



NURTURING COMPASSION INSPIRING CARE

EMPOWERING FUTURE
NURSES. ENRICHING
LIVES.



Bachelor of **NURSING SCIENCE**

FACULTY OF MEDICINE
UNIVERSITI MALAYA

More Information



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INDEX

	Title	Page
1	Message from Dean	3
2	Undergraduate Administration	5
3	Administration Unit	7
4	Educational Goals	12
5	Vision & Mission Universiti Malaya	13
6	Vision & Mission Faculty of Medicine	14
7	FOM Our History	15
8	FOM Facilities	18
9	FOM Faculty Map	19
10	UM Campus Map	20
11	FOM Student Dress Code	21
12	FOM Undergraduate Programmes	24
13	Bachelor of Nursing Sciences	25
	13.1 Message Deputy Dean	26
	13.2 Academic Staff	27
	13.3 Administrative Staff	35
	13.4 Introduction	36
	13.5 Programme Goal, Educational Objectives & Learning Outcomes	38
	13.6 Academic Programme & Course Structure	39
	13.7 Course Summary	47

A MILESTONE MOMENT: WELCOME TO THE FACULTY OF NURSING, UNIVERSITI MALAYA



Salam Sejahtera and warm greetings

It is with immense pride and great pleasure that I welcome you to the Bachelor of Nursing Science programme and to the Faculty of Nursing.

Congratulations on embarking on this exciting and transformative journey towards becoming knowledgeable, skilled, and compassionate nursing professionals. By joining the Bachelor of Nursing Science Programme, you are becoming part of a vibrant academic community committed to excellence in education, research, innovation, and the advancement of healthcare.

More importantly, you are making history. You are the **first cohort of students enrolled in the Faculty of Nursing, Universiti Malaya**, following its official establishment on **6 March 2026**. This is a remarkable milestone, not only in your academic journey but also in the history of the University. As the founding cohort, you have the unique privilege and responsibility of shaping the identity, culture, and traditions of this new Faculty. Your achievements, leadership, and professional conduct will become part of a legacy that will inspire future generations of nursing students.

Throughout your studies, you will develop the knowledge, clinical competence, critical thinking, and professional values essential for delivering safe, evidence-based, and person-centred care across diverse healthcare settings. Your learning journey has been carefully designed to integrate scientific foundations with nursing theory and clinical practice, equipping you with the confidence and capability to meet the evolving healthcare needs of individuals, families, and communities.

Beyond the classroom, you will gain invaluable hands-on experience through supervised clinical placements in a variety of healthcare environments. These experiences will allow you to apply your knowledge in real-world settings, refine your clinical skills, strengthen your professional judgment, and learn alongside experienced nurses and multidisciplinary healthcare teams.

As you progress through the programme, remember that your success is our shared commitment. Our academic staff, clinical educators, and professional support teams are dedicated to providing an inclusive, supportive, and intellectually stimulating learning environment where you are encouraged to grow academically, professionally, and personally. We will challenge you to pursue excellence, inspire you to become lifelong learners, and support you in realising your fullest potential.

Nursing is more than a profession—it is a calling grounded in compassion, integrity, resilience, and service to humanity. As future nurses, you will care for individuals at their most vulnerable moments, advocate for patients and families, contribute to healthcare innovation, and help shape the future of health services. The knowledge you gain, the friendships you build, and the experiences you embrace during your time here will define not only your professional career but also your impact on society.

As the founding cohort of the Faculty of Nursing, you are not simply witnessing history—you are creating it. Together, we will build a Faculty recognised for academic excellence, pioneering research, compassionate practice, and transformative leadership in nursing.

We are honoured to welcome you to our nursing family and look forward to witnessing your growth into competent, compassionate, and visionary nursing professionals who will make meaningful contributions to healthcare locally and globally.

Welcome to the Faculty of Nursing, Universiti Malaya. Welcome to history. Welcome to a profession that changes lives. Your journey begins here, and together, we will build a legacy of excellence for generations to come.

**ASSOCIATE PROFESSOR DR. TANG LI YOONG
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UNIVERSITI MALAYA

EDUCATIONAL GOALS

Graduates of the Universiti Malaya will be able to:

1. Apply knowledge and skills with an innovative mindset towards sustainability and inclusivity.
2. Utilize effective and advanced information management methods to make data-informed decisions and achieve goals in line with the relevant professional standards.
3. Engage effectively with academia, public authorities, industries, and the community, in carrying out professional and social responsibilities.
4. Internalize and demonstrate integrity, resilience, agility, and empathy in personal, professional, and global community engagement. Core values for students:
 - Integrity: Truthfulness, honesty
 - Resilience: Capacity to withstand
 - Agility: Adaptability
 - Empathy: Show of respect & understanding

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.

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 unrelentingly. 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.

SOCIETIES FOR STUDENTS

At the Faculty of Nursing, students are encouraged to interact with their fellow students. From this, you will build connections and networks which will then extend to National & International level collaborations. You are also encouraged to build teamwork and leadership skills through your involvement. Please immerse yourselves in the myriad of events and activities of the societies below:

- ❖ Nursing Society (NURSOC)

FOM'S COUNSELLING & PSYCHIATRY SERVICES

The Faculty of Medicine, Universiti Malaya is committed to promoting the emotional well-being and mental health of its students and staff by fostering a safe, inclusive, and supportive environment. In collaboration with the Department of Psychological Medicine, Occupational Safety & Health Environment (OSHE), the Universiti Malaya Integrity Unit, the Legal Unit, the Division of Counselling & Disability Empowerment, and independent mental health professionals, the Faculty provides coordinated support and a structured referral pathway for managing mental health concerns. Students and staff are encouraged to access the available services and resources through the FOM Emotional Wellness Assistance website for information, guidance, and timely support.

Website: <https://medicine.um.edu.my/emotional-wellness-assistance>

MENTOR-MENTEE & ACADEMIC ADVISOR

Each UMMP student will be assigned a MENTOR (to guide you for the whole 5 years) and academic advisor (to guide you during your pre-clinical years). You are advised to create strong bonds and inculcate positive values with your mentor & advisor to aid in the development of your professional identity.

CAMPUS FACILITIES

ACCOMMODATION

On-campus accommodation is available for undergraduate students and is managed by the Student Affairs Division (HEP), subject to the University's accommodation policies and allocation.

The Ibnu Sina (Sixth) Residential College comprises three (3) residential blocks for male students and five (5) residential blocks for female students, accommodating approximately 700 Faculty of Medicine students.

For further information regarding on-campus and off-campus accommodation, please contact:

Accommodation Section
Student Affairs Division (HEP)
Level 2, Block E, Perdanasiswa Complex
Universiti Malaya

Tel: +603-7967 3385 / 3410

Email: jsepp@um.edu.my / hep_penginapan@um.edu.my

Website: <https://hep.um.edu.my/accommodation>

STUDENT SCHOLARSHIP & SPONSORSHIP

The Scholarship & Sponsorship Unit (UBT) under the Academic Administration & Services Centre (AASC) manages scholarship and loan applications offered by government agencies, state authorities, statutory bodies, private companies, and philanthropic organisations.

The Unit provides assistance and guidance to students regarding scholarship and sponsorship opportunities throughout their studies.

Contact Information:

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Examination Building
Universiti Malaya

Tel: +603-7967 6996 / 2627

Email: scholarship_aasc@um.edu.my

Website: <https://www.um.edu.my/scholarship-amp-sponsorship-unit>

STUDENT HEALTH CLINIC

The Student Health Clinic provides primary healthcare services to the Universiti Malaya community, complementing the healthcare services provided by the University of Malaya Medical Centre (UMMC).

Head, Student Health Clinic

Dr. Mohazmi Mohamed

Clinic Location:	Operating Hours:
Student Health Clinic Bangunan Siswarama Faculty of Arts and Social Sciences Universiti Malaya 50603 Kuala Lumpur	Monday – Thursday: 8.00 am – 5.00 pm Friday: 8.00 am – 1.15pm 2.45 pm – 5.00 pm Tel: +603-7967 6445 Email: kkpum@um.edu.my

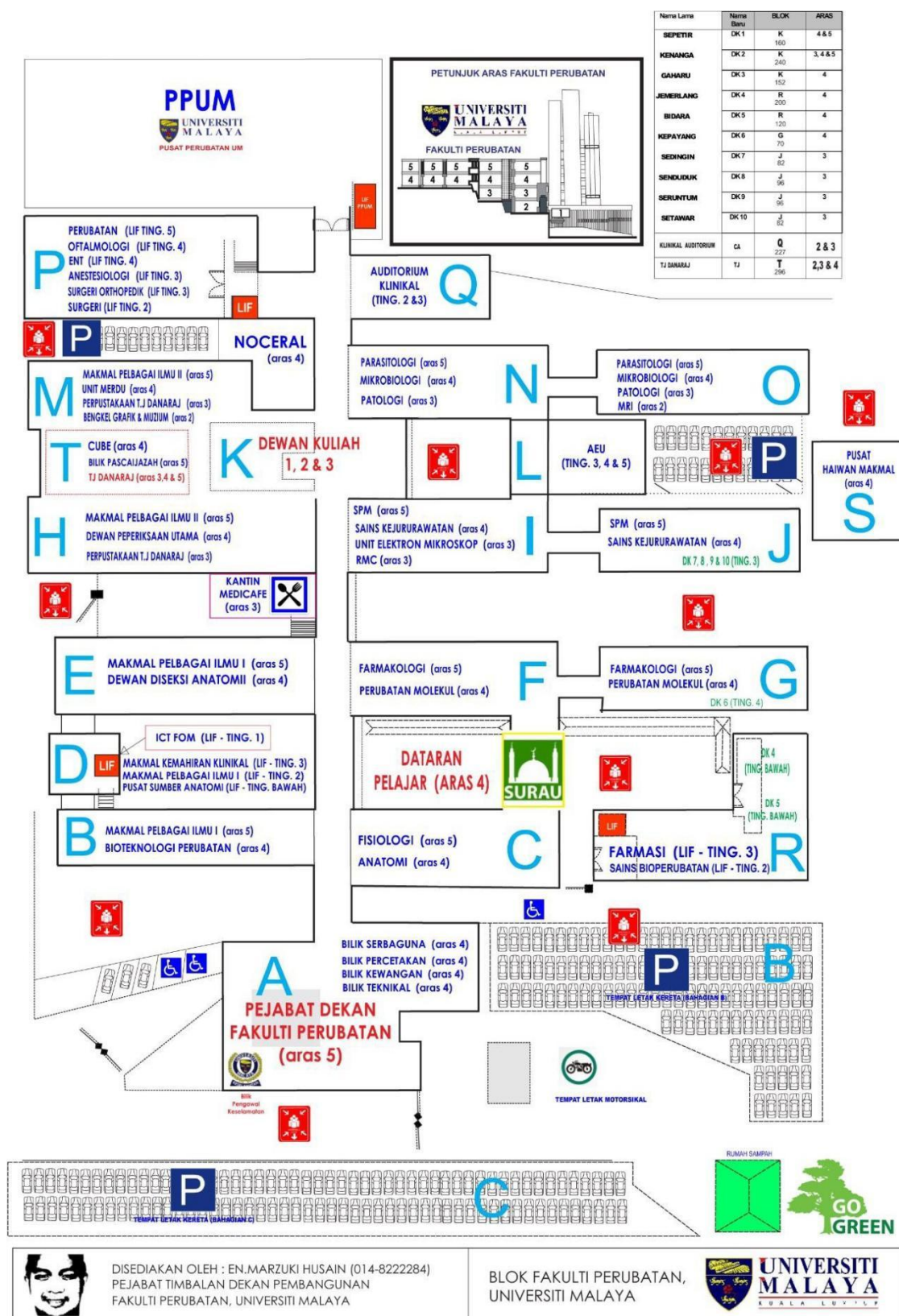
FACULTY FACILITIES

- | | |
|---|--|
| 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 |

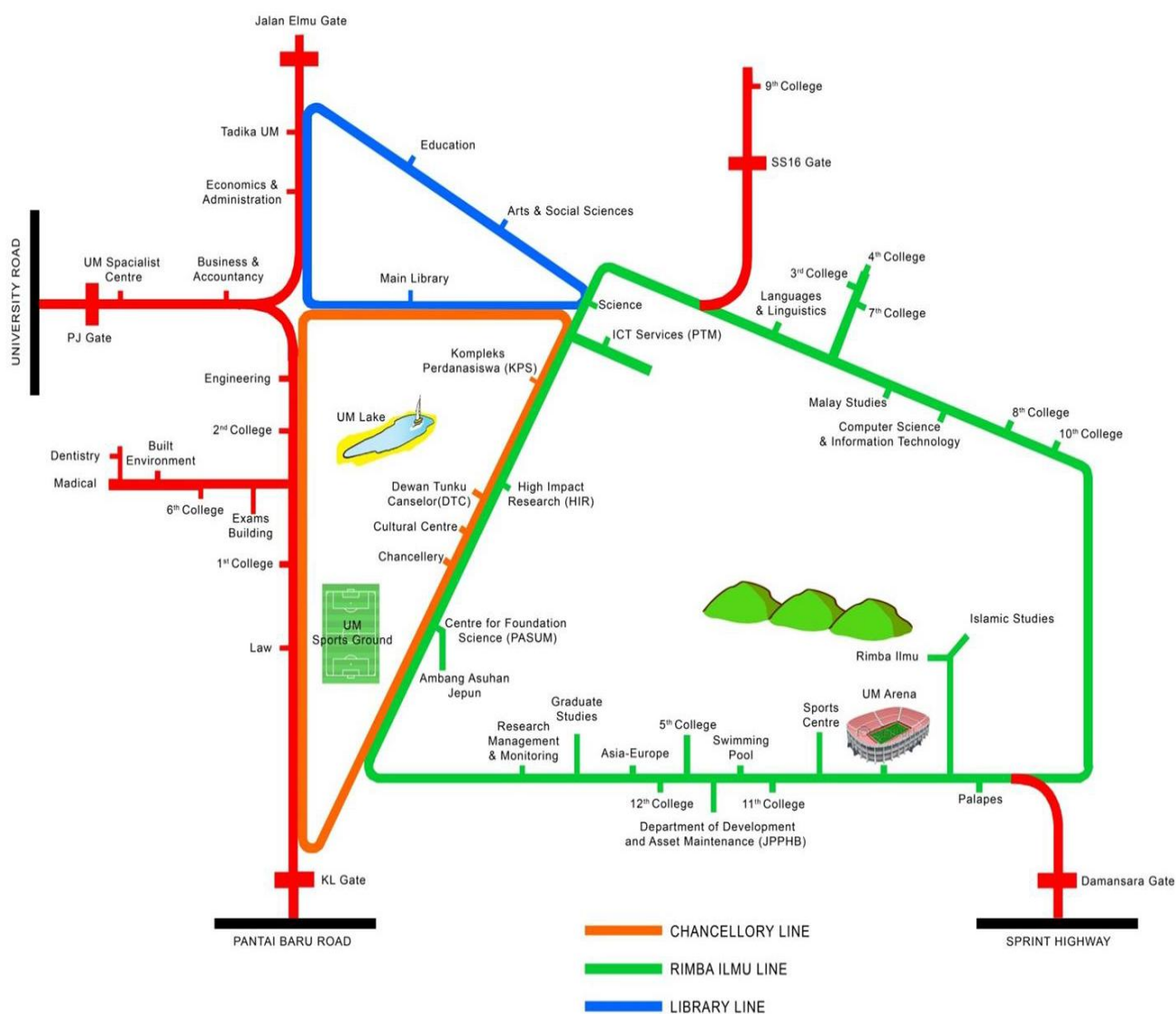
STUDENT SUPPORT

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

FACULTY MAP



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 2026/2027
(PERINGKAT PENGAJIAN SARJANA MUDA)

SEMESTER I					
Haluansiswa (<i>Week of Welcome</i>) - WOW	1	minggu	26.09.2026	-	04.10.2026
Kuliah	6	minggu*	06.10.2026	-	15.11.2026
Cuti Pertengahan Semester I	1	minggu	16.11.2026	-	22.11.2026
Kuliah	8	minggu*	23.11.2025	-	17.01.2027
Minggu Ulangkaji	1	minggu*	18.01.2027	-	24.01.2027
Peperiksaan Akhir Semester I	3	minggu*	25.01.2027	-	14.02.2027
Cuti Semester	2	minggu	15.02.2027	-	28.03.2027
	22	minggu			
SEMESTER II					
Kuliah	7	minggu*	01.03.2027	-	18.04.2027
Cuti Pertengahan Semester II	1	minggu	19.04.2027	-	25.04.2027
Kuliah	7	minggu*	26.04.2027	-	13..06.2027
Minggu Ulangkaji	1	minggu*	14.06.2027	-	20.06.2027
Peperiksaan Akhir Semester II	3	minggu*	21.06.2027	-	11.07.2027
Cuti Semester	4	minggu	12.07.2027	-	25.07.2027
	21	minggu			
SEMESTER KHAS					
Kuliah	7	minggu*	19.07.2027	-	06.09.2027
Peperiksaan Akhir Semester Khas	1	minggu*	06.09.2027	-	12.09.2027
Cuti	1	minggu	13.09.2027		19.09.2027
	9	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	08 Novemeber 2026 (Ahad)	Kelas Hybrid on 6 November 2026 (Jumaat)
Hari Krismas	25 Disember 2026 (Jumaat)	Kelas Hybrid on 24 December 2026 (Khamis)
Cuti Tahun Baharu	01 Januari 2027 (Jumaat)	
Hari Thaipusam	22 January 2027 (Friday)	
Hari Wilayah	01 Februari 2027 (Isnin)	
Tahun Baharu Cina	06 & 07 Februari 2027 (Sabtu & Ahad\)	
Nuzul Al-Quran	24 Februari 2027 (Rabu)	
Hari Raya Aidifitri	10 & 11 Mac 2027 (Rabu & Khamis)	Kelas Hybrid 1 - 12 Mac 2027 (Isnin - Jumaat)
Hari Pekerja	01 Mei 2027(Sabtu)	
Hari Raya Aidiladha	17 Mei 2027 (Rabu & Khamis)	
Hari Wesak	20 Mei 2027 (Khamis)	
Festival Kaamatan	30 Mei 2027(Ahad)	Kelas Hybrid 1 – 31 Mei 2027 (Isnin)
Hari Gawai	01 Jun 2027(Selasa)	Kelas Hybrid 1 - 31 Mei 2027 (Isnin)
Hari Keputeraan Agong	01 Jun 2026 (Isnin) Awal	
Muharram	06 Jun 2026 (Ahad)	
Maulidur Rasul	15 Ogos 2027 (Ahad)	
Hari Kebangsaan	31 Ogos 2027 (Selasa)	
Hari Malaysia	16 September 2027 (Khamis)	
(*) UM UG iFest 2026	01 - 04 Jun 2026 (Selasa – Jumaat)	

BACHELOR OF NURSING SCIENCE

MESSAGE FROM THE ACTING DEPUTY DEAN (ACADEMIC & STUDENT AFFAIRS)



On behalf of the academic staff and the student affairs team, I extend a very warm welcome to each of you. As a faculty, our greatest hope is that your education here becomes a profoundly rewarding, transforming, and enriching experience. This handbook has been prepared as a vital guide in your quest for success—a steady companion to help you navigate your pivotal first year.

Earning your Bachelor of Nursing Science degree will require four years of immense dedication, sacrifice, and unwavering perseverance. We will challenge you, not to test your limits, but to reveal your true potential, ensuring you evolve into a highly knowledgeable, skillful healthcare professional who practices holistically. Always remember nursing is unique. It does not revolve around science alone, but fundamentally encompasses the beautiful, empathetic art of practicing it.

Character, Communication, and Community

Your education here extends far beyond textbooks and clinical manuals; it is a profound journey of character building.

- **The Art of Connection:** You will master the critical communication skills needed to connect deeply with your patients, their families, and your healthcare colleagues. Everything that happens within these walls is a learning opportunity.
- **A Culture of Mentorship:** You are not walking this path alone. You will find that our lecturers, clinical instructors, and support staff are dedicated mentors, providing you with the finest professional apprenticeship possible.
- **Lifelong Growth:** The education you receive here does not stop at graduation; it merely serves as a magnificent stepping stone to a lifetime of learning and leadership in global healthcare.

Creating History Together

As our **historic pioneer cohort for Session 2026/2027**, following the official establishment of our independent Faculty of Nursing on 6 March 2026, you hold an extraordinary privilege. You are not just following traditions; you are actively creating them. You will shape our student culture, lead our first societies, and set the standard of excellence for generations to come.

The Deputy Dean's Office, along with all our support teams, is fully committed to making your journey a memorable, safe, and fruitful one. We are here to champion your academic achievements, your leadership aspirations, and your personal well-being.

We wish you every success in your studies and pray that the years you spend in this Faculty will be among the very best of your life. Welcome to our nursing family, and I look forward to watching you grow into the visionary healthcare leaders of tomorrow.

ASSOCIATE PROFESSOR DR. LEE WAN LING
Acting Deputy Dean (Academic & Student Affairs)

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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>)

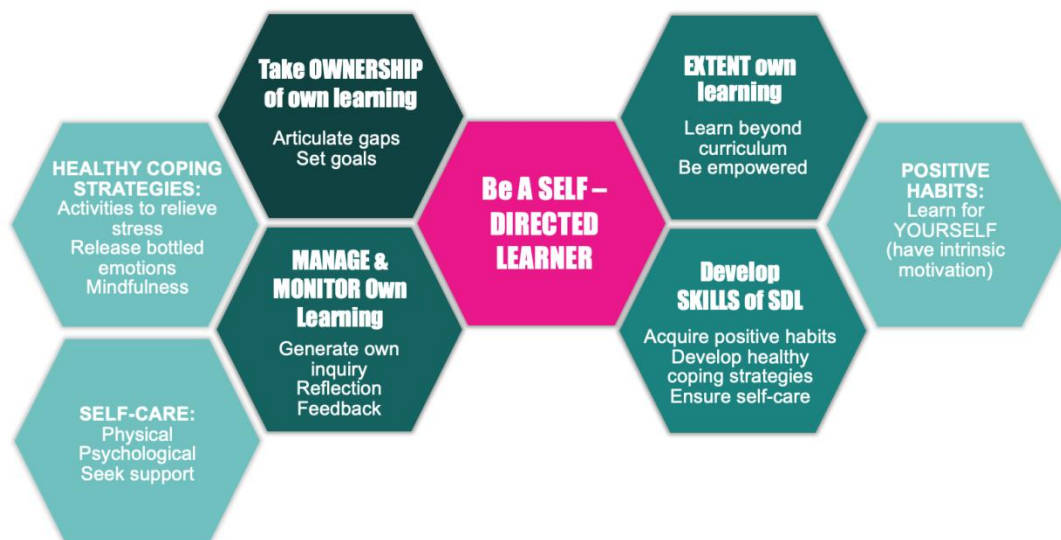


Figure 1: Training guide to become a Self-Directed Learner

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)

- PEO1 Graduates establish as competent professionals in nursing and healthcare through the application of comprehensive knowledge and critical thinking to provide safe and effective patient care.
- PEO2 Graduates exhibit as professionals by applying practical, interpersonal, and communication skills in providing patient-centered care.
- PEO3 Graduates integrate digital technologies, numeracy skills, and evidence-based nursing in providing patient-centered care while demonstrating leadership, autonomy, and accountability in managing nursing responsibilities within the healthcare system.
- PEO4 Graduates exhibit personal and professional growth through lifelong learning, uphold ethical practice according to professional standards, and leverage on entrepreneurial and innovative skills to advance the nursing profession.

PROGRAMME LEARNING OUTCOMES (PLO)

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

- PO1 Demonstrate decision-making and problem-solving skills in addressing health needs and health-related issues.
- PO2 Exhibit critical thinking by effectively applying decision-making and problem-solving skills.
- PO3 Demonstrate a range of practical skills to provide patient-centered care that meets healthcare standards and requirements.
- PO4 Demonstrate interpersonal skills to foster effective collaboration with healthcare professionals and community.
- PO5 Apply effective communication skills in both learning environments and nursing care practice.
- PO6 Utilize digital technologies and information systems to support documentation, research, and evidence-based nursing practice.
- PO7 Apply numeracy skills to support patient-centered care through data-informed and ethical practice.
- PO8 Demonstrate leadership, autonomy, and accountability in managing nursing responsibilities within the healthcare industry.

PO9 Cultivate the development of personal and professional skills, embracing lifelong learning to advance in the nursing profession.

PO10 Demonstrate entrepreneurial skills by innovating and creating opportunities in nursing practice.

PO11 Demonstrate ethical practice by consistently adhering to the professional code of conduct established by nursing 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
	GKXXXXXX	Co-Curriculum Course	2
	GUL 1001	<i>Embrace Course @UMLEADER (I)</i>	2
	GUL 2017	<i>Ignite Course @UMLEADER (II)</i>	2
	SHE	Student Holistic Empowerment (SHE)	2
	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	• MUET Band 3 & 3.5 (2021) • IELTS Band 4.5 – 5.0 • TOEFL Internet – Based Test (53 – 64)	• MUET Band 4 & 4.5 (2021) • IELTS Band 5.5 – 6.0 • TOEFL Internet – Based Test (65 – 78)	• 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	GLT 1021 – Proficiency in English II AND GLT1022 – Speak Up or GLT1023 – Effective Workplace Writing	GLT 1024 – Proficiency in English III AND GLT1025 – Effective Oral Communication or GLT1026 – Writing at the Workplace	GLT 1027 – Advanced Oral Communication* and/or GLT1028 – Advanced Business Writing* and/or Foreign Language *(Students can only register for one course per semester)

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
	GKXXXX	Co-Curriculum Course	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
	GLT1018	CITRA MALAYSIA (I)	2
	GIG1016	Integrity and Anti-Corruption (KIAR)	2
	XXXX	SHE	2
Core Courses	MID1007	Basic Medical Science II	3
	MID1008	Nursing Skills II	4
	MID1009	Pharmacology in Nursing	3
	MID1017	Clinical Nursing Practice I	3
Total Credits			19

* (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	GIG1019	National Aspirations for Nationhood (M)	2
	GLT1049	Malay Language Communication 2 (I)	2
	GLTXXXX	English for Communication Programme	2
Core Courses	MID2013	Clinical Sciences I	2
	MID2014	Medical Surgical I	4
	MID2015	Psychology and Sociology in Nursing	3
	MID2022	Penyakit Berjangkit dalam Kejururawatan	2
	MID2016	Clinical Nursing Practice II	3
Elective Course	MID2017	Event Management Project	2
Total Credits			20

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

* 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	GUL 1001	KURSUS <i>Embrace@UMLEADER</i> (I)	2
	GUL 2017	KURSUS <i>Ignite@UMLEADER</i> (II)	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
Core Courses	MID3021	Obstetric and Gynaecology Nursing	4
	MID3003	Paediatric Nursing	3
	MID3026	Nursing Research I	4
	MID3014	Clinical Nursing Practice IV	4
	MID3015	Community Health Nursing I	3
Total Credits			18

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
	MID3027	Nursing Research II	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
	MID4018	Technology and Artificial Intelligence in Nursing and Healthcare	2
Total Credits			5

Year 4

Semester I

Category	Course Code	Course Name	Credits
Core Courses	MID4016	Emergency, Intensive and Perioperative Nursing	3
	MID4012	Management and Leadership in Nursing	3
	MID4003	Nursing Research Project	5
	MID4008	Clinical Nursing Practice VII	3
	MID4009	Ethics, Law & Professionalism in Nursing	4
Total Credits			18

Semester II

Category	Course Code	Course Name	Credits
	MID4017	Clinical Nursing Practice VIII	2
	MID4014	Internship	3
Total Credits			5

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. Apply terminologies and principles of anatomy, physiology, and basic human biochemistry in explaining the structure and function of cells and tissues.(C3)
2. Illustrate the anatomical structures of the musculoskeletal, respiratory, cardiovascular, renal, and gastrointestinal systems to explain their physiological functions. (C3)
3. Apply knowledge of the physiology of the musculoskeletal, respiratory, cardiovascular, and gastrointestinal systems to explain developmental changes across the lifespan.(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. (2024). *Essentials of Human Anatomy & Physiology* (Global Edition) (13th ed.). England: Pearson Education, Ltd.
Tortora, G. J. & Derrickson, B. H. (2020). *Principles of Anatomy and Physiology* (16th ed.). Hoboken, NJ: Wiley.
Waugh, A., & Grant, A. (2022). *Ross & Wilson Anatomy and Physiology in Health and Illness* (14th ed.). 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. Apply health assessment, nursing process and documentation in patient care. (C3)
2. Show basic nursing skills according to established principles. (P2)
3. Propose a nursing care plan by applying critical thinking skills. (A3).

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:

Cox, C. L., (2019). *Physical Assessment for Nurses and Healthcare Professionals*. 3rd Ed. Iowa: Wiley- Blackwell Publication.

Potter, P., Perry, A., Stockert, P.A., Hall, A. (2023). *Fundamentals of Nursing*. 11th Edition, Evolve, Elsevier.

Taylor, C, Lynn, P., Bartlett, J. L. (2022). *Fundamentals of Nursing: The art and science of person-centered care*. Wolters Kluwer.

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. Apply the principle of body mechanics, vital signs, microbial and environmental safety, and activity of daily living. (C3)
2. Show basic nursing skills according to established principles. (P2)
3. Perform the nursing responsibilities before, during and after performing nursing procedures. (A2)

Course Synopsis:

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

Reference Texts:

Berman, A J., Snyder S.J. & Frandsen, G. (2021). *Kozier & Erb's Fundamentals Of Nursing Concepts, Process And Practice* (11th Ed.). Boston: Pearson.

DeLaune S.C. & Ladner P.K. (2021). *Nursing Fundamentals: Standards & Practice* (9th Ed.). New York: Cengage.

Dougherty, L. & Lister. S.E. (2021). *The Royal Marsden Hospital manual of clinical nursing procedures*. (10th Ed.). Oxford, UK : Wiley-Blackwell.

Potter, P. A., Perry, A. G., Stockert, P. A., & Hall, A. (2023). *Fundamentals of Nursing* (11th ed.). Elsevier.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

- Assessment simulation skills –20% week 12
- Test – 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. Use the process of communication, types of communication, factors influencing and barriers to effective communication and communication strategies for client in specific situation. (C3)
2. Apply the concepts, principles, counselling theories, and counselling skills used during a counselling session. (C3)
3. Perform an interview session using communication and counselling skills for a specific situation (A2)

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:

Balzer Riley, J. W. (2023). *Communication in nursing* (10th ed.). Elsevier.
Budd, K., Postings, T., & Price, H. (2018). *A student's guide to therapeutic counselling*. SAGE Publications.
Jones & Bartlett Learning. Moss, B. (2020). *Communication skills in nursing, health and social care* (5th ed.). SAGE.
Nelson-Jones, R. (2022). *Theory and practice of counselling and psychotherapy* (7th ed.). SAGE Publications.
Watson, N. A. (2024). *Effective communication for nursing practice* (1st ed.). Learning Matters.

Course Assessment:

Course will be assessed by:

Continuous assessment: Assignment: 100%

- 20% Tugasan /Assignment.
- 20% Ujian/ Test
- 20% Laporan reflektif / Reflective report – week 12
- 40% Video Kaunselling/ Counselling video with reflective – week 14

MID 1010: Microbiology and Parasitology

2 credits

Learning Outcomes:

At the end of the course students are able to:

1. Classify the characteristics, etiology, and pathogenesis of various types of microorganisms and parasites. (C3)
2. Illustrate the implications of infection and the body's immune response. (C3)
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., Bair, W., Weber, D. (2023). Microbiology: An Introduction. (14th Ed.). Upper Saddle River: Pearson.

Levinson, W. E., Ching-Chon P. (2024). Review of medical microbiology and Immunology: a guide to clinical infectious disease. (18th Ed.). New York: McGraw-Hill Education.

Nur Izzati Mohd Noh, & Mohd Farizal Ahmad Kamaroddin. (2021). Essential microbiology and its applications in Malaysia / edited by Nur Izzati Mohd Noh, Mohd Farizal Ahmad Kamaroddin. Penerbit UTM.

Antonie, S. K. (2025) Parasitology for beginners, A basic guide to parasitic to life forms. Illustrated Reviews: Microbiology. (3rd Ed.). Philadelphia: Lippincott Williams & Wilkins.

Parija, S. C. (2023). Textbook of microbiology and immunology. Springer.

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. Analyse the anatomical structures of organs function in the urinary, nervous, endocrine, sensory, reproductive and integumentary systems. (C4)
2. List the normal physiology and organ functions of the urinary, nervous, endocrine, sensory, reproductive, and integumentary systems, as well as during specific disorder situations. (C4)

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. (2024). *Essentials of Human Anatomy & Physiology* (Global Edition) (13th Ed.). England: Pearson Education, Ltd.
Marieb, E. N. & Brito, S. (2017). *Anatomy & Physiology Coloring Workbook: A Complete Study Guide* (12th ed., Global Edition). Pearson Education.
Tortora, G. J. & Derrickson, B. H. (2020). *Principles of Anatomy and Physiology* (16th ed.). Hoboken, NJ: Wiley.
Waugh, A., & Grant, A. (2022). *Ross & Wilson Anatomy and Physiology in Health and Illness* (14th ed.). 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. Apply the fundamental principles of nursing procedures, including oxygen therapy, bandaging, enteral feeding, urinary catheterization, collection of specimens, wound care, medication administration, intravenous therapy, and management of deceased patients. (C3)
2. Show basic nursing skills according to nursing principles. (P2)
3. Apply nursing responsibilities before, during and after performing nursing procedures. (A3)

Course Synopsis:

This course encompasses essential medical and surgical nursing procedures and addresses topics including elimination care, specimen collection, intravenous therapy, blood transfusion and management of deceased patients.

Reference Texts:

- Berman, A J., Snyder S.J. & Frandsen, G. (2021). *Kozier & Erb's Fundamentals Of Nursing*
- DeLaune S.C. & Ladner P.K. (2019). *Nursing Fundamentals: Standards & Practice* (7th Ed.). New York: Cengage.
- Dougherty, L., & Lister, S. E. (2024). *The Royal Marsden Hospital Manual of Clinical Nursing Procedures* (10th ed.). Wiley-Blackwell.
- Potter, P. A., Perry, A. G., Stockert, P. A., & Hall, A. (2023). *Fundamentals of Nursing* (11th ed.). Elsevier.

Course Assessment:

Continuous Assessment

- 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 calculation for drug dosage and intravenous fluids. (C3)

Course Synopsis:

This course introduces key pharmacology terminologies, major drug classifications, and the mechanisms of action of various drug groups. Nursing responsibilities in drug therapy are presented using the nursing process approach. The course also includes drug dosage calculations and intravenous fluid calculations.

Reference Texts:

Skidmore-Roth, L. D. (2023). Drug Guide for Nursing Students. (15th ed.). Mosby.
Skidmore-Roth, L. (2023). Nursing Drug Reference.(37th ed.). Mosby.
Kizior, R & Hodgson, K (2024). Nursing Drug Handbook (1st ed.). Saunders.

Course Assessment:

Course will be assessed by:

Continuous Assessment:
40%

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

Final Examination: 60%

MID 1017: Clinical Nursing Practice I

2 credits

Learning Outcomes:

At the end of the course students are able to:

1. Perform nursing procedures safely and according to the principles. (P2).
2. Show the application of a nursing care plan to meet patients' needs using appropriate communication skills and the nursing process approach. (P2)
3. Comply with nursing documentation standards and institutional policies in the documentation of patient care. (A2)

Course Synopsis:

This course includes attachment to hospital wards to perform basic nursing procedures, measuring vital signs, enteral feeding, intravenous therapy, blood transfusion, oxygen therapy, dressing and bandaging, catheterization and medication administration and writing patient's report. It also provides opportunity for student to apply nursing process and communication skills.

Reference Texts:

Ackley, B. J., Ladwig, G. B., Makic, M. B. F., Martinez-Kratz, M. R., & Zanotti, M. (2021). Nursing Diagnosis Handbook, Revised Reprint with 2021-2023 NANDA-I® Updates-E-Book. Elsevier Health Sciences.

Janice L Hinkle, Kerry H. Cheever & Kristen Overbaugh (2021). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (15th Ed), Philadelphia: Wolters Kluwer.

Ladwig, G. B., Ackley, B. J., & Makic, M. B. F. (2021). Mosby's Guide to Nursing Diagnosis, Revised Reprint with 2021-2023 NANDA-I® Updates-E-Book. Elsevier Health Sciences.

Makic, M. B. F., & Martinez-Kratz, M. (Eds.). (2022). Ackley and Ladwig's Nursing Diagnosis Handbook E-Book: An Evidence-Based Guide to Planning Care. Elsevier Health Sciences.

Yoost, B. L., & Crawford, L. R. (2021). Clinical Companion for Fundamentals of Nursing E-Book: Active Learning for Collaborative Practice. Elsevier Health Science.

Course Assessment:

Course will be assessed by:

Continuous Assessment:

100%

- Assignment I (Nursing Care Plan) (40%) – week 11
- Assignment II (Patients' Progress Report) (10%) – week 12
- Penilaian klinikal (10%) - Week 12
- OSCE (50%) – 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. Differentiate the aetiology, pathophysiology, clinical manifestations, investigations and complications of shock, fluid and electrolyte imbalances, cancer and disorder of thyroid, breast, cardiovascular and respiratory system (C4).
2. Interpret clinical assessment and management of shock, fluid and electrolyte imbalances, cancer, thyroid, breast, endocrine, cardiovascular and respiratory system. (C4).

Course Synopsis:

This course consists of topics on clinical assessment and management of shock, fluid and electrolyte imbalances, cancer, disorder of thyroid, breast, endocrine, cardiovascular and respiratory system.

Reference Texts:

Harding, M. M., Kwong, J., Roberts, D., Hagler, D., & Reinisch, C. (2022). *Lewis's Medical-Surgical Nursing* (12th ed.). Elsevier / Mosby.

Honan, Linda. (2023). *Medical-Surgical Nursing: Focus on Clinical Judgment* (3rd ed.). Wolters Kluwer / Lippincott Williams & Wilkins.

Tusaie, K., & Fitzpatrick, J. J. (Eds.). (2022). *Advanced practice psychiatric nursing: Integrating psychotherapy, psychopharmacology, and complementary and alternative approaches across the life span*. Springer Publishing Company.

Peate, I., & Mitchell, A. (Eds.). (2022). *Nursing Practice: Knowledge and Care* (3rd ed.). John Wiley & Sons. ISBN 9781119800750.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

- Test 1 (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. Analyse the nursing assessment in caring for patients undergoing surgery; in shock, water and electrolytes imbalance; cancer, disorders of thyroid, mammary, endocrine, cardiovascular and respiratory system. (C4)
2. Perform the nursing skills in preparation and care of patients undergoing diagnostic and therapeutic procedures in managing patients undergoing surgery, in shock, water and electrolytes imbalance; cancer, disorders of thyroid, mammary, endocrine, cardiovascular and respiratory system. (P3)
3. Apply critical thinking in making clinical judgment in the care of patients undergoing surgery, shock, water and electrolytes imbalance; cancer, disorders of thyroid, mammary, endocrine, cardiovascular and respiratory system. (A3) .

Course Synopsis:

This course focuses on aspects of nursing care to meet the health needs of patients undergoing surgery; experiencing shock, water and electrolytes imbalance; cancer and disorders of thyroid, mammary, endocrine, cardiovascular and respiratory system.

Reference Texts:

LeMone, P., Burke, K. & Bauldoff, G. (2019). *Medical-Surgical Nursing: Critical Thinking in Patient Care* (7th ed.), Boston: Pearson.
Hinkle J.L., Cheever., & Overbaugh, K. (2022). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (15th ed), Philadelphia: Wolters Kluwer.
Harding, M., Kwong, J., Hagler, D., & Reinisch, C. (2022). *Lewis's Medical-Surgical Nursing*, 12th Edition. Elsevier.

Course Assessment:

Course will be assessed by:

Continuous assessment: 40%

- Assignment: presentation (20%) – Week 5
- Skill simulation assessment (20%) – Week 8

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. Analyse the concepts and implications of psychology and sociology in nursing and healthcare. (C4).
2. Select nursing care using developmental theories in cognitive, psychosocial, behavioral and sociological aspects. (C4).
3. Demonstrate the application of psychosocial theories and sociological aspects when engaging with patients and communities. (A3).

Course Synopsis:

This course covers the concepts of psychological and sociological relevant to nursing practice, including human development across the lifespan, cognitive and psychosocial theories, and socialization processes. This course helps nursing students with the knowledge to provide holistic, patient-centered care within diverse communities, by integrating psychological insights with sociological perspectives.

Reference Texts:

Hymie Anisman (2021). Health Psychology: A Biopsychosocial Approach (2nd Edition). Carleton University, Canada.
R. Sreevani. (2024). Applied psychology for nurses (5th Edition). Jaypee Brothers Medical Publishers.
R. Sreevani. (2022). Applied sociology for nurses. (1st Edition). Jaypee Brothers Medical Publishers.
John Zelenski (2024). Positive Psychology: The Science of Well-Being (2nd Edition), Carleton University, Ottawa, Canada
Sterling Education (2024). Psychology for Nurses: Essential Principles (3rd Edition). Sterling Education.

Course Assessment:

Course will be assessed by:
Continuous assessment:

- Assignment (50%) - Week 7
- Test (20%) - Week 6
- Role Play (20%) - Week 13

MID 2016: Clinical Nursing Practice II

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Perform nursing procedures related to fundamental, medical, surgical, and pharmacological care for patients in the clinical areas. (P3)
2. Apply collaborative care plans for patients undergoing surgery and medical-surgical treatments related to shock, fluid and electrolyte imbalance, infectious diseases, cancer, endocrine, thyroid, breast, cardiovascular and respiratory disorders. (A3)
3. Apply nursing care ethically and professionally to deliver safe, effective, and patient-centred nursing care. (A3)

Course Synopsis:

Clinical placement provides students with the opportunity to apply cognitive and practical skills in the medical-surgical wards, including pre- and post-operative care for patients with cancer, infectious diseases, thyroid, endocrine, breast, cardiovascular and respiratory disorders.

Reference Texts:

- Harding, M. M., Kwong, J., Roberts, D., Hagler, D., & Reinisch, C. (2020). *Lewis's medical-surgical nursing*. Elsevier Health Sciences.
- Honan, L. (2018). *Focus on adult health: Medical-surgical nursing*. Lippincott Williams & Wilkins.
- Tusaie, K., & Fitzpatrick, J. J. (Eds.). (2022). *Advanced practice psychiatric nursing: Integrating psychotherapy, psychopharmacology, and complementary and alternative approaches across the life span*. Springer Publishing Company.
- Peate, I., & Wild, K. (Eds.). (2018). *Nursing practice: Knowledge and care*. John Wiley & Sons.

Course Assessment:

Course will be assessed
by:

Continuous Assessment:

100%

- OSCE (50%) – Minggu 14
- Kajian kes (40%) – Minggu 13
- Penulisan reflektif (10%) – Minggu 11

Final Examination: None

MID 2017: Event Management Project

2 credits

Learning Outcomes:

At the end of the course students are able to:

1. Analyse key elements of event management to develop a comprehensive and strategically aligned event proposal. (C4)
2. Demonstrate commitment in implementing the planned event through effective collaboration with stakeholders and professional teamwork. (A3)
3. Demonstrate entrepreneurial skills by reflecting on planning, organising and managing an event. (A3)

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:

Bladen, C., Kennell, J., Abson, E., & Wilde, N. (2022). Events management: An introduction (3rd ed.). Routledge.

Bowdin, G. A. J., Allen, J., Harris, R., McDonnell, I., & O'Toole, W. (2023). Events management (4th ed.). Routledge.

Dowson, R., Albert, B., & Lomax, D. (2022). Event planning and management: Principles, planning and practice. Kogan Page.

Getz, D., & Page, S. J. (2024). Event studies: Theory and management for planned events (5th ed.)

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. Analyse the etiology, pathophysiology, clinical manifestations, investigations, and complications of burn injuries, autoimmune diseases, disorders of gastrointestinal, renal, hematological, neurological, urological, and integumentary system. (C4)
2. Analyse the clinical assessment and management of patients with burn injuries, autoimmune diseases, disorders of gastrointestinal, renal, hematological, neurological, urological, and integumentary system. (C4)

Course Synopsis:

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

Reference Texts:

Stephen, J, McPhee, Hammer, G. D. (2019). Pathophysiology of Diseases: An Introduction to Clinical Medicine. (8th Ed). New York: Mc Graw-Hill Education.
Cook, N., Shepherd, A., Dunleavy, S., & MacCauley., C. (2022). Essentials of Pathophysiology for Nursing Practice. (2nd Ed). SAGE Publications.
Huether, S. E., McCane, K. L., & Brashers, V. L. (2019). Understanding Pathophysiology (7th Ed.), Mosby
Ignatavicius, D., Workman, L., Rebar, C., & Heimgartner, N. (2020). Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care. (10th Ed). Elsevier Inc.
Tkacs N., & Herrmann, L., (2020). Advanced Physiology and Pathophysiology: Essentials for Clinical Practice (2nd Ed.), Springer Publishing Company

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. Distinguish nursing assessment methods and approaches in caring for patients with disorders of the gastrointestinal, neurological, renal & genitourinary, autoimmune, haematology, and integumentary systems.(C4)
2. Follow guided nursing care procedures for patients with disorders of the gastrointestinal, neurological, renal & genitourinary, autoimmune, haematological, and integumentary systems. (P3)
3. Demonstrate commitment to ethical and patient-centred nursing care for patients with disorders of the gastrointestinal, neurological, renal & genitourinary, autoimmune, haematological, and integumentary systems. (A3)

Course Synopsis:

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

Reference Texts:

Hagler, D., Harding, M.M., Kwong, J., & Reinisch, C. (2023). *Clinical companion to Lewis's medical-surgical nursing: Assessment and management of clinical problems (12th ed.)*. St. Louis: Elsevier. ISBN: 978-0-323-79243-1.

Hinkle, J. L, Cheever, K. H. & Overbaugh, K. (2021). *Brunner & Suddath's textbook of medicalsurgical Nursing: Volume 1 & 2 (15th ed.)*. Philadelphia: Wolters Kluwer

Perry, A.G., Potter, P.A., Ostendorf, W.R., & Laplante, N. (2022). *Clinical nursing skills and techniques (10th ed.)*. St. Louis: Elsevier. ISBN: 978-0-323-70863-0.

Smith, S.F., Duell, D.J., Martin, B.C., Gonzalez, L., & Aebbersold, M. (2017). *Clinical nursing skills: Basic to advanced skills. (9th ed.)*. New Jersey: Pearson Education.

Swearingen, P.L. & Wright, J.D. (2019). *All-in-One Nursing Care Planning Resource (5th ed.)*. St. Louis: Elsevier. ISBN: 978-0-323-53200-6. Available at:
<https://www.clinicalkey.com.ezp2.imu.edu.my/nursing/#!/browse/book/3s2.0C20160036732>

Course Assessment:

Course will be assessed by:

Continuous Assessment
:40%

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

Final Examination: 60%

MID 2020: Clinical Nursing Practice III

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Perform nursing procedures related to fundamental, medical, surgical, and pharmacological care for patients in the clinical areas. (P3)
2. Apply collaborative care plans to meet the health needs of patients with disorders of gastrointestinal, neurological, renal, haematology, integumentary and immune system. (A3)
3. Apply nursing care ethically and professionally to deliver safe, effective, and patient-centred nursing care. (A3)

Course Synopsis:

Clinical placement provides students with the opportunity to apply cognitive and practical skills in the medical-surgical wards, including pre- and post-operative care for patients with disorders of gastrointestinal, neurology, renal, autoimmune, hematology, integumentary and immune system.

Students also collaborate with the multidisciplinary team through ward rounds, clinical discussions, and bedside teaching to translate theory into practice. Reflective thinking is encouraged to promote critical thinking and enhance students' active engagement in the learning process.

Reference Texts:

Tusaie, K., & Fitzpatrick, J. J. (Eds.). (2022). Advanced practice psychiatric nursing: Integrating psychotherapy, psychopharmacology, and complementary and alternative approaches across the life span. Springer Publishing Company.

Harding, M. M., Kwong, J., Roberts, D., Hagler, D., & Reinisch, C. (2020). Lewis's medical-surgical nursing. Amsterdam, The Netherlands: Elsevier Health Sciences.

Honan, L. (2018). Focus on adult health: Medical-surgical nursing. Lippincott Williams & Wilkins.

Peate, I., & Wild, K. (Eds.). (2018). Nursing practice: Knowledge and care. John Wiley & Sons.

Course Assessment:

Course will be assessed by:

Continuous Assessment:
100%

- OSCE (60%)- Week14
- Reflective writing (10%)- Week 10
- Assignment (40%)- Week 13

Final Examination: None

MID 2021: Nursing Concepts

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Analyse key nursing concepts, ethical principles, and transcultural care. (C4)
2. Differentiate key nursing concepts, theories, ethical principles, and transcultural care in delivering healthcare services and patient care. (C4)
3. Explain strategies to address ethical issues in patient care and sustainable solutions in healthcare. (A3)

Course Synopsis:

This course covers concepts and theories applied to patients care in multiple healthcare settings. This course also includes principles and concepts in transcultural nursing, ethics and sustainability in healthcare. The implications and nursing responsibilities of these concepts will also be discussed.

Reference Texts:

Black, B.P. (2024). *Professional Nursing: Concepts & Challenges*. (10th Ed.) Elsevier Health Sciences. Elsevier: Saunders.

Boyle, J. S., Collins, J. W., Andrews, M., & Ludwig-Beymer, P. (2024). *Transcultural Concepts in Nursing Care*. (9th Ed.) Wolters Kluwer.

Giddens, J.F. (2025). *Concepts for Nursing Practice*. (4th Ed.) Elsevier. St Louis, Missouri.

Ginger, J. N. & Powell-Young, Y. M. (2025). *Transcultural Nursing: Assessment and Intervention*. (9th Ed.). Elsevier: Saunders.

Williams, P. A. (2025). *Fundamental Concepts and Skills for Nursing*. (7th Ed.) Elsevier: Saunders

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. Develop comprehensive assessment and management plans for physiological and pathophysiological changes in obstetric and gynaecological conditions. (C5)
2. Demonstrate nursing skills in the care of women during pregnancy, labour, puerperium and gynaecological conditions including care of newborn. (P4)
3. Integrate the care of women during pregnancy, labour and puerperium including care of newborn and women with gynaecological conditions. (A4).

Course Synopsis:

Reference Texts:

Oats, J., & Boyd, J. (2022). Llewellyn-Jones Fundamentals of Obstetrics and Gynaecology (11th ed.). Elsevier.
Lowdermilk, D. L., Cashion, K., Alden, K.R., Olshansky, E., Perry, S.E. (2023) Maternity and Women's Health Care. (13th ed.). Elsevier Health Sciences.
Marshall, J. E., & Raynor, M. D. (2020). Myles Textbook for Midwives (17th ed.). London: Elsevier.

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. Plan the assessment and management of medical and surgical conditions in pediatrics. (C5)
2. Demonstrate nursing skills in the care of pediatric patients. (P4).
3. Integrate the care of pediatric patients with medical and surgical conditions. (A4)

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 and surgical conditions.

Reference Texts:

Hockenberry, M. J., Duffy, D., & Gibbs, A. (2024). Wong's Nursing Care of Infants and Children (12th ed.). Elsevier.
Hockenberry, M.J., Bryant, R., Hellsten, M.B. (2023). Wong's Clinical Manual of Pediatric Nursing. (9th ed.). Elsevier.
Kyle,T., Carman, S. (2020). Essentials of Pediatric Nursing. (4th ed.). Wolter Kluwer.

Course Assessment:

Course will be assessed by:

Continuous assessment 40%:

- Assignment (20%)- Week 9
- Simulated skill Assessment (20%) - Week 13

Final Examination: 60%

MID 3026: Nursing Research I

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Apply the concepts and principles of the research process, research utilization in healthcare and nursing, literature review, and the basics of data management and analysis. (C3)
2. Plan a comprehensive research project that integrates appropriate research designs, ethical considerations, and statistical analyses aligned with research objectives. (C3)
3. Analyse descriptive and inferential statistical results by applying basic statistical knowledge to ensure accurate interpretation and reporting. (C4)

Course Synopsis:

This course introduces students to research methodology and the research process, emphasizing the role of nurses as consumers and users of research in nursing practice. Students will critically examine published nursing research and its application to practice. The course also covers basic descriptive and inferential statistics, data management, analysis, interpretation, and reporting, using statistical software.

Reference Texts:

Fowler, J., Jarvis, P., & Chevannes, M. (2021). *Practical statistics for nursing and health care*. John Wiley & Sons.

Heavey, E. (2022). *Statistics for nursing: A practical approach with navigate advantage access*. Jones & Bartlett Learning.

Polit, D. F. & Beck, C. T. (2022). *Nursing Research: Generating and Assessing Evidence for Nursing Practice* (11th ed.). Philadelphia: Wolters Kluwer Health .

Williamson, Graham R., and Andrew Whittaker. "Succeeding in literature reviews and research project plans for nursing students." (2024).

Course Assessment:

Course will be assessed by:

Continuous Assessment: 100%

- Test (20%) - Week 7
- Assignment I ,II,III (80%) - Week 14

Final Examination: None

MID 3014: Clinical Nursing Practice IV

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Perform nursing skills related to obstetrics, gynaecology and paediatric nursing. (P5)
2. Integrate collaborative care for women during pregnancy, labour, puerperium, gynaecological conditions and paediatric patients with medical-surgical and congenital conditions. (A4)
3. Adhere to ethical and professional nursing care in delivering safe, effective, and patient-centred care for gynaecological conditions.(A4)

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:

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. (2023). Maternity and Women's Health Care, 13th ed. St. Louis, MO.: Elsevier Mosby.
Wilson, D. & Rodgers C.C.(2019). Wong's Nursing care of Infant and Children. (11th ed). Elsevier St. Louis. Missouri.
Myles Textbook for Midwives, International Edition. (2020). United Kingdom: Elsevier Health Sciences.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 100%

- Case study & presentation: 40% -Week 13
- Report writing: 10% - Week 11
- OSCE : 50% - (Obs, Paed & Gynae)

Final Examination: None

MID 3015: Community Health Nursing I

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Develop the concepts, elements and roles of nursing in primary care, family and community health care and environmental health. (C5)
2. Demonstrate nursing skills in maternal and child health care and risk management at the community level. (P4).
3. Integrate community health values and principles to plan and prioritize immunization, health promotion, health education, and home visits at the community level. (A4)

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:

Yadav, H., Chong M.C., & See T. L. (2019) Community Health Nursing 2nd Ed. Shah Alam: Oxford Fajar .

Gangadharan, S., Hemamalini, M. (2022). Community Health Nursing - I: Framework for Practice, E-Book: Framework for Practice. India: Elsevier Health Sciences.

Stanhope, M., Lancaster, J. (2021). Foundations for Population Health in Community/Public Health Nursing - E-Book. United States: Elsevier Health Sciences..

Course Assessment:

Course will be assessed by:

Continuous assessments: 40%

- Assignment (20%)- Week 11
- Simulated skill Assessment (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) Plan the assessment and management of patient with mental health and psychiatric disorders. (C5)
2. Demonstrate nursing skills in the care of psychiatric patients. (P4)
3. Integrate the care of patients with mental health and psychiatric disorders. (A4).

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.) David, S., & Smyth, R. (2019). Oxford Handbook of Psychiatry. (4th Ed.). Oxford Publisher.

Foster, K., Marks, P., O'Brien, A. (2020). Mental Health in Nursing: Theory and Practice for Clinical Settings. (5th Ed.). Elsevier

Prakash, P. (2020) Textbook of Mental Health and Psychiatric Nursing for Bsc Students CBS Publishers and Distributors.

Varcarolis, E.M., & Fosbre, C.D. (2020). Essentials of Psychiatric Mental Health Nursing (4th Ed.). Elsevier).

Vanderhoef, D. & Johnson, K. (2020). Psychiatric-Mental Health Nurse Practitioner Review Manual. (4th Ed). American Nurses Association, Nursing Knowledge. USA.

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. Plan the management and care of patients with orthopedic, ophthalmological, otorhinolaryngological and gerontological conditions based on the nursing process approach. (C5)
2. Demonstrate nursing procedures in orthopedic, ophthalmology, otorhinolaryngology, and gerontology care in accordance with professional standards and healthcare requirements. (P4)
3. Integrate care for patients with orthopedic, ophthalmological, otorhinolaryngological and gerontological conditions. (A4)

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., Snyder S.J. & Frandsen, G. (2021). Kozier & Erb's Fundamentals Of Nursing Concepts, Process And Practice (11th Ed.). Boston: Pearson .
Schoen, D. C. (2000). Adult orthopaedic nursing Philadelphia: Lippincott.
Harding, M. M., Kwong, J., Roberts, D., Hagler, D., & Reinisch, C. (2020). Lewis's medical-surgical nursing. Amsterdam, The Netherlands:: Elsevier Health Sciences.
Ignatavicius, D., Workman, L., Rebar, C., & Heimgartner, N. (2020). Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care. (10th Ed). Elsevier Inc.
Williams, P.A. (2022). Basic Geriatric Nursing (8th Ed.).Elsevier:Missouri

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. Plan assessment of school children, school health services and nutritional needs for maternal and child wellbeing, including occupational health, epidemiology and current social issues. (C5)
2. Demonstrate the nursing skills in the assessment of school child and nutritional need of mother and child. (P4)
3. Integrate the care of children with special needs including rehabilitation program as well and social welfare services in Malaysia. (A4)

Course Synopsis:

This course consists 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:

Yadav, H., Chong M.C., & See T. L. (2019) Community Health Nursing 2nd Ed. Shah Alam: Oxford Fajar

Gangadharan, S., Hemamalini, M. (2022). Community Health Nursing - I: Framework for Practice, E-Book: Framework for Practice. India: Elsevier Health Sciences.

Stanhope, M., Lancaster, J. (2021). Foundations for Population Health in Community/Public Health Nursing - E-Book. United States: Elsevier Health Sciences.

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 3027: Nursing Research II

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Develop a research proposal by integrating appropriate research designs.(C6)
2. Defend a research proposal presentation using clear and effective communication skills. (A4)
3. Exemplify adherence to research ethics principles throughout the process of preparing and submitting an ethics application. (A5)

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 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:

Fowler, J., Jarvis, P., & Chevannes, M. (2021). *Practical statistics for nursing and health care*. John Wiley & Sons

Heavey, E. (2022). *Statistics for nursing: A practical approach with navigate advantage access*. Jones & Bartlett Learning

Polit, D. F. & Beck, C. T. (2022). *Nursing Research: Generating and Assessing Evidence for Nursing Practice* (11th ed.). Philadelphia: Wolters Kluwer Health

Course Assessment:

Course will be assessed by:

- *Research proposal paper (70%) - Week 10*
- *Oral presentation of research proposal (20%) - Week 11 & 12*
- *Submission of ethics application (10%) - Week 14*

Final Examination: None

MID 3019: Community Project

2 credits

Learning Outcomes:

At the end of the course students are able to:

1. Develop a community project proposal incorporating SULAM principles based on a needs assessment. (C5)
2. Organise the planned project through collaboration with stakeholders and effective teamwork. (A4)
3. Organise the community project by applying effective leadership and promoting teamwork. (A4).

Course Synopsis:

This course engages students in community project, enabling them to assess needs, plan, and implement health activities while cultivating personal values and SULAM principles.

Reference Texts:

Introduction to Service Learning in Malaysia. (2022). Malaysia: UM Press

SULAM Playbook. (2019). Department of Higher Education. Putrajaya: Department of Higher Education.

Parahakaran, S. & Scherer, S. (2021). A Human Values Pathway for Teachers: Developing Silent Sitting and Mindful Practices in Education. Germany: Springer Nature Singapore.

Course Assessment:

Course will be assessed by:

Continuous Assessment:

100%

Community Project Proposal: 20%- Week 4

Project Writing and Presentation: 10%- Week

Stakeholder Evaluation: 10% -Week 14

Reflective Writing : 20% - Week 14

MID 3024: Clinical Nursing Practice V

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Demonstrate nursing skills related to psychiatric care, maternal and child care in community clinics and during home visits. (P4)
2. Integrate community health knowledge to implement health education interventions in community settings. (A4)
3. Integrate ethical and professional principles in planning nursing care for patients with psychiatric problems. (A4)

Course Synopsis:

This course provides clinical experiences in psychiatric care in ward and clinic; as well as covered 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:

Yadav, H., Chong M.C., & See T. L. (2019) Community Health Nursing 2nd Ed. Shah Alam: Oxford Fajar
Gangadharan, S., Hemamalini, M. (2022). Community Health Nursing - I: Framework for Practice, E-Book: Framework for Practice. India: Elsevier Health Sciences.
Stanhope, M., Lancaster, J. (2021). Foundations for Population Health in Community/Public Health Nursing - E-Book. United States: Elsevier Health Sciences.

Course

Assessment:

Course will be assessed by:

Continuous

Assessment: 100%

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

Final Examination: None

Learning Outcomes:

At the end of the course students are able to:

1. Demonstrate nursing skills related to orthopaedic, eye, ear, nose and throat, and geriatric care. (P4)
2. Integrate collaborative nursing to deliver safe and effective patient-centred care in orthopaedic, eye, ear, nose, throat, and geriatric care.(A4)
3. Adhere to ethical and professional nursing care in delivering safe, effective, and patient-centred care to patients with orthopaedics, eye, ear, nose and throat disorder, and geriatric conditions. (A4)

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:

Carol R. Taylor, Pamela B Lynn, Jennifer L Bartlett. (2022). Fundamentals of Nursing: The Art and Science of Person-Centered Care. Welters Kluwer.

Patricia A. Potter, Anne G. Griffin Perry, Patricia A. Stockert and Amy Hall. (2022). Fundamentals of Nursing (11th Edition), Elsevier.

Linda Honan. (2019). Medical-Surgical Nursing,Focus on Clinical Judgment (Third edition), International Editi, Welters Kluwer

Mariann M. Harding, Jeffrey Kwong, Dottie Roberts, Debra Hagler, and Courtney Reinisch. (2019). Lewis's Medical-Surgical Nursing (11 Edition). Mosby.

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

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. Produce a research report by synthesising and analysing findings that comply with research processes, ethics, and academic standards. (C6)
2. Integrate personal and professional skill development while embracing lifelong learning in completing a research project. (A4)
3. Exemplify an open and reflective mindset when presenting research findings, incorporating innovative recommendations supported by digital and critical thinking skills. (A5)

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:

Denis, D. J. (2021). Applied univariate, bivariate, and multivariate statistics: Understanding statistics for social and natural scientists, with applications in SPSS and R. John Wiley & Sons.

Melnyk, B. M., & Fineout-Overholt, E. (2022). Evidence-based practice in nursing & healthcare: A guide to best practice. Lippincott Williams & Wilkins.

Sharma, S. (2022). *Nursing research and statistics-e-book*. Elsevier Health Sciences.

Williamson, G. R., & Whittaker, A. (2024). Succeeding in literature reviews and research project plans for nursing students.

Course Assessment:

Course will be assessed by:

Continuous 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. Perform nursing procedures to the patients in operation theatre, emergency and intensive care unit. (P5)
2. Propose collaborative care plan to meet the health needs of patients with emergency conditions, critical condition and patients requiring operations. (A5)
3. Practice the principles of collaborative care ethically and professionally to provide safe, effective, and patient-centred care. (A5)

Course Synopsis:

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

Reference Texts:

Burns, S. & Delgado, S. (2023). AACN Essentials of Critical Care Nursing (5th ed.). McGraw Hill / Medical

Curtis, K., Ramsden, C., Ramon, Z., Shaban, M.F., & Considine, J. (2021). Emergency and Trauma Care for Nurses and Paramedics (3th ed.). Elsevier Health Sciences

Sutherland-Fraser, S., Davies, M., Brigid M. Gillespie, B.M., & Lockwood, B. (2021). Perioperative Nursing: An Introduction (3rd ed.). Elsevier Health Sciences

Peate, I. & Hill, B. (2022). Fundamentals of Critical Care: A Textbook for Nursing and Healthcare Students (1st ed.). Wiley-Blackwell.

Phillips, M. & Hornacky, A. (2020). Berry & Kohn's Operating Room Technique (14th ed.). Elsevier Health Sciences

Course Assessment:

Course will be assessed by:

Continuous Assessment: 100%
Case Study and Presentation (40%)- Week 12
OSCE (50%) - Week 14
Reflective Writing (10%) - Week 13

Final Examination: None

MID 4016: Emergency, Intensive and Perioperative Nursing

3 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) Formulate the nursing assessment and management of patients with emergency and critical conditions and patients undergoing operation. (C5)
2. Perform nursing procedures related to emergency, intensive and perioperative nursing. (P5)
3. Propose nursing care plan for patients with emergency and critical conditions and patients undergoing operation. (A5)

Course Synopsis:

This course introduces fundamental concepts in emergency, intensive care, and perioperative nursing. It covers the management of trauma and medical–surgical emergencies, critical care including respiratory support and patient monitoring, and perioperative practices focusing on asepsis, infection control, patient safety, and anaesthetic nursing care.

Reference Texts:

Burns, S. & Delgado, S. (2023). AACN Essentials of Critical Care Nursing (5th Edition). McGraw Hill / Medical.

Peate, I. & Hill, B. (2022). Fundamentals of Critical Care: A Textbook for Nursing and Healthcare Students (1st Edition). Wiley-Blackwell.

Sally Sutherland-Fraser, Menna Davies, Brigid M Gillespie, Benjamin Lockwood. (2021). Perioperative Nursing: An Introduction (3rd Edition). Elsevier Health Sciences.

John C Dundell. (2020). Anesthesia Basics : For Perioperative Nurses. Amazon.Com

Kate Curtis, Clair Ramsden, Ramon Z Shaban, Margaret Fry, Julie Considine. (2021). Emergency and Trauma Care for Nurses and Paramedics (3rd. Edition). Elsevier Health Sciences.

Richhariya, Devendra, Bhawana Sharma. (2021). Textbook of Emergency Medicine Including Intensive care & Trauma (2nd Edition). Jaypee Brothers Medical.

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. Relate the application of relevant theories, principles, and technologies in the preparation and delivery of teaching and learning sessions.
2. Perform a micro-teaching session using the prepared lesson plan for teaching and learning activities and the provided teaching materials. (P5)

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:

Billings, D. M., & Halstead, J. A. (2023). Teaching in nursing: A guide for faculty (7th ed.). Elsevier.

Noone, J., & Gubrud, P. (Eds.). (2023). Best practices in teaching nursing. National League for Nursing.

Oermann, M. H., Gaberson, K. B., & Shellenbarger, T. (2022). Clinical teaching strategies in nursing (6th ed.). Springer Publishing.

Nestel, D., Reedy, G., McKenna, L., & Gough, S. (Eds.). (2023). Clinical education for the health professions: Theory and practice.

Shon, S., Shin, H., Rim, D., et al. (2024). Nursing faculty development program for digital teaching competence. BMC Medical Education, 24, 511. <https://doi.org/10.1186/s12909-024-05453-8>

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) Summarize the fundamental theories, concepts, principles, functions, and processes of management and leadership in nursing. (C6).
2. Practice interpersonal skills to collaborate with healthcare professionals and the community and utilize the roles and responsibilities of nurses in planning, organizing, decision-making, and improving the quality of patient care. (A5)
3. Develop targeted strategies for change management, conflict resolution, team building, staff and professional development, problem-solving, and effective delegation within the nursing context. (C5)

Course Synopsis:

This is an introductory course to the concepts and theories of leadership and management in nursing. The aim is to provide students with 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:

Denis, D. J. (2021). Applied univariate, bivariate, and multivariate statistics: Understanding statistics for social and natural scientists, with applications in SPSS and R. John Wiley & Sons.

Joseph, M.L. & Diane Huber, D. (2022). Leadership and Nursing Care Management (7th ed.). Saunders: United State

Melnyk, B. M., & Fineout-Overholt, E. (2022). Evidence-based practice in nursing & healthcare: A guide to best practice. Lippincott Williams & Wilkins

Nowicki, M. (2021). Introduction to the Financial Management of Healthcare Organizations (8th ed.). Gateway to Healthcare Management: United State.

Yoder-Wise, P.S. & Sportsman, S. (2023). Leading and Managing in Nursing Elsevier (8th ed.). Mosby: United State

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

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

Final Examination: 60%

MID 4009: Ethics, Law and Professionalism in Nursing

4 credits

Learning Outcomes:

At the end of the course students are able to:

1. Relate the principles and concepts of ethics, law, and professionalism to nursing practice. (C6)
2. Evaluate the code of ethics, rule of law and professionalism in the patient care, nursing practice and education. (C6)
3. Practise analysing issues in the professionalization of nursing, ethical dilemmas, and legal implications in patient care, nursing practice, and education. (A5)

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:

Carol, H. (20, B.P. (2022). Professional Issues in Nursing: Challenges and Opportunities. Wolster Kluwer.

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

Margaret, A. B., Alvita, K.N. (2024) *Ethics & Issues In Contemporary Nursing* (2nd Ed). West Virginia: Elsevier

Robinson, S. (2021) *Nursing & Healthcare Ethics* (6th Ed). Ireland: Elsevier

Sonali, B. (2023) *Textbook of Professionalism, Professional Values and Ethics including Bioethics* (1st Ed). India: Elsevier

Sonia, A. (2024) *Law and Ethics for Health Practitioners* (2nd Ed). Australia: Elsevier

Course Assessment:

Course will be assessed by:

Continuous Assessment: 100%

- Group Assignment 1 (30%) - Week 8
- Group Assignment 2 (30%) - Week 13
- Test (20%)
- Reflective Writing (20%) - Week 14.

Final examination: None

YEAR 4 SEMESTER 2

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. Perform procedure and nursing care that meet the health needs of patient and family (P5)
2. Demonstrate responsible practice and leadership in multidisciplinary management of patient. (P4)
3. Practice work ethics, creativity, and accountability in carrying out nursing responsibilities (A5)

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.

Reference Texts:

Weiss, S. A., Tappen, R. M., & Grimley, K. (2019). Essentials of nursing leadership & management. FA Davis.

Harding, M. M., Kwong, J., Roberts, D., Hagler, D., & Reinisch, C. (2020). Lewis's medical-surgical nursing. Amsterdam, The Netherlands: Elsevier Health Sciences.

Peate, I., & Hill, B. (Eds.). (2021). Fundamentals of Pharmacology: For Nursing and Healthcare Students. John Wiley & Sons.

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 4018: Technology & Artificial Intelligence (AI) In Nursing and Healthcare

2 credits

Learning Outcomes:

At the end of the course students are able to:

1. Explain the concepts and principles of using AI and technologies in nursing and healthcare. (C4)
2. Produce an application of technology and AI tools in enhancing clinical nursing practice, education, research, and healthcare management. (C5)

Course Synopsis:

This course introduces nursing students to technology, **Artificial Intelligence (AI) and its applications in healthcare**. It emphasizes understanding AI concepts, new technology, ethical considerations, and practical integration into clinical nursing practice, nursing education, and healthcare management. Students will explore how AI and technology can improve patient care, decision-making, workflow efficiency, and health outcomes

Reference Texts:

Chen, T., Carter, J., Mahmud, M., & Khuman, A. S. (Eds.). (2022). Artificial intelligence in healthcare: Recent applications and developments. Springer.

Yadav, D. K., & Gulati, A. (Eds.). (2023). Artificial intelligence and machine learning in healthcare. Springer.

Talukdar, J., Singh, T. P., & Barman, B. (2023). Artificial intelligence in healthcare industry. Springer.

Lim, C.-P., Vaidya, A., Chen, Y.-W., Tejasvi, J., & Jain, L. C. (Eds.). (2023). Artificial intelligence and machine learning for healthcare: Vol. 1: Image and data analytics. Springer.

Kumar, A., Rani, S., Rathee, S., Hemrajani, N., & Dahiya, M. (2025). Artificial intelligence in medicine and healthcare. CRC Press.

Course Assessment:

Course will be assessed by:

Continuous Assessment 100%

- Assignment (40%) - Week 7
- Penilaian Alternative (60%) - Week 13

Final Examination: None

MID 4014: Internship

3 credits

Learning Outcomes:

At the end of the course students are able to:

1. Design safe nursing procedures based on principles of care to meet patient needs.(P6)
2. Integrate evidence based care plans that reflect individualized patient needs through effective collaboration with healthcare team members. (A4)
3. Display leadership, professionalism, accountability, and ethical principles consistently in clinical decision making and nursing practice. (A5)

Course Synopsis:

This course provides supervised clinical experience in hospital settings, enabling students to transition to the role of professional nurse. Students apply managerial and leadership skills in patient care while practicing and mastering nursing procedures learned in previous semesters.

Reference Texts:

Hinkle, J. L., Cheever, K. H., & Overbaugh, K. J. (2022). Brunner & Suddarth's textbook of medical-surgical nursing (15th ed.). Wolters Kluwer Health.

Snyder, J. S., Sump, C. A., & Swearingen, P. L. (2023). Swearingen's all-in-one nursing care planning resource: Medical-surgical, pediatric, maternity, and psychiatric-mental (6th ed.). Elsevier.

Black, B. P. (2023). Professional nursing: Concepts & challenges (10th ed.). Elsevier.

Course Assessment:

Course will be assessed by:

Continuous Assessment 100%

- OSCE(50%) - Week 6
- Clinical Portfolio (30%) - Week 10
- Performance Evaluation (20%) - Week 14

Final Examination: None

WITHDRAWAL FROM THE PROGRAMME OF STUDY

Withdrawal from the programme of study refers to the termination of a student's enrolment from the programme currently being pursued.

An application for withdrawal from a programme of study must be formally submitted to the relevant Deputy Vice-Chancellor through the Dean of the Faculty, in accordance with the procedures established by the University from time to time. The decision of the University shall be final.

Withdrawal Conditions

The details regarding withdrawal from a programme of study are as follows:

Period of Withdrawal	Normal Semester	Special Semester	Fees Charged	Grade Awarded
Weeks 1 – 2	✓	✓	No	Record deleted
Weeks 3 – 14	✓	-	Yes	W2

Students who withdraw from their programme of study on or before the second lecture week of the semester will not be charged any fees. The registration records for all courses registered under the programme will be deleted.

Approved applications for withdrawal submitted after the second lecture week will be subject to the following:

- Fees and other charges as stipulated in Part IV of the University Regulations; and
- A **“W2” grade** will be recorded for all courses registered in the semester in which the student withdraws from the programme of study.

Once an application for withdrawal from a programme of study has been approved by the University, the withdrawal decision cannot be revoked by the student.

1. APPLICATION FOR WITHDRAWAL FROM THE PROGRAMME OF STUDY

NO.	ITEM	ACTION
(1)	Student submits an official programme withdrawal application letter to the Dean through the Head of Department for approval.	Student
(2)	The Deputy Dean (Undergraduate) office processes the application and get the approval from Undergraduate Committee Meeting (JKID) and the Faculty Meeting.	Faculty
(3)	Faculty will issue a letter of approval to the student.	Faculty
(4)	Student must upload the letter of approval into the withdrawal section in the MAYA portal.	Student
(5)	Faculty endorse the student's application in the MAYA portal.	Faculty
(6)	Admissions and Registration Centre under the Academic Services Department (ASD) provides the final approval status via the MAYA portal.	Academic Services Department (ASD)
(7)	Faculty downloads the official Approval Letter from the MAYA portal and emails it to the student.	Faculty

IMPORTANT NOTES:

NO.	ITEM
(1)	Students who withdraw from the programme of study no later than the second week of study of a semester will not be charged a fee and the registration record for any course for the programme will be expunged.
(2)	A student, who has been approved to withdraw from his programme of study after the second lecture week will: (a) pay the fees and other payments; and (b) be recorded Grade W2 for any courses registered in the semester where the student withdraws from the programme of study concerned.
(3)	The application for withdrawal from the approved study programme cannot be withdrawn by the student.

Details of withdrawal from the study programme are as follows:

Normal Semester	Special Semester	Fees Charged	Grade
Week 1 - 2	Week 1 - 2	No	Record Expunged
Week 3 - 14	-	Yes	Gred W2

2. APPLICATION FOR WITHDRAWAL FROM THE SEMESTER

NO.	ITEM	ACTION
(1)	Student submits an official semester withdrawal application letter to the Dean through the Head of Department for approval.	Student
(2)	The Deputy Dean (Undergraduate) office processes the application and get the approval from Undergraduate Committee Meeting (JKID) and the Faculty Meeting.	Faculty
(3)	Faculty will issue a letter of approval to the student.	Faculty
(4)	Student must upload the letter of approval into the withdrawal section in the MAYA portal.	Student
(5)	Faculty endorse the student's application in the MAYA portal.	Faculty
(6)	Admissions and Registration Centre under the Academic Services Department (ASD) provides the final approval status via the MAYA portal.	Academic Services Department (ASD)
(7)	Faculty downloads the official Approval Letter from the MAYA portal and emails it to the student.	Student

IMPORTANT NOTES:

NO.	ITEM
(1)	Withdrawal from a semester on any of the reasons stated below is not allowed : (a) Performance of the student is not satisfactory for any of the courses; (b) Insufficient preparation for the course concerned; or (c) Dissatisfaction towards any of the course.
(2)	Withdrawal from a semester is not allowed once the examination period for the semester concerned has commenced.

Details of withdrawal from a semester is stated below:

Category	Normal Semester	Special Semester	Fees	Duration of Study	Grade
Personal Reason	Week 1 – 2	Week 1 - 2	No	Included	*Records expunged.
	Week 3 – 7	-	Yes	Included	Gred W1
Mobility Programme Reason	Week 1 - 14	Week 1 - 7	No	Not Included	*Records expunged.
Medical Reason	Week 1 – 7	Week 1 - 2	No	Not Included	*Records expunged.
	Week 8 – 14	Week 3 - 7	Yes	Not Included	Gred W1

*Note: Records refer to course registration records