders. It also includes mental health act, management modalities and nursing care of patients with common mental health disorders.

Reference Texts:

Mohr, W.K. (2009) *Psychiatric-mental health nursing: evidence-based concepts, skills, and practices, (7th ed.)*

Wolters Kluwer/ Lippincott, Williams & Wilkins. Philadelphia.

Barker, P. J. (2004) *Assessment in psychiatric and mental health nursing: in search of the whole person. (2nd ed.)*. Cheltenham: Nelson Thornes Ltd,

Johnson, B.S., (2003) *Johnson's psychiatric-mental health nursing (5th ed.)* Lippincott Williams & Wilkins. Philadelphia.

Sulaigah Baputty, Sabtu Hitam, Sujata Sethi (2008) *Mental health nursing*, Oxford Fajar, Shah Alam Selangor.

Stuart, G.I W. & Laraia M.T. (2005) *Principles and practice of psychiatric nursing (8th ed.)*. St. Louis: Elsevier Mosby

Course Assessment:

Course will be assessed by:

Continuous Assessment:

40%

- Test (20%)- Week 9
- Assignment (20%) - Week 13

Final Examination: 60%

MID 3023: Orthopaedic, Ophthalmology, Otorinolaringology & Gerontology Nursing

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Determine the management and nursing care of patients with orthopaedic, ophthalmology, otorhinolaryngology, and gerontology conditions based on nursing process approach. (C3)
2. Show the nursing skills related to care of patient with orthopaedic, ophthalmology, otorhinolaryngology and gerontological condition. (P1)

Course Synopsis:

This course provides students with knowledge and understanding of management and nursing care of patients with orthopaedic, ophthalmology, otorhinolaryngology and gerontology conditions

Reference Texts:

- Berman, A J. (2019). *Kozier & Erb's Fundamentals Of Nursing Concepts, Process And Practice* (10th Ed.). New York. Prentice-Hall.
- Ignatavicius, D. D. & Workman M. L. (2009). *Medical-surgical nursing: critical thinking for collaborative care*. (6th Ed.). St.Louis: Saunders Elsevier.**
- Mohd Hairi, F., Wan Yuen, C., & Hairi, N.N. (2019). *Panduan Penjaga Warga Emas*. Penerbit Universiti Malaya: Universiti Malaya.
- Schoen, D. C. (2000). *Adult orthopaedic nursing* Philadelphia: Lippincott.
- Taylor C. Lillis, C, LeMone, P. Lynn P. (2011). *Fundamentals Of Nursing. The Art And Science Of Nursing Care* (7th Ed.). China: Lippincott Williams & Wilkins.**
- Wold, G.H. (2012). *Basic Geriatric Nursing* (5th ed). Mosby Elsevier: St Louis.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

- Assignment (20%) - Week 13
- Assessment of Simulation Skills (20%) - Week 10

Final Examination: 60%

MID 3016: Community Health Nursing II

2 credits

Learning Outcomes:

At the end of the course students are able to:

1. Demonstrate an understanding of assessment of school children, school health services and nutritional needs for maternal and child wellbeing, including occupational health, epidemiology and current social issues. (C3)
2. Apply the knowledge of care children with special needs including rehabilitation program as well and social welfare services in Malaysia. (C3)
3. Show the nursing skills in the assessment of school child and nutritional need of mother and child. (P1)

Course Synopsis:

This course consists of assessment of school children, school health services and nutrition for maternal and child wellbeing. It also includes handling children with special needs, rehabilitation programme, occupational health as well as-current social issues and social welfare services in Malaysia.

Reference Texts:

Allender JA., Rector C., & Warner K.D. (2014). *Community & Public Health Nursing: Promoting the Public's Health* (8th ed). Philadelphia: Wolters Kluwer Lippincott Williams & Wilkins.
Lundy, K.S. & Janes, S. (2016). *Community Health Nursing Caring for The Public's Health 3rd Ed.*, Burlington, MA: Jones & Bartlett Learning.
Stanhope, M & Lancaster, J. (2016) *Public Health Nursing: Population-Centered Health Care in the Community* 9th Ed. St. Louis, Missouri: Elsevier.
Yadav, H., Chong M.C., & See T. L. (2019) *Community Health Nursing* 2nd Ed. Shah Alam: Oxford Fajar.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

- Assignment (20%)- Week 2
- Assessment of Simulation Skills (20%) - Week 14

Final Examination: 60%

MID 3017: Nursing Research Proposal

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Write a research proposal to demonstrate application of research process in conducting a project. (C3)
2. Present the research proposal in an oral presentation. (A2)

Course Synopsis:

This course enables students to apply the knowledge of research and statistics in planning a research project with research supervisor. Research topics can be in the field of nursing practice, education or management. Students are required to produce a research proposal according to guidelines of writing research project paper, present their proposal and submit application to ethics committee.

Reference Texts:

Heavey, E. (2018). *Statistics for nursing: a practical approach (3rd ed.)*. Burlington, MA: Jones & Bartlett Learning.

Polit, D. F. & Beck, C. T. (2018). *Essentials of nursing research: appraising evidence for nursing practice (9th ed.)*. Philadelphia: Wolters Kluwer Health.

Williamson, G. & Whittaker, A. (2017). *Succeeding in literature reviews and research project plans for nursing students (3rd ed.)*. Thousand Oaks, California: Sage Publications; London: Learning Matters.

Course Assessment:

Course will be assessed by:

Continuous assessment: 100%
Research Proposal Paper (70%) -
Week 10
Oral Presentation Proposal: 30% -
Week 12 & 13

Final Examination: None

MID 3019: Community Project

2 credits

Learning Outcomes:

At the end of the course students are able to:

1. Write a proposal on the program community service based on communities need. (P2)
2. Execute a community service planning by applying the values according to the plan. (A3)
3. Demonstrate leadership in executing the community service. (A4)

Course Synopsis:

This course exposed students to community service and their role as volunteers. Students need to identify the needs of the community, plan and implement health service activities to suit the current situation. This course also instills the values of the student's personality.

Reference Texts:

Lina D. Dostilio (2017). *The Community Engagement Professional in Higher Education: A Competency Model for an Emerging Field*, campus Compact.
Julia Preece, (2017). *University Community Engagement and Lifelong Learning: The porous University*, Springer. Benneworth, Paul. Editor (2013). *University Engagement with Socially Excluded Communities*, Dordrecht: Springer Netherlands: Imprint: Springer.
Holy, M. Johnson, (2013). *Deepening Community Engagement in Higher Education: Forging New pathways*, Springer.

Course Assessment:

Course will be assessed by:

Continuous Assessment:

100%

Community Project Proposal: 20%- Week 3

Project Writing and Presentation: 40%- Week 13 and 14

Stakeholder Evaluation: 20% -Week 14

Reflective Focus Group: 20% - Week 12

MID 3024: Clinical Nursing Practice V

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Implement individualised plan of care to patients with psychiatric conditions.(P2)
2. Perform nursing skills related to maternal and child health in community clinic and during home visit. (P2)
3. Identify the health assessment and treatment for school children in the school health service and social services activities for children with special needs. (A1)

Course Synopsis:

This course provides clinical experiences in psychiatric care in ward and clinic; as well as covered clinical attachment to community health setting. This course also provides opportunity for students to practice specific nursing skills related to the psychiatric care and community health.

Reference Texts:

Janice, L.Hinkle, Kerry, H. Cheever (2018) Brunner & Suddarth's textbook of medical-surgical nursing (14th ed.) Philadelphia: Wolter Kluwer.
Aminah Hashim, Hamidah Hassan A., Sood, M., & Padubidri, V. (2016). *Obstetric Nursing 2nd ed.* Shah Alam: Oxford Fajar.
Hatfield, N. T. & NN` Kincheloe, C.A. (2018). *Introductory Maternity & Pediatric nursing 4th ed.* Philadelphia: Wolters Kluwer.
Lundy, K.S. & Janes, S. (2016). *Community Health Nursing Caring for The Public's Health 3rd Ed.*, Burlington, MA: Jones & Bartlett Learning.
Yadav, H., Chong M.C., & See T. L. (2019) *Community Health Nursing 2nd ed.* Shah Alam: Oxford Fajar.

Course

Assessment:

Course will be assessed by:

Continuous

Assessment: 100%

- Case study 20% - week 10
- Clinical Portfolio 30% - Week 12
- Clinical assessment skills: 50% Week 14

Final Examination: None

MID 3025: Clinical Nursing Practice VI

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Implement individualised plan of care to meet the health needs of patients with orthopaedics, eye, ear, nose and throat disorder, and geriatric conditions.(P2)
2. Perform nursing skills related to orthopaedic, eye, ear, nose and throat, and geriatric care. (P2)
3. Practice collaborative nursing to deliver a safe and effective patient-centred care. (A2)

Course Synopsis:

This course provides clinical experiences in orthopaedic, ophthalmology, otorhinolaryngology, and geriatric care in wards and clinics. It gives opportunity for students to practice nursing care and perform related nursing procedures.

Reference Texts:

Berman, A J. (2016) *Kozier & Erb's Fundamentals Of Nursing Concepts, Process And Practice* (10th ed.) New York, Prentice-Hall.

Maureen, F. (2017) *Smeltzer & Bare's Textbook of medical-surgical nursing*. (4th ed.) North Ryde, NSW: Lippincott Williams & Wilkins.

Janice, L.Hinkle, Kerry,H. Cheever (2018) *Brunner & Suddarth's textbook of medical surgical nursing* (14th ed.) Philadelphia: Wolter Kluwer.

Wold, G. (2012) *Basic Geriatric Nursing* (5th ed.) St. Louis: Mosby Elsevier.

Black, J.M. and Hawks J.H,

(2008) *Medical Surgical Nursing – Clinical Management for Positive Outcome* (8th ed.) St. Louis Saunders Elsevier.

Potter & Perry (2010) *Basic Nursing Theory And Practice* (7th ed.) New York : Mosby

Course Assessment:

Course will be assessed by:

Continuous Assessment:100%

- Case study & presentation (30%) –Week 6
- Report writing/Reflective (20%) –Week7
- Simulated Practical Assessment (OSPE) (50%)- Week 8

Final Examination: -

YEAR 4 SEMESTER 1

MID 4003: Nursing Research Project

5 credits

Learning Outcomes:

At the end of the course students are able to:

1. Conform to the research ethics and guidelines set in carrying out the project. (A2)
2. Produce analysis of findings and research reports on the completed project. (C3)
3. Demonstrate intellectual development by sharing research findings (A3)

Course Synopsis:

This course enables students to carry out a research project based on approved research proposal with supervision. Students will gain experience of applying the research process when conducting the project. Students are required to produce a research report according to guidelines of writing research project paper and to present and defend their study findings through oral and poster presentation.

Reference Texts:

- Heavey, E. (2018). *Statistics for nursing: a practical approach (3rd ed.)*. Burlington, MA: Jones & Bartlett Learning.
- Polit, D. F. & Beck, C. T. (2018). *Essentials of nursing research: appraising evidence for nursing practice (9th ed.)*. Philadelphia: Wolters Kluwer Health.
- Chinna, K., Karuthan, K. & Choo, W.Y. (2014). *Statistical analysis using SPSS (2nd ed.)*. Kuala Lumpur: Pearson Malaysian Sdn Bhd.
- LoBiondo-Wood, G & Haber, J. (2018). *Nursing research: Methods and critical appraisal for evidence-based practice (9thed.)*. St. Louis, Missouri: Elsevier.
- Williamson, G. & Whittaker, A. (2017). *Succeeding in literature reviews and research project plans for nursing students (3rd ed.)*. Thousand Oaks, California: Sage Publications; London: Learning Matters.

Course Assessment:

Course will be assessed by:

Continous Assessment: 100%
Oral Presentation (30%) - Week 12 and 13
Research report (70%)- Week 14

Final Examination:None

MID 4008: Clinical Nursing Practice VII

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Implement individualised plan of care to meet the health needs of patients with emergency conditions, critical condition and patients requiring operations. (P2)
2. Perform nursing procedures to the patients in emergency unit, intensive care units and operation theatre. (P2)
3. Practice collaborative nursing to deliver a safe and effective patient-centred care. (A2)

Course Synopsis:

This course involved placement in the operation theatre, Intensive Care Unit and Trauma and Emergency Unit for 6 weeks. It also provides the opportunity for students to practice specialised nursing skills related to clinical areas.

Reference Texts:

Hammond, B.B. & Zimmermann, P.G. (2012). *Sheehy's Manual Emergency Care*. (7th.ed) St. Louis, Mosby: Elsevier Australia.

Jauch, A., & Tscheslog, B.A. (2014). *Emergency Nursing made Incredibly Easy*. (2nd. ed). Lippincott: Wolters Kluwer.

Diehl, T.S. (2012). *Critical Care Nursing made incredibly easy*. (3rd ed.). Philadelphia: Lippincott: Wolters Kluwer

Marino, P. L. (2013). *The ICU book*. (4th ed.). Lippincott: Wolters Kluwer
Urden, L.D., Stacy, K.M. & Lough, M.E. (2013). *Critical Care Nursing*. (7th ed.). St. Louis: Elsevier Mosby.

Phillips, N. F. (2013). *Berry & Kohn's operating room technique* (12th ed.). St. Louis, Mo: Elsevier.

Rothrock, J. C. (2015). *Alexander's Care of the patient in surgery* (15th ed.). St. Louis, Mo.: Elsevier/Mosby.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 100%

Case Study and Presentation (30%)- Week 12

OSCE (50%) - Week 14

Reflective Writing (20%) - Week 13

Final Examination: None

MID 4015: Emergency, Intensive and Perioperative Nursing

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Explain the nursing assessment and management of patients with emergency and critical conditions and patients undergoing operation. (C2)
2. Determine nursing care of patients with emergency and critical conditions and patients undergoing operation. (C3)
3. Show nursing procedures related to emergency, intensive and perioperative nursing. (P1)

Course Synopsis:

This course consists of basics emergency, intensive and perioperative nursing. Emergency nursing covers management of patients during trauma, medical and surgical emergencies, resuscitation and medico legal cases.

Intensive care nursing covers care of patients with respiratory support and invasive and non-invasive monitoring, specific nursing procedures, continuous renal replacement therapy and renal transplant. Perioperative nursing covers asepsis, infection control and safety practices, anaesthetic drugs and nurses' responsibilities during perioperative period.

Reference Texts:

- Hammond, B.B, & Zimmermann, P.G. (2012). *Sheehy's Manual Emergency Care*. (7th. ed) St. Louis, Mosby: Elsevier Australia.
- Jauch, A., & Tscheshlog, B.A. (2014). *Emergency Nursing made Incredibly Easy*. (2nd. ed). Lippincott: Wolters Kluwer.
- Diehl, T.S. (2012). *Critical Care Nursing made incredibly easy*. (3rd ed.). Philadelphia: Lippincott: Wolters Kluwer
- Marino, P, L. (2013). *The ICU books*. (4th ed.). Lippincott: Wolters Kluwer
- Urden, L.D., Stacy, K.M. & Lough, M.E. (2013). *Critical Care Nursing*. (7th ed.). St. Louis: Elsevier Mosby.
- Phillips, N. F. (2013). *Berry & Kohn's operating room technique* (12th ed.). St. Louis, Mo: Elsevier.
- Rothrock, J. C. (2015). *Alexander's Care of the patient in surgery* (15th ed.). St. Louis, Mo.: Elsevier/Mosby.

Course Assessment:

Course will be assessed by

Continuous Assessment 40%
Assignment (20%)- Week 9
Assessment of Simulation Skills (20%)- Week 13
Final Examination: 60%

MID 4005: Teaching Function of A Nurse

2 credits

Learning Outcomes:

At the end of the course students are able to:

1. Explain application of theories, principles, technology in preparing and delivering teaching and learning sessions. (C3)
2. Write a lesson plan for a teaching and learning activity. (C3)
3. Perform a microteaching session using prepared lesson materials. (P2)

Course Synopsis:

This course covers topics such as factors influencing curriculum development, experiential learning cycle, writing instructional objectives, task analysis, selection and organization of teaching and learning content, and presentation skill that are helpful for students to prepare a lesson plan for a teaching session. It will also discuss preparation, methods, instructional technology and evaluation for a clinical teaching, as well as role and responsibility of preceptor and mentor in the clinical area.

Reference Texts:

- Bastable, S. B. (2013). *Nurse as educator: principles of teaching and learning for nursing practice* (4th ed.). Sudbury: Jones and Bartlett.
- Billings, D.M. & Judith A. Halstead. J.A. (2016). *Teaching in nursing: a guide for faculty* (5th ed.), St. Louis, Mo.: Elsevier/Saunders.
- Gaberson, K. B. & Oermann, M. H. (2014). *Evaluation and Testing in Nursing Education*: (4th ed.). New York: Springer Publishing.
- Gaberson, K. B., Oermann, M. H. & Shellenbarger, T. (2015). *Clinical Teaching Strategies in Nursing* (4th ed.). New York: Springer Publishing.
- Gardner, M & Suplee, P.D. (2010) *Handbook Of Clinical Teaching In Nursing And Health Sciences* Sudbury, Mass.: Jones and Bartlett Publishers.
- McDonald, M. (2014) *The nurse educator's guide to assessing learning outcomes*. Burlington, MA : Jones & Bartlett Learning.

Course Assessment:

Course will be assessed by:

Continuous Assessment:

40%

Assignment (20%)- Week 6

Presentation (20%) - Week 10

Final Examination: 60%

MID 4012: Management and Leadership in Nursing

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Explain the basic theories, concepts, principles, functions and processes of nursing management and leadership. (C2)
2. Explain the roles and responsibilities of nurse leaders in planning, organizing, staffing, directing, controlling, making decisions and improving patient care quality. (A3)
3. Determine specific strategies related to change management, conflicts management, team building, staff and personal/professional development, problem solving and delegation process within the nursing contexts. (A2)

Course Synopsis:

This is an introduction course to the concepts and theories of nursing leadership and management. It aims to provide knowledge on management and leadership principles, process and theories. The content also focuses on conflict management, change management, quality improvement and personal and professional development in nursing.

Reference Texts:

Hood, L.J. (2014). *Leddy & Pepper's conceptual bases of professional nursing* (8th ed.). Philadelphia: Wolters Kluwer Health /Lippincott Williams & Wilkins.

Marquis, B.L., & Huston, C.J. (2015). *Leadership roles and management functions in nursing* (8th ed.). Philadelphia: Lippincott.

Rujukan tambahan:

Thomas, J. (2013). *A nurse's survival guide to leadership and management on the ward* (2nd ed.). Edinburgh: Churchill Livingstone Elsevier.

Weiss, S.A. & Tappen R.M. (2015). *Essentials of nursing leadership and management* (6th ed.). Philadelphia, PA: F.A. Davis Company.

Hood, L.J. (2014). *Leddy & Pepper's conceptual bases of professional nursing* (8th ed.). Philadelphia: Wolters Kluwer Health /Lippincott Williams & Wilkins.

Marquis, B.L., & Huston, C.J. (2015). *Leadership roles and management functions in nursing* (8th ed.). Philadelphia: Lippincott.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

- Assignment 1 (20%) - Week 7
- Assignment II (20%) - Week 14

Final Examination: 60%

YEAR 4 SEMESTER 2

MID 4009: Ethics, Law and Professionalism in Nursing

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Explain the principles and concepts in ethics, laws and professionalism in nursing. (C2)
2. Apply the code of ethics, rule of law and professionalism in the patient care, nursing practice and education. (C3)
3. Present issues in professionalization of nursing, the ethical dilemma and the legal implications in the patient care, nursing practice and education. (A2)

Course Synopsis:

This course covers topics related professionalism, ethics and legal aspects in nursing. Professionalism in nursing includes topics related to characteristics of a profession, roles of Nursing Board Malaysia and nursing professional bodies, and the challenges in professionalization of nursing. Application of ethics principles to address the ethical dilemma is discussed. Law related to healthcare practices especially Tort, the Nurses Act, and employment legislation are introduced.

Reference Texts:

Berman A., Snyder S.J., Frandsen G. (2016). *Kozier & Erb's Fundamentals of Nursing: Concepts, Process & Practice* (10th ed). Boston: Pearson.

Nursing Board Malaysia. Acts and Guidelines accessed from Official Portal Nursing Division Ministry of Health Malaysia (<http://nursing.moh.gov.my/>).

Black, B.P. (2014). *Professional Nursing: Concepts & Challenges* (7th Ed). Missouri: Elsevier Saunders

Staunton, P.J. & Chiarella, M. (2016) *Nursing and the law* (5th ed). Sydney: Churchill Livingstone

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

- Assignment 1 (30%) - Week 7
- Assignment 2 (10%)- Week 10

Final examination: 60%

MID 4010: Clinical Nursing Practice VIII

3 credits

Learning Outcomes:

At the end of the course students are able to:

Execute procedure and nursing care that meet the health needs of patient and family. (P3, A3)

1. Demonstrate responsible practice and leadership in multidisciplinary management of patient. (A2)
2. Deliver clinical teaching session based on learning needs of patient and carer. (P2)
3. Demonstrate work etiquette, creativity and accountability in carry out responsibility as a nurse. (A2)

Course Synopsis:

This course provide students the opportunities to manage nursing care of patients using management and leadership skills in the medical and surgical wards. Students will be given experience to function as a team member and team leader in the nursing team. Students are also required to conduct a patient teaching session according to the learner's need using a structured lesson plan.

Reference Texts:

Berman, A. J., Snyder, S. & Frandsen, G (2015). *Kozier & Erb's Fundamentals of Nursing Concepts, Process And Practice (10th Ed.)* Edinburgh: Pearson.

Hinkle, J. L & Cheever, K.H. (2014). *Brunner and Suddarth's Textbook of Medical Surgical Nursing (13th ed.)*. Philadelphia: Lippincott Williams & Wilkins.

Gaberson, K. B., Oermann, M. H. & Shellenbarger, T. (2015). *Clinical Teaching Strategies in Nursing (4th ed.)*. New York: Springer Publishing.

LeMone, P., Burke, K. M., Bauldoff, G. & Gubrud, P. (2015). *Medical-surgical nursing: clinical Reasoning in Patient Care (6th Ed)*. Edinburgh: Pearson.

Marquis B.L & Huston C.J. & (2015). *Leadership Roles and Management Functions in Nursing: Theory and Application (8th Ed.)*.: Philadelphia: Lippincott Williams & Wilkins.

Course Assessment:

Course will be assessed by:

Continuous Assessment 100%

- OSPE (50%)- Week 8
- Patrol Group Leader (30%)- Week 6
- Health Teaching (20%) - Week 4

Final Examination: None

MID 4011: Integrated Nursing Science

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Review management and nursing care of patients with surgical and medical conditions in the field of general and specialised nursing. (C3)
2. Relate nursing professionalism and theoretical knowledge in the field of general and specialised nursing. (C4)

Course Synopsis:

This course prepares the students for the pre-registration examination of Malaysian by revising topics in general and specialised nursing science taught in the Bachelor of Nursing Science programme. Students participate in group discussion and doing revision on question papers

Reference Texts:

LeMone, P., Burke, K. & Bauldoff, G. (2015). *Medical-Surgical Nursing: Critical Thinking in Patient Care* (5th ed.), Boston: Pearson.
Potter, P. A., Perry, G., Hall, A. & Stockert P.A. (2009) *Fundamentals of nursing* (7th. ed.). St. Louis: Mosby.

Course Assessment:

Course will be assessed by:

Continuous Assessment 40%

- Test 1 (20%) - Week 7
- Test 2 (20%) - Week 13

Final Examination: 60%

MID 4014: Internship

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Execute nursing procedures and individualised care plan to patients.
2. Deliver collaborative care that is patient centred.
3. Demonstrate leadership, professionalism and accountability in decision making in nursing practice.
4. Display professional and ethical conduct in delivering nursing services.

Course Synopsis:

This course will allow students to experience the role and function of a professional nurse under supervision of nurse administrators in a hospital and the lecturers at medical and surgical clinical placements. In addition to enhancing the role transitions from a student to a professional nurse, students will have the opportunity to apply the managerial and leadership skills in the management of patients. Students will continue to practice all nursing care and procedures learnt in previous semesters to gain mastery of nursing skills.

Reference Texts:

- LeMone, P., Burke, K. & Bauldoff, G. (2015). *Medical-Surgical Nursing: Critical Thinking in Patient Care* (5th ed.), Boston: Pearson
- Potter, P. A., Perry, G., Hall, A. & Stockert P.A. (2009) *Fundamentals of nursing* (7th. ed.). St. Louis: Mosby.
- Swearingen, P.L. (Eds.). (2016). *All-In-One Nursing Care Planning Resource: Medical-Surgical, Pediatric, Maternity, And Psychiatric-Mental Health*. St. Louis, Missouri: Elsevier/Mosby.
- Williams, L.S. & Hopper, P.D. (Eds.). (2015). *Understanding Medical Surgical Nursing*. Philadelphia: F.A. Davis Company.
- Mandell, Douglas, and Bennett's infectious disease essentials. (2017). Bennett J.E., Dolin R., Blaser M.J. (Editors). Philadelphia, PA: Elsevier. (WC39 Man 2017).
- Kee, J.L., Hayes, E.R. & McCuiston, L.E. (2012) *Pharmacology: A Nursing Process Approach* (7th ed.). St. Louis, MO: Elsevier Saunders.
- Barker, P. J. (2004) *Assessment in psychiatric and mental health nursing: in search of the whole person*. (2nd ed.). Cheltenham: Nelson Thornes Ltd, Sulaigah Baputty, Sabtu Hitam,
- Sujata Sethi (2008) *Mental health nursing*, Oxford Fajar, Shah Alam Selangor.
- Stuart, G.I W. & Laraia M.T. (2005) *Principles and practice of psychiatric nursing* (8th ed.). St. Louis: Elsevier Mosby.

Course Assessment:

Course will be assessed by:

Continuous Assessment 100%

- OSCE(50%) - Week 6
- Clinical Portfolio (30%) - Week 5
- Performance Evaluation (20%) - Week 6

Final Examination: None