



**UNIVERSITI
MALAYA**
Faculty of Medicine

SESSION

**2022/
2023**

UNDERGRADUATE GUIDEBOOK

BACHELOR OF NURSING SCIENCE

FACULTY OF MEDICINE

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



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Universiti Malaysia

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Welcome to the Faculty of Medicine, Universiti Malaya.

Congratulations! Your acceptance into one of our undergraduate programmes at the Faculty of Medicine, Universiti Malaya is a culmination of many years of hard work. You have been selected amongst several hundred applicants who have vied to enter into our prestigious Faculty. The Universiti Malaya, Faculty of Medicine is recognised as a national leader in medicine and the health sciences with many distinguished academic staff that are nationally and internationally renowned.

The Faculty in recent years has strived to make all of our programs exciting and relevant to prepare you for the challenges of a career in the medical sciences in this new era of rapid changes in health, technology and information. You will find that your university education will be vastly different from what you have experienced at school. Unlike in school, you will be expected to undertake more self-directed and independent learning with support from dedicated and experienced Faculty members. All of this is to prepare you to enter into the workforce where attributes such as critical and analytical thinking, independence and creativity are sought after.

The courses that you will undertake in the next 4-5 years will prepare you for a career to enter into the healthcare profession whether as a doctor, nurse or pharmacist providing direct patient care or providing essential behind the scenes support. The lectures, tutorials and the practicals that you will be attending in the course of the next few years is however but a foundation and a steppingstone to what we hope will prepare you for a life-long learning experience. In the words of perhaps one of the most accomplished and greatest physicians in recent times, Sir William Osler,

"The hardest conviction to get into the mind of a beginner is that the education upon which he is engaged is not a college course, not a medical course, but a life course, for which the work of a few years under teachers is but a preparation."

We hope that you will take the opportunity to engage productively not just with your academic lecturers and mentors but also with your fellow students some of whom have come from different parts of the world. We also sincerely hope that your campus life will not be restricted to the pursuit of an academic qualification alone, but that you will use this opportunity to enrich your minds in other worthy pursuit whether it is community service, sports or music and culture.

I wish you all well in your pursuit of an academic degree in the medical sciences and hope that you will emerge from your time at the Faculty of Medicine Universiti Malaya as a life-long learner with a passion and commitment for your chosen vocation.

PROFESSOR DR. APRIL CAMILLA ROSLANI
Dean

Message from Deputy Dean



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

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

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

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

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

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

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EDUCATIONAL GOALS OF THE UNIVERSITY OF MALAYA

Graduates of the University of Malaya will be able to:

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

VISION & MISSION UNIVERSITY OF MALAYA



VISION

A global university impacting the world

MISSION

Pushing the boundaries of knowledge and nurturing aspiring leaders

CORE VALUES

Serving the Nation. Impacting the World.



QUALITY POLICY

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

VISION & MISSION FACULTY OF MEDICINE



VISION

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

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

MISSION

To be the premier Centre of Excellence in Medical Education.

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Dr Manveen Kaur a/p Harbajan Singh MBBS (Karnatak University, India), MPM (Mal)

Dr Zuraida Ahmad Sabki MD (Mal), MPM (Mal)

Dr Benedict Francis MBBS (Mal), MPM (Mal)

Dr Lim Poh Khuen MBBS (IMU), MPM (Mal)

Trainee Lecturer:

Dr Julian Wong Joon Ip MBBS (*Monash, Aus*)

REHABILITATION MEDICINE

DEPARTMENT/UNIT | ACADEMIC STAFF

Head of Department:

Associate Professor Dr Mazlina Mazlan MBBS (Mal), MRehabMed (Mal)

Tel: 03-7949 2972/8596

Fax: 03-7968 4766

Email: mazlinamazlan@um.edu.my | mazlinamazlan@ummc.edu.my

Professor:

Professor Dr Nazirah Hasnan MBBS (Mal), MRehabMed (Mal), PhD (Sydney)

Visiting Professor

Professor Dato' Dr. Zaliha Omar MBBS (Mal), FRCP (Glasg), FAFRM(RACP)(Hon), FAMM, DMR(RCP, Lond), Grad.Cert.Medical Acu. (Monash), CIME(USA), Cert. (RESNA), Cert. CARF MED101

Associate Professors:

Associate Professor Dr Anwar Suhaimi MBBS (Mal), MRehabMed (Mal)

Associate Professor Dr Julia Patrick Engkasan MBBS (Mal), MRehabMed (Mal) PhD (Mal)

Associate Professor Dr Mazlina Mazlan MBBS (Mal), MRehabMed (Mal)

Medical/Senior Lecturers:

Dr Chan Soo Chin MBBS (IMU), MRehabMed (Mal)

Dr Chung Tze Yang MBBS (Mal), MRehabMed (Mal)

Dr Norhamizan Hamzah MBCUB (UK) MRehabMed (Mal) PhD (Mal)

Lecturer

Dr Sakinah binti Sabirin MBBS (Ire) MRehabMed (Mal)

SOCIAL & PREVENTIVE MEDICINE

DEPARTMENT/UNIT | ACADEMIC STAFF

Head of Department:

Professor Dr Victor Hoe Chee Wai Abdullah MBBS (Mangalore), MPH (Mal), MPH (OH) (Mal), Meng (Safety, Health & Env) (Mal), PhD (Monash) Tel: 03-7967 4756

Fax: 03-7967 4975

Email: victorhoe@um.edu.my | victor@ummc.edu.my

Professors:

Professor Datuk Dr Awg Bulgiba Awg Mahmud MBBS (Mal), MPH (Mal), MAppStats (Mal), PhD (East Anglia) FFPH, FPHMM, FAMM, FASC

Professor Dr Choo Wan Yuen BSc (Hons)(UPM), MMedScPH (Mal), PhD (Aus)

Professor Dr Moy Foong Ming BSc (Hons) Dietetics (UKM), MSc (Nutrition) (UKM), MMedScPH (Mal), PhD (Mal)

Professor Dr Ng Chiu Wan MBBS (Spore), MPH (Mal), MPH (Health Services Mgt.) (Mal), PhD (Mal)

Professor Dr Noran Naqiah Hairi MBBS (Mal), MPH (Mal), MPH (Epid) (Mal), PhD (Sydney) FPH (Royal College of Physicians, UK)

Professor Dr Sanjay Rampal MBBS (Bangalore), MPH (Harvard) PhD (Johns Hopkins), AMM, CPH (US NBPHE) Professor Dr Victor Hoe Chee Wai Abdullah MBBS (Mangalore), MPH (Mal), MPH (OH) (Mal), Meng (Safety, Health & Env) (Mal), PhD (Monash)

Professor Dr Wong Li Ping BSc, (Hons)(UPM), MMedSc (UKM), PhD (Mal)

Professor Dr Hazreen bin Abdul Majid BSc (Hons), Dietetics (UKM), MSc (Nutrition&Dietetics), Deakin (Melb), PhD (Lond)

Professor Kehormat

Professor Tin Tin Su MBBS, MSc.CHHM, Dr.Med

Professor Dr Maznah Dahlui MD (Mal), MPH (Mal), PhD (Mal), FPH (Royal College of Physicians, UK)

Associate Professors:

Associate Professor Dr Farizah bt Mohd Hairi MBBS (Mal), MSc (Wales), MPH (Mal), MPH (Health Services Mgt) (Mal), DSc (Public Health) (NL)

Associate Professor Dr Marzuki bin Isahak MBBS (Mal), MPH (Mal), DrPH (Mal) – (pinjam keluar UM)

Associate Professor Dr Mas Ayu Said MBBS (Mal), MPH (Mal), MPH (Epid) (Mal), PhD (Mal)

Associate Professor Dr Nasrin Agha Mohammadi BSc. (Environmental Health Engineering) (Tehran), MSc (Civil Engineering) (USM), PhD (Mal)

Associate Professor Dr Nik Daliana binti Nik Farid MBBS (Aust), MPH (Mal), DrPH (Mal)

Associate Professor Dr Nirmala Bhoo Pathy MBBS (Mal), MPH (Hons)(Mal), MSc Clinical Epid (Hons) (Utrecht Univ), PhD (Utrecht Univ)

Associate Professor Dr Rafdzah binti Ahmad Zaki MBChB (Liverpool), MPH (Mal), DrPH (Mal)

Medical/Senior Lecturers:

Dr 'Abqariyah binti Yahya BSc (Hons) Stast. (UKM), MSc Stast. (UKM), PhD (MedSc) (Karolinska)

Dr Lim Sin How BSc. Biochemistry (NUS), MSc. Health Care Administration (Connecticut), PhD (Pennsylvania)

Dr Mahmoud Danaee BSc (Iran), MSc (Biometry)(Tehran), PhD (Plant Bio Technology)(UPM)

Dr Nur Afiqah Mohd Salleh Bio in Formatic (UM), Public Health (UK)

Dr Tharani Loganathan MD (USM), MPH (Mal), DrPH (Mal)

Dr Lim Yin Cheng MBBS (UM), OHD (NIOSH), CMIA (NIOSH), MPH (UM), DrPH (UM)

Dr Rama Krishna Supramanian MD(UGM), LFOM (Ireland), MPH (Malaya), DrPH (Malaya)

SURGERY

DEPARTMENT/UNIT | ACADEMIC STAFF

Head of Department:

Associate Professor Dr Vairavan Narayanan MD (UKM), MS (UKM), FRCS Edin (Neuro Surg)

Tel: 03-7949 2441 / 2070

Fax: 03-7958 6360

Email: nvairavan@um.edu.my | vairavan@ummc.edu.my | ki_sur@ummc.edu.my

General Surgery:

Professor Dr April Camilla Roslani FMM, FACS (Hon), FASCRS (Hon), FPSCRS (Hon), FASI (Hon) (India), FCSSL (Hon) (Sri Lanka), FAMS (Singapore), FRCS (Glasgow), FRCS (Edinburgh), Clinical Fellowship in Colorectal Surgery (Sing), MS (Mal), MBBCh (Wales), BSc (Hons) (Wales)

Professor Dr Nur Aishah binti Mohd Taib MBBS (Mal), MRCS (Edin), MS (Mal) Doctor of Medicine(UM) , GradDip GenetCounselling (CSU)

Associate Professor Dr Khong Tak Loon MBChB (Edin), MSc Surg Sc (Lond), MD (Res)(Lond), FRCS (UK)

Associate Professor Dr Koh Peng Soon MBBS (IMU), MRCS(Ed) (UK), MSurg (UM) dan Hon. Clin. Assoc. (HK)

Associate Professor Dr Ng Khoo Leong MBBS(S'pore), FRCS (Edin), FRCS(Glasg)

Associate Professor Dr See Mee Hoong B.Med (UPM), MD (UPM), MS (Mal)

Associate Professor Dr Yoong Boon Koon BSc (Med), MBBS (UNSW), MRCS(Ed), MS (Mal), HPB< Fellow(HKU)

Associate Professor Dr Teoh Li Ying MBBS (Mal), MSurg (Mal)

Dr Ahmad Rafizi Hariz bin Ramli MD (UKM), MS (UM), IMGSS (RCSED), FEBVS (EU), Vascular & Endovascular Fellowship (MOH, UK), AMM (Mal)

Dr Koong Jun Kit MBBS (IMU) MRCS (Ire) MS (Mal)

Dr Lim Hiong Chin MBBS (IMU), MSurg (Mal)

Dr Mohammad Rezal bin Abdul Aziz MB, BCh, BAO(NUI),LRCP & SI (RCSI), MRCI (Ire), Dip.Lap. Surgery(Fr), MS(Mal)

Dr Nora binti Abdul Aziz MB BCh BAO (NUIUCD) MS (Mal)

Dr Suniza binti Jamaris MBBS (Mal), MS (Mal)

Dr Tania Islam MBBS (Chittagong), PhD (Jap)

Dr Teh Mei Sze MD(USM), MSurg(Mal), MRCS (Edin),Fellowship in breast oncoplastic surgery (Italy),-Fellowship in breast oncoplastic surgery (Thai)

Dr Wong Wei Jin MD (Dalhousie), MSurg (Mal)

Trainee Lecturer:

Dr Khoo Kah Seng MBBS (Mal), MRCS (Edinburgh)

Cardiothoracic Surgery:

Professor Dr Raja Amin bin Raja Mokhtar MBBS (Mal), MS (Mal), FRCS (Edin)

Professor Dr Shahrul Amry bin Hashim MBChB (UK), MRCS (Edin), FRCS(C-Th) (Edin)

Associate Professor Dr Sivakumar a/l Krishanasamy FRCS(Edin) CTh, FETCS , Aortic Fellowship UK , Thoarcic Fellowship UK , Uniportal VATS Fellowship (Shanghai)

Paediatric Surgery:

Professor Dr. Shireen Anne Han Yien , MBBS (UM), MSurg (UM)

Associate Professor Dr Anand a/l Sanmugam Dr Anand Sanmugam BMedSc (UPM), MD (UPM) MRCS(Ire) ,MPaedSurg(UM) ,MMedEd(UM)

Dr Ganesh a/l P.Vythilingam MBBS (MAHE),MS (Pediatric Surgery) (Mal), MRCS (Ireland),PhD (UM)-Study Leave

Dr Srihari Singaravel MBBS (Ind), MS (Pediatric Surgery) (Mal)

Urology

Professor Dr Ong Teng Aik MBBS (Mal), MS (Mal), FRCSI, FEBU, FRCS(Urol)

Associate Professor Dr Shanggar a/l Kuppusamy MBBS (MAHE), MSurg (UM), FRCS Urol(Glasg), Phd(UK)

Dr Ahmad Nazran bin Fadzil MBChB (Leic), MRCS (Ire), MS (Mal), FRCS Urol (Glasg)

Dr Aung Kyaw Phyoo MBBS (Mandalay, MRCS (Ire), FRCS (Eng)

Dr Chai Chu Ann MD (KSMU, MSurg (Mal), FRCS (UK)

Dr Siti Nur Masyithah binti Ma'arof MBBS (Malaya), MSurg (UM), FRCS Urol (UK)

Plastic Surgery:

Professor Dr Alizan bin Abdul Khalil MBBS (Mal) MS (Mal), PhD (Plastic Surgery)(Aust),AM

Dr Kong Chee Kwan MD (UNIMAS), MSurg (Mal),MPLASTSURG(USM), AM

Dr Muhammad Ridwan bin Mirza Asfian MBBS (Mal), MS (Mal)

Neurosurgery:

Professor Dr Vickneswaran a/l Mathaneswaran MBBS with distinction(Mal)

Professor Dr Dharmendra a/l Ganesan MBBS (Mal), MS(Malaya) FAMM(Mal)

FRCS(Edinburgh) FRCS(Ireland) FRCS(Neurosurgery), UK IFAANS(USA) FRCS(England)FACS(USA)

Professor Dr. Dato' Hari Chandran Thambinayagam MBBS(M'lore), AM(Mal), FRCS(Edin), FRCS(Eng), FRCS(Glasg)(Neuro Surg), FRCS(Edin)(Neuro.Surg), FACS

Associate Professor Dr Kamal Azrin Abdullah @ Kalai Arasu Muthusamy MBBS (Mal), MS (Mal),
Dphil (Oxon)

Associate Professor Dr Vairavan Narayanan MD (UKM), MS (UKM), FRCS Edin (Neuro Surg)

Dr Ravindran A/L Karuppiah MBBS (Thanjavur,India) MRCS(Ireland) MS (UM, Malaysia)

Senior Lecturers

Dr Lim Jasmine BMedSc(Hons)(UPM), DPhil(Oxon), PhD (Oxford)

Associate Professor Dr Retnagowri a/p Rajandram BScBiochem(Hons) (Aus), PhD(Aus)



CLINICAL ONCOLOGY

DEPARTMENT/UNIT | ACADEMIC STAFF

Head of Unit:

Professor Dr Ho Gwo Fuang BSc, MBChB, MRCP (UK), FRCR (UK)

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Professor:

Professor Datin Dr Anita Zarina binti Bustam @ Mainudin MBBCh (UK), FRCR (UK)

Professor Dr Ho Gwo Fuang BSc, MBChB, MRCP (UK), FRCR (UK)

Associate Professors:

Associate Professor Dr Adlinda binti Alip MD(UK), FRCR (UK)

Associate Professor Dr Marniza binti Saad MBBCh (UK), FRCR (UK)

Associate Professor Dr Rozita binti Abdul Malik MBBS (Mal), MCO (Mal)

Associate Professor Dr Wan Zamariah binti Wan Ishak @ Wan Mohammad MBBS (Mal), MCO (Mal)

Associate Professor Dr Ung Ngie Min BEng (Mal), MMedPhys (Mal), PhD (Aust)

Medical/Senior Lecturers:

Dr Nurfadhlin Abdul Satar MBBS (Nottingham, UK), MRCP (UK), FRCR (Roy Coll Lond), MSc (Oncology) (UK)

Dr Lee Dai Wee MBBS (IMU), MCO (Mal)

MEDICAL EDUCATION & RESEARCH DEVELOPMENT UNIT (MERDU)

DEPARTMENT/UNIT | ACADEMIC STAFF

Head of Unit:

Professor Dr Jamunarani A/P S Vadivelu BSc Hons. (UK), MSc (UK), PhD (Lond)

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Email: jamuna@um.edu.my | jamuna@ummc.edu.my

Professor:

Professor Dr Jamunarani A/P S Vadivelu BSc Hons. (UK), MSc (UK), PhD (Lond)

Associate Professor:

Associate Professor Dr Foong Chan Choong BSc.Ed (Hons) (Mal), PhD (Mal)

Associate Professor Dr Vinod Pallath BSc (India), MSc (India), PhD (India)

Senior Lecturers:

Dr Hong Wei-Han BScEd (Hons) (UTM), MEd (Mal), PhD (Mal)

SPORTS MEDICINE

DEPARTMENT/UNIT | ACADEMIC STAFF

Head of Unit:

Associate Professor Dr Mohd. Nahar Azmi bin Mohamed MD (*Universitas Padjadjaran Indonesia*), MSpMed (Mal)

Tel: 03-79498065/8122

Emai: nahar@ummc.edu.my

Associate Professors:

Associate Professor Dr Mohd. Nahar Azmi bin Mohamed MD (*Universitas Padjadjaran Indonesia*), MSpMed (Mal)

Associate Professor Dr Abdul Halim bin Mokhtar MD (UKM), MSpMed (Mal)

Associate Professor Dr Mohamad Shariff bin A Hamid MBBS (Adel), MSpMed (Mal)

Associate Professor Dr Zulkarnain bin Jaafar MD (USM), MSpMed (Mal)

Associate Professor Dr Goh Siew Li MD (USM), MSpMed (Mal)

Medical Lecturers:

Dr Samihah binti Abdul Karim MD (UPM), MspMed (Mal)

Dr Choong Wai Kwong MD (UPM), MSpMed (Mal)

Dr Ahmad Hazwan bin Ahmad Shushami MBBS (Mal), MSpMed(Mal)

Trainee Lecturer (SLAI):

Dr Muhammad Kashani bin Mohd Kamil MD (*Universitas Sumatera Utara Indonesia*)

TRAUMA & EMERGENCY

DEPARTMENT/UNIT | ACADEMIC STAFF

Head of Unit:

Dr Abdul Muhaimin Noor Azhar, MBBCh (Wales, UK), MMed Emerg Med (UM)

Tel: 03-7949 4198

Fax: 03- 7949 4179

Email: muhamin@um.edu.my | muhamin.az@ummc.edu.my

Associate Professors:

Associate Professor Dr Mohd Idzwan bin Zakaria MBBCh BAO (Ire), MMed Emerg Med (Mal)

Associate Professor Dr Rishya a/l Manikam MBBS (Mal), MMed Emerg Med (Mal)

Medical Lecturers:

Dr Abdul Muhaimin Noor Azhar, MBBCh (Wales, UK), MMed Emerg Med (UM)

Dr Ahmad Zulkarnain Ahmed Zahedi, MBBS (Mal), MMed Emerg Med (Mal)

Dr Aidawati Bustam @ Mainudin MA, MB BCHir (Cambridge), MRCP (UK), MMed Emerg Med (UM)

Dr Khadijah Poh Yuen Yoong, MBBS (Mal), MMed Emerg Med (Mal)

Dr Mohd Zahir Amin Mohd Nazri MBBS (Mal), MMed Emerg Med (Mal)

Trainee Lecturers:

Dr Anhar Kamarudin MBBS (Mal)

Dr Mohammad Aizuddin Azizah Ariffin MBBS (Otago)

Dr Mohd Hafyzuddin bin Md Yusuf MB Bch BAO (Ireland)

Dr Rafi'uddin Radzi bin Rusly

Dr Siti Nur Aliyah binti Zambri MBBCh BAO (Ireland)

HISTORY OF THE FACULTY OF MEDICINE



The University of 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 University of 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 University of 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 University of 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 University 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 on March 1967. Phase II of the Hospital consisting of Paediatric, Maternity and Rehabilitation Units was completed in December 1967, and became functional in March 1968. The total construction period for the Medical Centre consisting of the faculty departments, hospital (740 beds), Hostel for Clinical Students, Nurses Quarters with Nursing School and Central Animal House was three and a half years. Over the past three decades, the medical centre has expanded tremendously, and today it has 900 beds (the number will be increased to 1200 beds after renovation).

Philosophy of the Faculty of Medicine

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

FACULTY FACILITIES

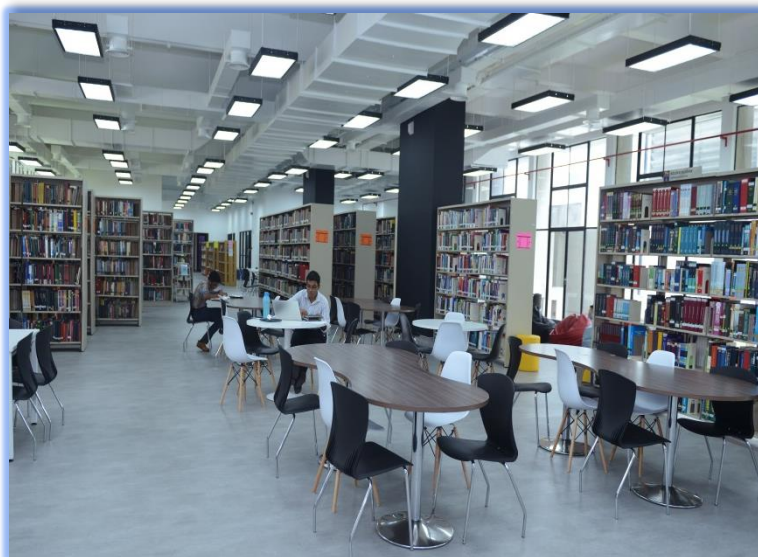
- | | |
|---|--|
| 1 | TAN SRI DANARAJ MEDICAL LIBRARY |
| 2 | MULTIDISCIPLINARY LABORATORIES |
| 3 | CLINICAL SKILLS LABORATORY |
| 4 | COMPUTER LABORATORIES |
| 5 | MEDICAL ILLUSTRATION AND MULTIMEDIA DEVELOPMENT UNIT |
| 6 | ANATOMY RESOURCE |
| 7 | CENTRAL PATHOLOGY MUSEUM |

STUDENTS' SUPPORT

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

TAN SRI DANARAJ MEDICAL LIBRARY

SERVICES



Academic Services

Tan Sri Danaraj Medical Library

The Medical Library on the 3rd floor of the faculty contains around 100,000 volumes and subscribes to around 2,000 current journals. An extensive collection of reference works printed indexing and abstracting services are maintained. It permits access to a number of databases both on-line and on compact disk in the various fields of medicine and allied health care. In addition, the library offers cassette-tape, tape-slide, video-

viewing and discussion room facilities, inter-library loan, photocopying and document binding services. Branch libraries are at the Klang and Kuala Langat District Complexes. These libraries aim to provide good quality and friendly service in a pleasant environment. Care of all library material is essential to maintaining this standard. Instructions regarding the use of facilities should be obtained from library staff.

The Main UM Library situated in the main campus contains more than 1 million volumes, a microfilm processing unit and photostating facilities.

Library hours:

Mon-Fri: 0800 – 2230 hr

MULTI-DISCIPLINARY LABORATORIES

A special facility at FOM is the multidisciplinary laboratories commonly known as the MD Labs (I and II). As their name implies, these labs serve various purposes which include wet and dry laboratory practical's, tutorials, self-directed learning stations, structured paraclinical examinations as well as for tutorial and self-learning. It also serves as a home-based for the students.



CLINICAL SKILLS LABORATORIES

The Clinical Skill Laboratory (CSL) of Faculty of Medicine provides facilities for the teaching of clinical skills and procedures. It is equipped with wide range of simulators. The centre allows medical and paramedical students and doctors to use these simulators for learning and practicing the clinical skills and procedures in a safe, controlled environment.

For detail information check its webpage: <http://www.ummc.edu.my/csl>.



COMPUTER LABORATORIES

The computers laboratories equip with a total of 90 computers are available to students of UMMC for various computer-aided learning programmes. These laboratories are opened to

5.00 pm on working days.



MEDICAL ILLUSTRATIONS AND MULTIMEDIA DEVELOPMENT UNIT

This unit is a centre to produce media and resources to support teaching and research at the faculty. Comprehensive photographic and graphic services are offered as well as a fully equipped video unit. Other services include management of the Faculty's lecture theatres and audio-visual equipment.

ANATOMY RESOURCE CENTRE



The Anatomy Resource Centre (ARC) has been designed to emphasise clinically relevant anatomy and stimulate ‘active learning’ in students in a pleasant conducive environment. Although designed as a multidisciplinary resource primarily for medical students, it also serves the needs of dental students and others from the allied health sciences as well as postgraduate health professionals. In addition, the ARC plays a very vital role in educating the public about the importance of anatomy in clinical medicine (see below).

Key features include potted and plastinated cadaveric specimens, a range of diagnostic images and clinical scenarios quizzes. In addition, activity stations have been designed to focus on interactive learning through multimedia computers, educational anatomy software/ medical websites as well as anatomy videotapes. Dedicated timetable slots in the Phase I medical course encourage self-learning in the ARC by medical students. All regular ARC users are issued with security smart cards to enter and exit the centre. User profile of the ARC is continuously recorded and analysed from computerised door entry records. Student perception of ARC educational value is assessed regularly through feedback questionnaires surveys.

CENTRAL PATHOLOGY MUSEUM



STUDENT'S SUPPORT

SOCIETIES FOR STUDENTS

At the Faculty of Medicine, 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:

- ❖ Medical Society (MEDSOC)
- ❖ BioMedical Science Society
- ❖ Nursing Science Society (NurSoc)

FOM'S COUNSELLING & PSYCHIATRY SERVICES

FOM's Counsellors:

Day: Tuesday, Wednesday & Thursday
Time: 2.00 pm to 4.00 pm
Venue: Seminar Room 2, Block J, Level 3,
Tel: Mdm. Sharmila 012-5605559

UMMC Team of Psychiatrists:

Day: Monday to Friday
Time: till 11.30 am
Venue: Psychological Medicine Clinic,
Lower Ground Floor, Psychological
Medicine Complex,
University of Malaya Medical Centre.
Tel: 03-79492368 / 2334

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

- | | |
|----|------------------------------|
| 1 | ACCOMODATION |
| 2 | STUDENT SCHOLARSHIP AND LOAN |
| 3 | STUDENT HEALTH SERVICES |
| 4 | UM MEDICAL CENTRE |
| 5 | STUDENT COUNSELING SERVICES |
| 6 | KOMPLEKS PERDANASISWA |
| 7 | MASJID |
| 8 | SHOPS PHARMACY |
| 9 | BANKING SERVICES |
| 10 | ANNUAL PLANNER & NOTES |

ACCOMMODATION

All undergraduate students will be provided with on-campus accommodation managed by the Student Affairs Division (HEP). The Ibnu Sina (Sixth) Residential College equipped with three (3) blocks for male students and five (5) blocks for female students able to houses about 700 Faculty of Medicine's students.

Further information regarding student housing both on-campus and off-campus accommodation can refer to:

Accommodation Section

Students Affairs Division

Block E, Perdanasiswa Complex

University of Malaya

Tel: 03-7967 3506

Email: hep@um.edu.my

URL: <https://hep.um.edu.my/accommodation-section> and <https://hep.um.edu.my/undergraduate>

STUDENT SCHOLARSHIP & SPONSORSHIP

The Scholarship & Sponsorship Unit (UBT) is a unit under the Academic Administration & Services Centre (AASC) that manages national, State and statutory bodies, including private companies and philanthropic organizations scholarship/loans applications.

UBT can be reached at:

Scholarship & Sponsorship Unit

Academic Administration & Services Centre

Examination Building

University of Malaya

Tel: 03-7967 6996 / 6999

Email: scholarship_aasc@um.edu.my

URL: <https://aasc.um.edu.my>

STUDENT HEALTH CLINIC

The Student Health Clinic provides health services to the campus community, complementing the UM Medical Centre. The clinic is situated at:

Student Health Clinic

Bangunan Siswarama

Faculty of Arts and Social Science

University of Malaya

Tel: 03-7967 6445

Email: kkpum@um.edu.my

Operating hours:

Mon-Fri: 0800 – 1700

No services on Saturday, Sunday &
Public Holiday

UM MEDICAL CENTRE

The UM Medical Centre is a teaching hospital that also provides a 24-hour emergency medical service to campus community and public. Emergency cases can be directed to the Trauma & Emergency Unit.

University Malaya Medical Centre (UMMC)

Lembah Pantai

59100 Kuala Lumpur

Tel: 03-79494422

Email: ummc@ummc.edu.my

URL: <http://ummc.edu.my>

STUDENT COUNSELING SERVICE

The Psychology Management & Counseling Unit offers a private and confidential counselling sessions, career guidance services as well as services and assistance to students with disabilities.

Psychology Management & Counseling Unit

Level 1, Block D, Perdanasiswa Complex

University of Malaya

Tel: 03-79673244 / 2090

The UM Medical Center also provides an added counseling service for its students. For further information, please refer to current faculty notices on Counseling Service.

PERDANASISWA COMPLEX (KPS)

Perdanasiswa Complex has a few blocks of building that comprises office of the Deputy Vice Chancellor (Students Affair), the office of International Student Centre (ISC), the office Marketing & Recruitment Centre (MRC), auditorium, cafeteria, food stalls, Gazebo, Student Clubs/Activity Room & Corner, UM Entrepreneur Club, barber shop etc.

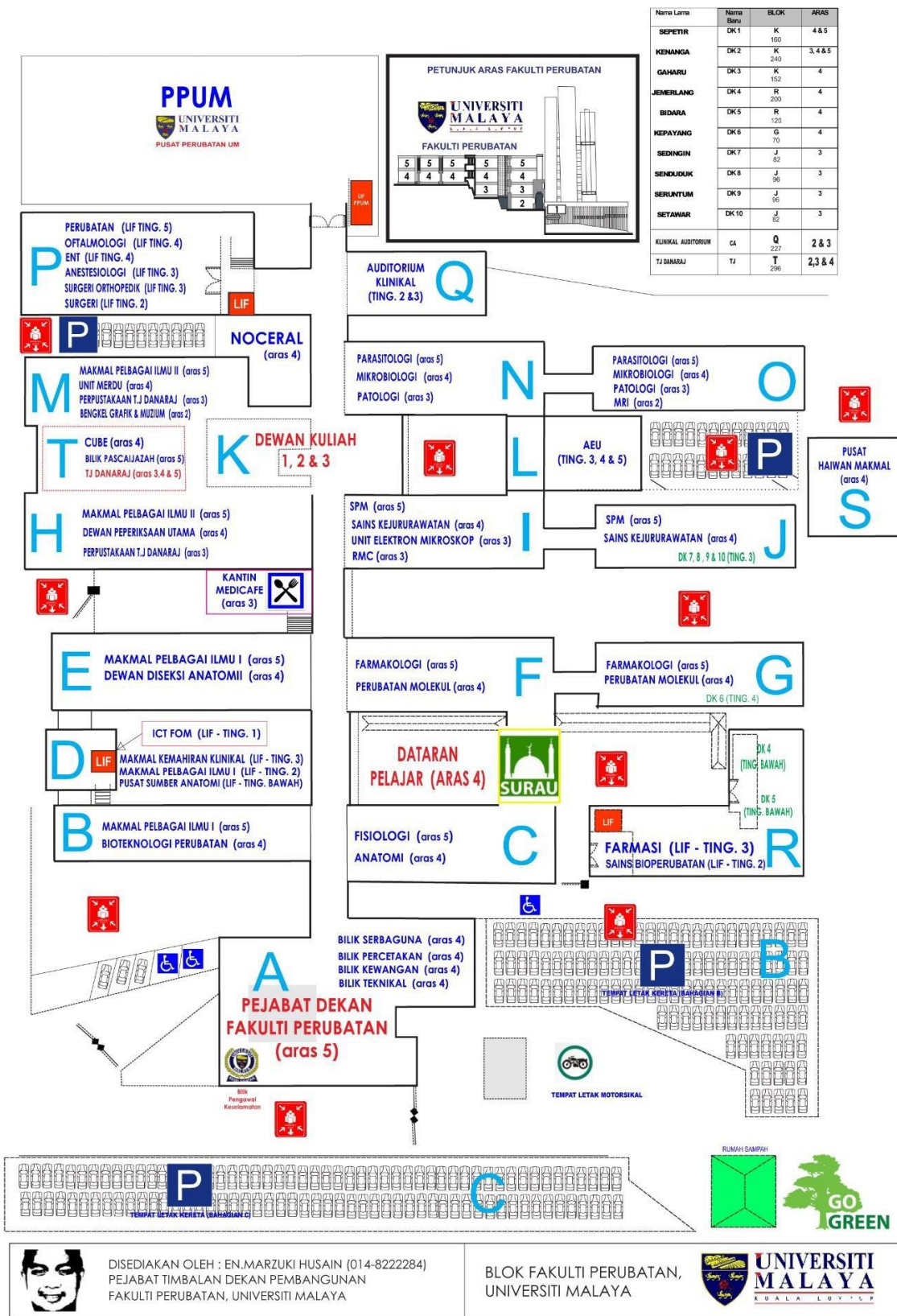
MOSQUE & PRAYER ROOMS FOR MUSLIMS

Masjid Al-Rahman is situated at the main entrance to UM. A surau is situated adjacent to the hospital. A newly built surau is situated in the Faculty of Medicine at level 4 between the Department of Anatomy and Molecular Medicine.

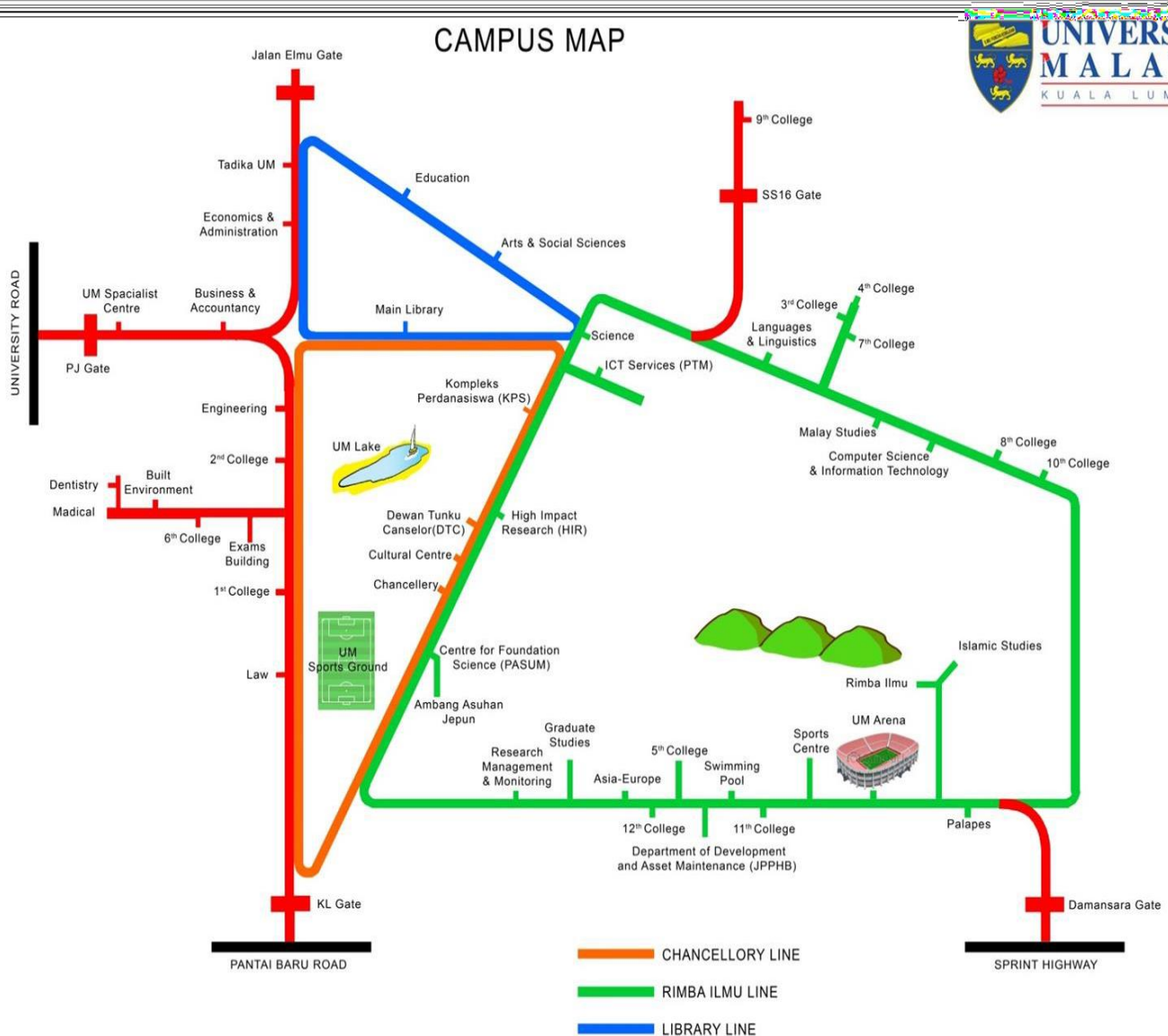
FINANCIAL & BANKING FACILITIES

Financial institution that offers full-fledged banking services is the Bank Islam that operates at the Ground Floor, High-Impact Research (HIR) Building. There are also ATMs of Maybank, CIMB Bank and other banks located across the campus and UM Medical Centre.

FACULTY BUILDING PLAN

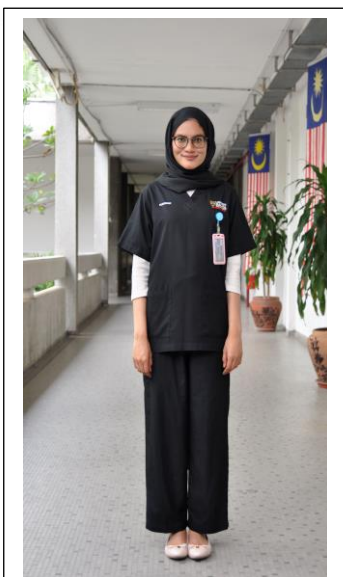


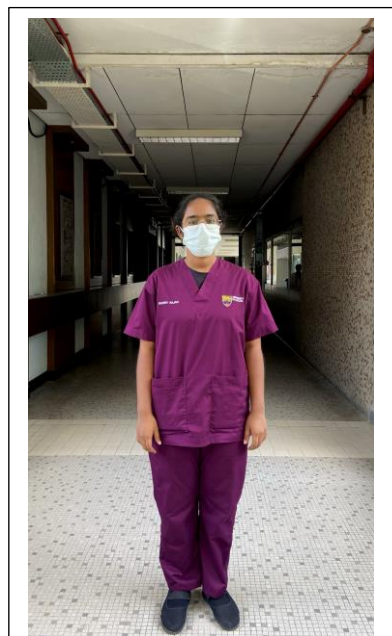
CAMPUS MAP



STUDENTS' DRESS CODE

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





ACADEMIC CALENDAR FOR 2022/2023 ACADEMIC SESSION (BACHELOR DEGREE LEVEL)				
SEMESTER I				
Orientation (Week of Welcome) – WOW	1 week*	09.10.2022	-	16.10.2022
Lectures	7 weeks*	17.10.2022	-	04.12.2022
Mid-Semester I Break	1 week	05.12.2022	-	11.12.2022
Lectures	7 weeks*	12.12.2022	-	29.01.2023
Revision Week	1 week*	30.01.2023	-	05.02.2023
Semester I Final Examination	2 weeks*	06.02.2023	-	19.02.2023
Semester Break	3 weeks*	20.02.2023	-	12.03.2023
	<u>22 weeks</u>			
SEMESTER II				
Lectures	6 weeks*	13.03.2023	-	23.04.2023
Mid-Semester II Break	1 week*	24.04.2023	-	30.04.2023
Lectures	8 weeks*	01.05.2023	-	25.06.2023
Revision Week	1 week*	26.06.2023	-	02.07.2023
Semester II Final Examination	2 weeks	03.07.2023	-	16.07.2023
Semester Break	1 week*	17.07.2023	-	23.07.2023
	<u>19 weeks</u>			
SEMESTER BREAK				
Semester Break	9 weeks*	17.07.2023	-	17.09.2023
SPECIAL SEMESTER				
Lectures	7 weeks*	24.07.2023	-	10.09.2023
Special Semester Final Examination	1 week	11.09.2023	-	17.09.2023
	<u>8 weeks</u>			

Note:

(1) Course Registration and Examination Schedule can be referred at

(<https://umsitsguide.um.edu.my/>). (*) The Academic Calendar has taken into account public and

festive holidays.

Maulidur Rasul (9 October 2022)
 Deepavali (24 October 2022)
 Christmas Day (25 December 2022)
 New Year (1 January 2023)
 Chinese New Year (22 & 23 January 2023)
 Federal Territory Day (1 February 2023)
 Thaipusam (4 February 2023)
 Nuzul Al-Quran (8 April 2023)

Eidul Fitri (22 & 23 April 2023)
 Labour Day (1 May 2023)
 Wesak Day (4 May 2023)
 His Majesty's King's Birthday (5 June 2023)
 Eidul Adha (29 June 2023)
 Awal Muharam (19 July 2023)
 National Day (31 August 2023)
 Malaysia Day (16 September 2023)

ACADEMIC CALENDAR FOR 2022/2023 ACADEMIC SESSION (HIGHER DEGREE LEVEL)			
SEMESTER I			
Lectures	7 weeks*	17.10.2022	- 04.12.2022
Mid-Semester I Break	1 week	05.12.2022	- 11.12.2022
Lectures	7 weeks*	12.12.2022	- 29.01.2023
Revision Week	1 week*	30.01.2023	- 05.02.2023
Semester I Final Examination	2 weeks*	06.02.2023	- 19.02.2023
Semester Break	3 weeks*	20.02.2023	- 12.03.2023
	<u>22 weeks</u>		
SEMESTER II			
Lectures	6 weeks*	13.03.2023	- 23.04.2023
Mid-Semester II Break	1 week*	24.04.2023	- 30.04.2023
Lectures	8 weeks*	01.05.2023	- 25.06.2023
Revision Week	1 week*	26.06.2023	- 02.07.2023
Semester II Final Examination	2 weeks	03.07.2023	- 16.07.2023
Semester Break	1 week*	17.07.2023	- 23.07.2023
	<u>19 weeks</u>		
SEMESTER BREAK			
Break	9 weeks*	17.07.2023	- 17.09.2023
SPECIAL SEMESTER			
Lectures	7 weeks*	24.07.2023	- 10.09.2023
Special Semester Final Examination	1 week	11.09.2023	- 17.09.2023
	<u>8 weeks</u>		

Note:

(1) Course Registration and Examination Schedule can be referred at

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LIST OF UNDERGRADUATE PROGRAMMES IN THE FACULTY

- **BACHELOR OF MEDICINE AND
BACHELOR OF SURGERY**
- **BACHELOR OF BIOMEDICAL
SCIENCE**
- **BACHELOR OF NURSING SCIENCE**

BACHELOR OF NURSING SCIENCE



Message from Head of Department

Congratulations and welcome to the Bachelor in Nursing Science programme, offered by the Department of Nursing Science, Faculty of Medicine, and University of Malaya.

You have chosen a career with extraordinary potential and rewards. The current shortage of nurses has brought public awareness that there is simply no substitute for a nurse. Nurses are now recognized and prioritized as an essential part of the healthcare system in ensuring health and wellbeing of the society worldwide. And you have chosen a department where nurse education is at its best.

At the Department, we prepare students to become knowledgeable graduate nurses who will apply effective, ethical and safe nursing knowledge in providing nursing care to patients and in contributing to the advancement of health care and nursing profession. The research-intensive environment in University of Malaya with its full range of academic disciplines provides an exceptional environment for tertiary education in nursing.

We hope your educational experience here will be personally satisfying, as well as professionally stimulating and challenging. This handbook was created to assist you with your transition to graduate studies by providing a quick source of information that previous students have found to be useful. It will provide guidance in the aims, academic structure and contents, academic services and what is expected of you.

We realize that the choice to seek graduate study represents a significant commitment on your part and we hope that your experience here will meet your expectations. I encourage you to optimize the learning potentials provided by your mentors, peers, academic staff of other discipline and the rich resources available to you through the University.

The academic advisor will assist you with your academic planning, but the entire Department and staff stands ready to answer your questions and cheer you on, as well. We look forward to a great team effort!

Associate Professor Dr Chong Mei Chan
Head Department of Nursing Science

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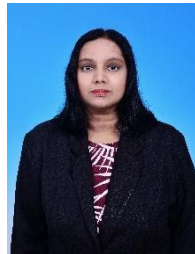


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INTRODUCTION

The Bachelor of Nursing Sciences programme is offered by the Department of Nursing Sciences, Faculty of Medicine. Department of Nursing Science was first established in 1993 as a Nursing Science unit under the Department of Allied Health Sciences. It was the first nursing unit to recognize the importance of baccalaureate education in nursing and became the pioneer in the transition in the nursing education program by upgrading nursing education from a diploma to a graduate program, Bachelor of Nursing Sciences in Malaysia. The unit has been involved in the undergraduate teaching leading to Bachelor in Nursing Sciences ever since its formation.

The unit was established as a clinical department: Department of Nursing Science in Faculty of Medicine, University of Malaya on the 1st July 2007.

The Vision of the Department is to be a center of excellence in nursing education by producing registered nurses that are competent, safe, has good moral values and critical thinking ability, caring and interacts with clients, families and communities in providing care in various health services in the country. With this vision our mission is to be excellent in educating and producing graduate at tertiary level in line with changes in technology and services in the field of nursing in Malaysia through teaching and learning and evidence-based practice.

Bachelor of Nursing Sciences Programme covers eight semesters and one special semesters within 4 years and is specially designed to prepare nursing students with relevant knowledge, competencies and professionalism at undergraduate level.

The aim of this course is to produce nursing graduates with in-depth knowledge in nursing and medical sciences. Upon completion, graduates are expected to practice nursing critically and ethically by applying scientific nursing foundation in health care delivery.

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, University 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>)

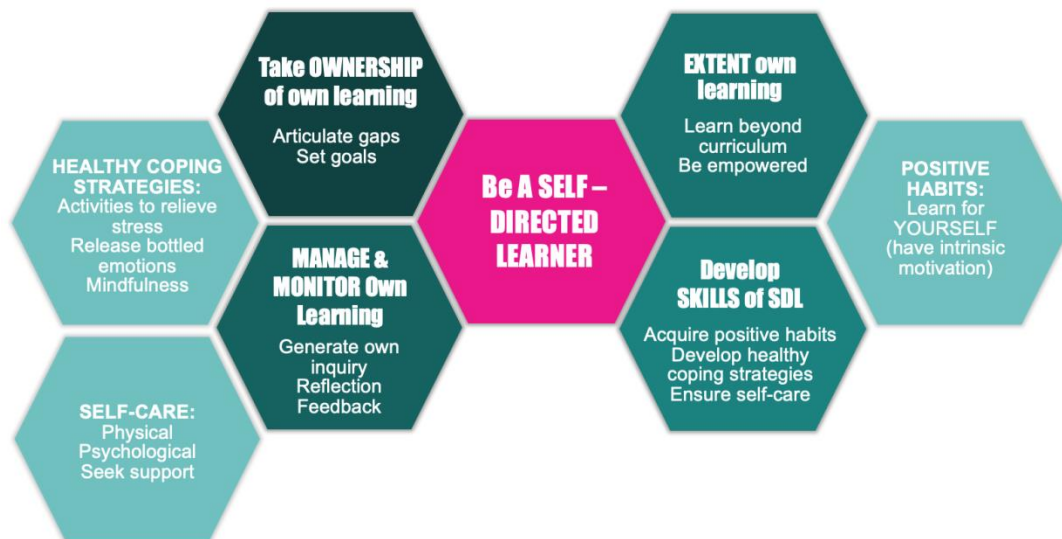


Figure 1: Training guide to become a Self-Directed Learner.

Some 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

Some HEALTHY COPING STRATEGIES of self-directed learners:

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

ENSURING SELF-CARE of self-directed learners:

Physical health · Psychological health · Seek support.

PROGRAMME GOAL

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

PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO 1 Graduates establish themselves as a practicing professional in nursing and healthcare related fields.

PEO2 Graduates engage in lifelong learning and evidence-based practice for advancement of personal and professional development.

PEO3 Graduates contribute to the health and wellbeing of society by addressing health needs of patients, families and communities.

PROGRAMME LEARNING OUTCOMES (PLO)

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

PO1 Apply comprehensive knowledge and skills in the management and nursing care of patients.

PO2 Demonstrate decision-making and problem-solving skills in addressing health needs and health-related issues.

PO3 Perform a range of practical skills to deliver patient-centred care in accordance to healthcare requirements and standards.

PO4 Apply effective communication and interpersonal skills in the learning and nursing care practice.

PO5 Utilise digital and numeracy skills to support documentation, research and evidenced-based nursing practice.

PO6 Demonstrate leadership skills in managing nursing responsibilities in health-related industry.

PO7 Develop personal and professional skills as lifelong learners in the advancement of nursing profession.

PO8 Demonstrate adherence to code of professional conduct stipulated by regulatory bodies.

ACADEMIC PROGRAMME & COURSE STRUCTURE

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

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

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

Course offered is categorized under:

I.University Courses

II.Faculty Courses (Core and Electives)

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

PROGRAMME STRUCTURE

1. Malaysian Students:

Courses Level	Courses Name		Credits
University Courses	GIG 1012	Philosophy and Current Issues	2
	GIG 1013	Ethics And Civilization Appreciation	2
	GIG 1003	Basics of Entrepreneurship Culture	2
	GLT XXXX	English for Communication Programme	4
	GKX XXXX	Co-Curriculum Course	2
	SHE	Student Holistic Empowerment (SHE) courses	8
	Total		20
Faculty Courses	Core Courses*		118
	Elective Courses		4
Total Credits			142

PROGRAMME STRUCTURE

2. International Students:

Courses Level	Courses Name		Credits
University Courses	GIG 1003	Basics of Entrepreneurship Culture	2
	GLT1017	Basic Malay Language	2
	GIG 1013	Ethics And Civilization Appreciation	2
	GLT XXXX	English for Communication Programme	4
	GKX XXXX	Co-Curriculum Courses	2
	SHE	Student Holistic Empowerment (SHE) courses	8
	Total		20
Faculty Courses	Core Courses*		118
	Elective Courses		4
Total Credits			142

COURSE STRUCTURE

Year 1 (2022/2023)

Semester I

Category	Course Code	Course Name	Credits
University Course	GIG1012 /	Philosophy and Current Issues	2
	GLT1017	Basic Malay Language (International student)	
	GIG 1003	Basic of Entrepreneurship Culture	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

Semester II

Category	Course Code	Course Name	Credits
University Course	GIG1013	Ethics and Civilization Appreciation	2
	GLTXXX	English for Communication Programme	2
Core Courses	MID1007	Basic Medical Science II	3
	MID1008	Nursing Skills II	4
	MID1009	Pharmacology in Nursing	3
	MID1015	Clinical Nursing Practice I	2
Elective Course	XXXX	SHE	2

Year 2 (2023/2024)

Semester I

Category	Course Code	Course Name	Credits
University Course	GLT XXXX	English for Communication Programme	2
Core Course	MID2013	Clinical Sciences I	2
	MID2014	Medical Surgical I	4
	MID2015	Psychology and Sociology in Nursing	3
	MID2016	Clinical Nursing Practice II	3
Elective Course	MID2017	Event Management Project	2
	XXXX	SHE	2

Semester II

Category	Course Code	Course Name	Credits
University Course	GKX XXXX	Co-curriculum	2
Core Course	MID2018	Clinical Sciences II	3
	MID2019	Medical Surgical Nursing II	4
	MID2020	Clinical Nursing Practice III	4
	MID2021	Nursing Concepts	3
Elective Course	XXXX	SHE	2

Year 3 (2024/2025)

Semester I

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

Semester II

Category	Course Code	Course Name	Credits
Core Course	MID3022	Mental Health Nursing	3
	MID3023	Orthopaedic, Ophthalmology, Otorhinolaryngology and Gerontology Nursing	4
	MID3016	Community Health Nursing II	2
	MID3017	Nursing Research Proposal	3
	MID3018	Clinical Nursing Practice V	2
Elective Course	MID3019	Community Project	2

Special Semester

Category	Course Code	Course Name	Credits
Core Course	MID3020	Clinical Nursing Practice VI	4

Year 4 (2025/2026)

Semester I

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

Semester II

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

COURSE SUMMARY

YEAR 1 SEMESTER 1 (2022/2023)

MID 1001: Basics Medical Science I

3 credits

Learning Outcomes:

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

1. Describe the terminologies used in the science of anatomy physiology, the basic principles in human biochemistry, the cell-tissue including cell composition and transport mechanism across plasma membrane, the enzymes and metabolic reactions of the carbohydrates, lipids, amino acids and nucleic acids. (C2)
2. Determine functions and physiology to the anatomical structures of organs in the musculoskeletal, respiratory, cardiovascular, renal and digestive systems including the developmental changes across life span. (C3)

Course Synopsis

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

Reference Texts

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

Course Assessment:

Course will be assessed by:

Continuous assessment - 40%

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

Final Examination: 60%

4 credits

Learning Outcomes:

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

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

Course Synopsis:

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

Reference Texts:

Alfaro, R. (2009). *Applying Nursing Process: A Tool for Critical Thinking* (7th Ed.). Philadelphia: Lippincott Williams & Wilks.

Berman. A. (2016). *Kozier and Erb's Fundamentals of Nursing* (10th. Ed). Boston: Pearson.

Carpenito, L. J. (2012). *Nursing Diagnosis: Application to Clinical Practice* (14th. Ed.). Philadelphia: Lippincott Williams & Wilkins.

Cox, C. L., (2010). *Physical Assessment for Nurses*. Iowa: Wiley-Blackwell Publication.

Gail, B. Ladwig, G.B. & Betty J. A. (2013). *Mosby's Guide to Nursing Diagnosis*. (4th. Ed.). St Louis: Mosby.

Ladwig, G. B, Ackley B. J. & Makic M. B. F. (2016). *Mosby's Guide to Nursing Diagnosis*. (5th. Ed.). Philadelphia: Elsevier Mosby.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

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

Final Examination: 60%

4 credits

Learning Outcomes:

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

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

Course Synopsis:

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

Reference Texts:

Berman, A J. (2011). *Kozier & Erb's Fundamentals Of Nursing Concepts, Process And Practice*. (9th Ed.). New York: Prentice-Hall.

Grodner, M., Roth, S. L., Walkingshaw, B. C. (2012). *Nutritional Foundations and Clinical Applications: A Nursing Approach*. (5th Ed.). Philadelphia: Elsevier Mosby.

Potter, P. & Perry, A. G. (2010). *Basic Nursing Theory And Practice*. (7th Ed.). New York: Mosby.

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

Taylor C. Lillis, C, LeMone, P. & Lynn P. (2011). *Fundamentals Of Nursing. The Art And Science Of Nursing Care*. (7th Ed.). China: Lippincott Williams & Wilkins.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

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

Final Examination: 60%

Learning Outcomes:

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

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

Course Synopsis:

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

Reference Texts:

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

Course Assessment:

Course will be assessed by:

Continuous assessment: Assignment: 40%

- Interview Assessment- Week 13

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

Tortora, G. J., Funke, B. R. & Case, C. L. (2015). Microbiology: An Introduction. (12th Ed.). Upper Saddle River: Pearson.

Livinson, W. (2014). Review of Medical Microbiology & Immunology. (13th Ed.). New York: Mc Graw Hill Medical.

Kenneth R., Ray C. G., Ahmad, N, Drew, W.L. & Plorde, J. (2014). Sherris medical microbiology (6th Ed.). New York: Mc Graw Hill Medical.

Cornelissen, C.N., Fisher, B. D. & Harvey, R. A. (2014). Lippincott's Illustrated Reviews: Microbiology. (3rd Ed.). Philadelphia: Lippincott Williams & Willkins.

Abbas, A. & Lichtman, A. (2011). Basic immunology: functions and disorders of the immune system. Philadelphia: Saunders/Elsevier.

Course Assessment:

Course will be assessed by:

Continuous assessment: 40%

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

Final Examination: 60

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

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

Waugh, A. & Grant, A. (2014). Ross and Wilson

Anatomy & Physiology in Health and Illness (12th ed.) Edinburgh: Churchill Livingstone Elsevier.

Course Assessment:

Course will be assessed by:

Continuous Assessment: Test
40%

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

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

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

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

Course Assessment:

Course will be assessed

by: Continuous

Assessment: 40%

- Simulation skills assessment (40%) – Week 12

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

Course Assessment:

Course will be assessed by:

Continuous Assessment:

100%

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

Final Examination: None

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

Stephen, J, McPhee, Hammer, G. D. (2014). *Pathophysiology of Diseases: An Introduction to Clinical Medicine*. (7th Ed). New York: Mc Graw-Hill Education.

Chabner, B. & Longo, D. L. (2011). *Cancer chemotherapy and biotherap: principles and practice* (5th Ed.) Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins Health

DeLaune,S.C. & Ladner,P.K. (2011). *Nursing Faudamental: Standard and Practice*. Cengage Asia Singapore.

Ignativicius, D. D & Workman M. L. (2009). *Medical-surgical nursing: Critical thinking for collaborative care*. (6th Ed.). St.Louis: Saunders Elsevier.

LeMone, P. & Burke, K. M. (2008). *Medical-surgical nursing care: Critical Thinking in Client Care* (4th Ed). New Jersey: Pearson Prentice Hall.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

Course Assessment:

Course will be assessed by:

Continuous assessment:

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

Final examination:

60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

This course focuses on aspects of nursing care to meet the health needs of patients with following conditions:

undergoing surgery; experiencing shock, water and electrolytes imbalance; infectious diseases, cancer and disorders of thyroid, mammary, cardiovascular and respiratory.

The primary, secondary and tertiary aspects of medical and surgical management including pharmacological therapy that are covered in MID 2013 Clinical Science I will be integrated in the discussion of patient care using the nursing process approach.

Reference Texts:

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

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

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

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

Course Assessment:

Course will be assessed by:

Continuous assessment: 40%

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

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

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

Reference Texts:

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

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

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

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

Kluwer

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

Course Assessment:

Course will be assessed by:

Continuous Assessment:

100%

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

Final Examination: None

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

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

Reference Texts:

Shannon, K. (2016) The complete guide to successful event planning (3rd ed) Florida: Atlantic Pub. Group, Inc.

McDonnell, I. & Moir, M. (2014). Event sponsorship London: Routledge/Taylor & Francis Group

Course Assessment:

Course will be assessed by:

Continuous Assessment (100%) - Week14

Final Examination: None

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

This course covers concepts and theories applied to patients care in multiple healthcare setting. Theories in transcultural nursing also include cultural care assessment, urban challenges in transcultural nursing and transcultural health and global health. The implication and nursing responsibilities of the nursing concepts will also be discussed.

Reference Texts:

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

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

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

Priscilla, L.S. (2011). *Transcultural Nursing Theory and Models: Application in Nursing Education, Practice and Administration.* (1st Ed.). Springer Publishing Company

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

Course Assessment:

Course will be assessed by:

Continuous Assessment:

40%

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

Final Examination: 60%

3 credits**Learning Outcomes:**

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

Course Assessment:

Course will be assessed by:

Continuous assessment:

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

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

Reference Texts:

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

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

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

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

Course Assessment:

Course will be assessed by:

Continuous Assessment :40%

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

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

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

Reference Texts:

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

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

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

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

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

Course Assessment:

Course will be assessed by:

Continuous Assessment: 100%

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

Final Examination: None

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

Course Assessment:

Course will be assessed by:

Continuous assessments: 40%

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

Lowdermilk, D.L., Perry S.E., Cashion, K., & Alden, K.R. & Olshansky E.F. (2016). *Maternity and Women's Health Care*, 11th ed. St. Louis, MO.: Elsevier Mosby.

Rujukan tambahan/ *Additional references:*

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

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

Course Assessment:

Course will be assessed by:

Continuous assessment 40%:

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

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

Reference Texts:

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

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

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

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

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

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

Course Assessment:

Course will be assessed by:

Continuous Assessment: 100%

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

Final Examination: None

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

The course consists clinical attachment to community health setting. This course also provides opportunity for students to practice specific nursing skills related to the community health.

Reference Texts:

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

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

Lundy, K.S. & Janes, S. (2016). *Community Health Nursing Caring for The Public's Health 3rd Ed.*, Burlington, MA: Jones & Bartlett Learning.

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

Course Assessment:

Course will be assessed by:

Continuous

Assessment: 100%

- Clinical Portfolio 30% - Week 12
- Reflective Report Writing: 20% - Week 13
- Clinical assessment skills: 50% Week 14

Final Examination: None

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

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

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

Course Assessment:

Course will be assessed by:

Continuous assessment: 100%

Research Proposal Paper(70%) -
Week 10

Oral Presentation Proposal: 30% - Week
12 & 13

Final Examination: None

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

Lina D. Dostilio (2017). *The Community Engagement Professional in Higher Education: A Competency Model for an Emerging Field*, campus Compact.

Julia Preece, (2017). *University Community Engagement and Lifelong Learning: The porous University*, Springer. Benneworth, Paul. Editor (2013). *University Engagement with Socially Excluded Communities*, Dordrecht: Springer Netherlands: Imprint: Springer.

Holy, M. Johnson, (2013). *Deepening Community Engagement in Higher Education: Forging New pathways*, Springer.

Course Assessment:

Course will be assessed by:

Continuous Assessment: 100%

Community Project Proposal: 20%- Week 3

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

Stakeholder Evaluation: 20% -Week 14

Reflective Focus Group: 20% - Week 12

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

Berman, A J. (2016) Kozier & Erb's Fundamentals Of Nursing Concepts, Process And Practice (10th ed.) New York, Prentice-Hall.
Maureen, F. (2017) Smeltzer & Bare's Textbook of medical-surgical nursing. (4th ed.) North Ryde, NSW: Lippincott Williams & Wilkins.
Janice, L.Hinkle, Kerry,H. Cheever (2018) Brunner & Suddarth's textbook of medical surgical nursing (14th ed.) Philadelphia: Wolter Kluwer.
Wold, G. (2012) Basic Geriatric Nursing (5th ed.) St. Louis: Mosby Elsevier.
Black, J.M. and Hawks J.H, (2008) *Medical Surgical Nursing – Clinical Management for Positive Outcome* (8th ed.) St. Louis Saunders Elsevier.
Potter & Perry (2010) *Basic Nursing Theory And Practice* (7th ed.) New York : Mosby

Course Assessment:

Course will be assessed by:

Continuous Assessment:100%

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

Final Examination: -

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

Berman, A J. (2019). Kozier & Erb's Fundamentals Of Nursing Concepts, Process And Practice (10th Ed.). New York. Prentice-Hall.

Ignativicius, D. D. & Workman M. L. (2009). Medical-surgical nursing: critical thinking for collaborative care. (6th Ed.). St.Louis: Saunders Elsevier.**

Mohd Hairi, F., Wan Yuen, C., & Hairi, N.N. (2019). *Panduan Penjaga Warga Emas*. Penerbit Universiti Malaya: Universiti Malaya.

Schoen, D. C. (2000). Adult orthopaedic nursing Philadelphia: Lippincott.

Taylor C. Lillis, C, LeMone, P. Lynn P. (2011). Fundamentals Of Nursing. The Art And Science Of Nursing Care (7th Ed.). China: Lippincott Williams & Wilkins.**

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

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

Mohr, W.K. (2009) *Psychiatric-mental health nursing: evidence-based concepts, skills, and practices*, (7th ed.) Wolters Kluwer/ Lippincott, Williams & Wilkins. Philadelphia.
Barker, P. J. (2004) *Assessment in psychiatric and mental health nursing: in search of the whole person*. (2nd ed.). Cheltenham: Nelson Thornes Ltd,
Johnson, B.S., (2003) *Johnson's psychiatric-mental health nursing (5th ed.)* Lippincott Williams & Wilkins. Philadelphia.
Sulaigah Baputty, Sabtu Hitam, Sujata Sethi (2008) *Mental health nursing*, Oxford Fajar, Shah Alam Selangor.
Stuart, G.I W. & Laraia M.T. (2005) *Principles and practice of psychiatric nursing (8th ed.)*. St. Louis: Elsevier Mosby

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

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

Final Examination: 60%

MID 4003: Nursing Research Project

5 credits

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

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

Chinna, K., Karuthan, K. & Choo, W.Y. (2014). *Statistical analysis using SPSS* (2nd ed.). Kuala Lumpur: Pearson Malaysian Sdn Bhd.

LoBiondo-Wood, G & Haber, J. (2018). *Nursing research: Methods and critical appraisal for evidence-based practice* (9th ed.). St. Louis, Missouri: Elsevier.

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

Course Assessment:

Course will be assessed by:

Continous Assessment: 100%

Oral Presentation: 30% - week 12 and 13

Research report(70%)- Week 14

Final Examination: None

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

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

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

Marino, P, L. (2013). *The ICU book*. (4th ed.). Lippincott: Wolters Kluwer

Urden, L.D., Stacy, K.M. & Lough, M.E. (2013). *Critical Care Nursing*. (7th ed.). St. Louis: Elsevier Mosby.

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

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

Course Assessment:

Course will be assessed by:

Continuous Assessment: 100%
Case Study and Presentation(30%)- Week 12
OSCE(50%) - Week 14
Reflective Writing(20%)- Week 13

Final Examination: None

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

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

Reference Texts:

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

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

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

Marino, P, L. (2013). *The ICU books*. (4th ed.). Lippincott: Wolters Kluwer

Urden, L.D., Stacy, K.M. & Lough, M.E. (2013). *Critical Care Nursing*. (7th ed.). St. Louis: Elsevier Mosby.

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

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

Course Assessment:

Course will be assessed by

Continuous Assessment 40%

Assignment(20%)- Week 9

Assessment of Simulation Skills(20%)- Week 13

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

Bastable, S. B. (2013). *Nurse as educator: principles of teaching and learning for nursing practice* (4th ed.). Sudbury: Jones and Bartlett.

Billings, D.M. & Judith A. Halstead. J.A. (2016). *Teaching in nursing: a guide for faculty* (5th ed.), St. Louis, Mo.: Elsevier/Saunders.

Gaberson, K. B. & Oermann, M. H. (2014). *Evaluation and Testing in Nursing Education*: (4th ed.). New York: Springer Publishing.

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

Gardner, M & Suplee, P.D. (2010) *Handbook Of Clinical Teaching In Nursing And Health Sciences* Sudbury, Mass.: Jones and Bartlett Publishers.

McDonald, M. (2014) *The nurse educator's guide to assessing learning outcomes*. Burlington, MA : Jones & Bartlett Learning.

Course Assessment:

Course will be assessed by:

ContinuousAssessment: 40%
Assignment(20%)- Week 6
Presentation(20%) - Week 10
Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

Kluwer Health /Lippincott Williams & Wilkins.

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

Rujukan tambahan:

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

Churchill Livingstone Elsevier.

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

PA: F.A. Davis Company.

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

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

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

Nursing Board Malaysia. Acts and Guidelines accessed from Official Portal Nursing Division Ministry of

Health Malaysia (<http://nursing.moh.gov.my/>).

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

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

Course Assessment:

Course will be assessed by:

Continuous Assessment: 40%

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

Final examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

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

Course Synopsis:

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

Reference Texts:

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

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

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

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

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

Course Assessment:

Course will be assessed by:

Continuous Assessment 100%

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

Final Examination: None

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

Course Assessment:

Course will be assessed by:

Continuous Assessment 40%

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

Final Examination: 60%

Learning Outcomes:

At the end of the course students are able to:

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

Course Synopsis:

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

Reference Texts:

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

Course Assessment:

Course will be assessed by:

Continuous Assessment 100%

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

Final Examination: None