



Hospital Authority
醫院管理局



Caritas Medical Centre
明愛醫院

School of Nursing

Caritas Medical Centre

Hospital Authority

Higher Diploma in Nursing Programme

Programme Definitive Document

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(To be revised)

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HOSPITAL AUTHORITY
KOWLOON WEST CLUSTER
CARITAS MEDICAL CENTRE
SCHOOL OF NURSING

1. General Information

Title of the Programme	:	Higher Diploma in Nursing Programme
Mode of Attendance	:	Full time
Duration	:	Three years
Final Award	:	Higher Diploma in Nursing
Student Intake for 2009 Cohort	:	100
Starting Date for 2009 Cohort	:	14 September 2009

2. Philosophy of the Programme

The philosophy of the programme reflects the values and beliefs in the nature and practice of professional nursing. It forms the basis for curriculum development and decisions on the conceptual framework, theoretical foundation, specific levels of learning outcomes, instructional strategies, planning of learning experiences, and the expected professional attributes of the graduates. The philosophy of the programme addresses the five concepts universal to nursing: person, environment, health, nursing and caring.

2.1 Person

The person is a physical, psychological, socio-cultural and spiritual being interacting with the changing environment to seek for balance and harmony. Each person is unique, has intrinsic worth and individual needs determined by innate characteristics and the environment in which he or she exists. A person as a holistic being proceeds unidirectionally from birth to death demonstrating potential for growth and development with increased complexity. Each person has the right to participate in the decision-making which affects his/her own life and dignity, and must always be treated with respect.

2.2 Environment

The environment consists of external and internal components which change constantly and generate both positive and negative stressors which affecting the development of a person. The internal environment of a person, comprising biological, psychological, spiritual and intellectual components, interacts with the external environment that encompasses social, cultural and situational influences. This continual interaction affects the person's functioning as an individual, as well as in families, groups and community. The creation, preservation and conservation of a healthy environment are crucial to the maintenance and promotion of health. As the response of each person is unique, the individual and the person's family have the right to participate and involve in the care given. The available resources of the society will influence the ultimate quality of care provided by the health care professionals.

2.3 Health

Health is a universal human right. It is a state of well-being, perceived differently by the individual at specific points in time along the health-illness continuum. It is affected by biological, psychological, socio-economical, developmental, political, cultural and religious factors. Illness is the human experience of dysfunction. The level of well-being depends on the maintenance of equilibrium within the person, and between the person's interactions with the changing environment.

2.4 Nursing

Nursing is recognized as an autonomous health profession. The central core of nursing is caring which provides a moral foundation for nursing that will protect and enhance human value and dignity within the health care system. Being a key component of the health care professionals, nursing has a distinctive social mission to meet the rapidly changing complex health and illness care needs of society. This permits nursing to create a new view of its subject matter, its art and science, and its method that is meaningful and true to the tradition of caring. There are two functions in nursing: practising profession and academic discipline. With the function of practising profession, nursing serves the society through the evidence-based practice to make diagnosis and provide treatment to actual or potential health problems for the well, the ill and the dying. With the function of academic discipline, nursing is committed to the search for new knowledge in human responses to health and illness, modalities and therapies for potentiating health and healing in the wellness-illness continuum. Through a dynamic relationship between caring, practice, research and education, the professional nurse practices nursing by exercising clinical reasoning and judgment to work independently and collaboratively with other health professionals to promote wellness and manage responses to illness for individual, family and community within the diversity and complexity of the changing health care system.

Nursing is a caring, enabling, knowledge-based and competence-assessed profession which is dynamic in meeting the changing health needs of the society. It is committed to promoting and maintaining health; as well as to caring for the sick and the disabled as individuals, or in families, groups, institutions, home settings and in the community.

The practice of nursing is client-focused and evidence-based. It is carried out at the primary, secondary and tertiary levels of health care. It functions through problem solving and collaboration with the client as well as other health care professionals to define and achieve mutually agreed health goals. The provision of holistic, client-centred care requires research-based professional knowledge and skills through the implementation of the nursing process; the adoption of a caring and responsible attitude; effective communication and interpersonal skill as well as ethical principles. The quality of care is maintained through the enhancement of professional competencies via continuous nursing education.

2.5 Caring

Caring has been associated with nursing since its inception. Embedded in the concept of caring is a sense of moral imperative in which nurses want to care for people and believe that this is the essence of nursing. Caring provides a moral foundation for nursing in order to protect and enhance human dignity within the health care system. Central to this perspective is the nature of the nurse-client relationship and its attention to the 'particulars' of individual client, which are viewed within the context of their lives. Caring, as a moral ideal, may not be best

studied by abstracting it from the relationships, but rather in the practice context where it occurs. The particular, local, contextual and cultural factors pertaining to specific situations in nurse-client encounters need to be addressed in cultivating caring in nursing practice.

3. Conceptual Framework of the Programme

3.1 The conceptual framework (Figure 1) reflects the philosophy of the Programme. It composes of the core, the four strands, inter circle and outer circle. These components are interrelated to guide the development of the curriculum.

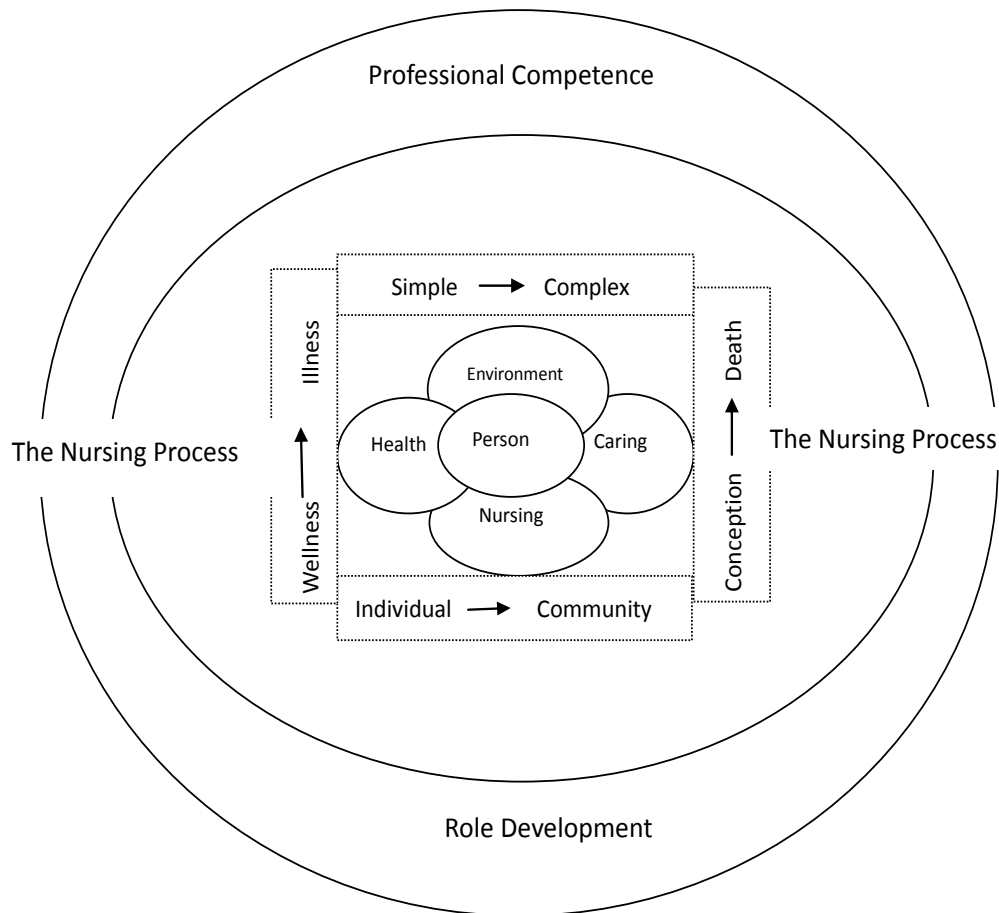


Figure 1 The Conceptual Framework of the Higher Diploma in Nursing Programme

3.2 The philosophy of the programme will address the five concepts universal to nursing: person, health, environment, nursing and caring. These five concepts are at the core of the curriculum. Person is at the centre of the core because of the uniqueness of individual that forms the focus of nursing. These five concepts are interactive in nature; a nurse provides holistic nursing care in which caring is the essence, to individuals and client system, that interact with and being affected by the internal and external environment and community to attain a state of

well-being. These concepts guide the design of subjects and the learning outcomes and modes of teaching.

The four strands are directional pathways; proceed from conception to death, simple to complex, health to illness and individual to groups or community. These pathways give structure to the curriculum and allow the development of interrelationships among component subjects. They also guide the design of the component subjects which determine the context and content of learning.

The inner circle represents the adoption of the nursing process as the teaching and learning process. Nursing process comprises assessment, planning, implementation and evaluation phases. It is an analytical process to guide nursing practice, through which students can be able to develop their critical thinking and clinical reasoning.

The outer circle represents the professional competence and role development. The programme prepares nursing graduates to develop their professional competence. This refers to a professional nurse who is able to utilize cognitive and affective knowledge and psychomotor skills, in collaboration with other health care profession and assistance of health technology, to provide holistic care to clients to attain optimum health. The programme also aims to prepare nursing graduates to perform competently contemporary nursing roles such as care providers, practitioners, case managers, community advisors, health care coordinator, health educators, counselors, client advocates, clinical supervisors and managers. The attributes of professional competence and role development build the foundations for the intended outcomes of the programme and give the direction of the design of the programme.

4. Programme Aims and Objectives

4.1 Aims:

- 4.1.1 To develop the generic attributes for all-roundedness of students.
- 4.1.2 To equip students for holistic care and be able to provide competent professional care in primary, secondary and tertiary levels in various health care settings.
- 4.1.3 To equip students with high level of analytical skills in integrating theory and practice to promote evidence-based practice.
- 4.1.4 To prepare students for the registration of The Nursing Council of Hong Kong in General Nursing.

4.2 Objectives:

Upon completion of the programme, the student will make use of the comprehensive knowledge and the acquired cognitive, affective and psychomotor skills in health maintenance, restoration of health, and the alleviation of suffering

in a variety of clinical settings. Thus the students will be able to:

- 4.2.1 assess nursing situations to make accurate judgments and plan nursing interventions appropriate to the client's personal, social and cultural context
- 4.2.2 implement effective and safe nursing interventions in a manner that reflects sensitivity to and concern for patient's feeling, age, social or cultural status
- 4.2.3 recognize and promote the individuality and dignity of individuals, families, groups and communities in pursuit of their optimal health and well-being
- 4.2.4 work effectively as an individual, and collaboratively within the multi-disciplinary team, maintaining legal and ethical standards of practice
- 4.2.5 encourage individuals to recognize and take responsibility for their own health and aspects of their health care during illness and where necessary to facilitate this by functioning as patient advocate
- 4.2.6 appreciate the changing health care needs which demand continuous improvement in provision of health service on the part of the care providers
- 4.2.7 develop an awareness of the key issues and trends in the ongoing development of nursing in the ever-changing pluralistic and multicultural society

5. Entrance Requirements

- 5.1 Applicants will be required to have satisfied the following:
 - 5.1.1 HKALE with Grade E in one subject, or HKALE (AS-Level) with Grade E in two subjects; and
 - 5.1.2 HKCEE with Grade, C in one subject, Grade D in English Language (Syllabus B) and Grade E in four other subjects, including Biology/Human Biology, and Chinese Language/Chinese Literature; and
 - 5.1.3 Candidates must be fluent in written English and Chinese; and fluent in oral English and Cantonese; and
 - 5.1.4 As applicants will practice in HA hospitals, they are required to pass the health check before commencement of the clinical training.

6. Programme Structure

6.1 Conversion of credits into contact hours for different teaching and learning activities

Credit point is employed to calculate the class contact hours of each subject. One credit implies fourteen credit hours, and one credit hour is equivalent to one lecture/seminar/tutorial hour, one and a half laboratory hour. Table below illustrates the number of credit earned for each learning activity in a specified number of studies.

Teaching/Learning activities	Contact hours (hours/week)	Number of weeks (14 weeks/semester)	Number of credit earned
Lecture	1	14	1
Seminar/tutorial	1	14	1
Laboratory	1.5	14	1

6.2 Inter-relations between Subjects

Nursing Arts and Science Subjects are complemented by the life science and humanity subjects. Each of these three areas is weighed according to the various requirements of the nursing subjects. For example, the study of behavioural sciences provides foundation knowledge to the understanding of the Nursing subjects such as Fundamental Concepts of Health and Nursing, Foundations of Nursing Therapeutics and Nursing Therapeutics I, II, III, IV, V and VI. Applied psychology provides necessary skills and knowledge to the students experiencing their first field contact and in the study of subsequent nursing subjects. Sociology of Health is important for the understanding of concepts of health and factors contributing to health and illness.

Anatomy and Human Physiology are offered in the foundation year of the programme when the students are learning and gaining experience in nursing assessment and problem solving, which require knowledge and understanding of normal anatomy and physiology. The inclusion of Pathophysiology and Pharmacology and Clinical Microbiology is essential when the students come into contact with the patients in clinical areas. Professional development commences in year one when students begin to develop skills for their role as a novice and spans the entire three years of the programme. Fundamental Concepts of Health and Nursing is introduced to students with the concepts of professional nursing. Ethical and Legal Aspects of Health Care is studied to cultivate the students' professional knowledge and caring attitudes in clinical practice.

The relationship between the disciplines is designed with a logical and correlated pattern. For example, in year one, Applied Psychology is structured to provide students with opportunities to appreciate the complexity of human beings underpinning the concept of holism. The study of Applied Psychology and Sociology of Health is followed with Mental Health Nursing which focuses on the care of individuals with psychosocial problems. There is an appropriate balance

between theory and practice in most components. In the Behavioural and Social Sciences subjects, the theoretical content is followed by a range of experiential exercises. Similarly, in Human Anatomy and Physiology, theory is followed and complemented by practical sessions in the Biology Laboratory. Within the Nursing Arts and Science subjects, theory is followed by the opportunity for experiential learning in the Nursing Laboratory and then by practice in actual field settings with relevant field placement arranged to facilitate students translating theory into practice in the different stages of study.

6.3 List of Subjects

Table 1 : List of Subjects

Year	Subjects in Semester one	Credits	Subjects in Semester two	Credits
1	Human Biology (1)	3	Human Biology (2)	3
	Foundations of Nursing Therapeutics	6	Pathophysiology and Pharmacology	3
	Health Assessment and Nursing Process	3	Nursing Therapeutics I	3
	Primary Health Care and Health Promotion	3	Sociology of Health	3
	Applied Psychology	3	Clinical Reasoning	3
	Fundamental Concepts of Health and Nursing	3	Clinical Microbiology	3
			Field Study I	-----
2	Mental Health and Psychiatric Nursing	3	Theories of Knowledge and Human Nature	3
	Maternal and Infant Nursing	3	Child, Adolescent and Family Health	3
	Nursing Therapeutics II	3	Nursing Therapeutics V	3
	Nursing Therapeutics III	3	Ethical and Legal Aspects in Health Care	3
	Nursing Therapeutics IV	3	Nursing Therapeutics VI	3
	Field Study II	-----	Field Study III	-----
3	Introduction to Nursing Research	3	Leadership Roles and Management Functions in Nursing	3
	Gerontological Nursing	3		
	Modern Chinese Medicine Nursing and Complementary and Alternative Medicine	3		
	Community Health Nursing	3		
			Field Study IV	-----
Throughout 3 years	Professional and Personal Development			3
Total credits				87

6.4 Programme Progression

Under the credit-based system, the School academic year consists of two teaching semesters, each of eighteen weeks, plus a Summer Term of four to eight weeks' duration. All students are required to follow the suggested progression patterns during their studies (Table 1, p.8). Students have to take a maximum study load of 87 credits of twenty-seven compulsory subjects which are distributed throughout the three years.

The curriculum contains 1480-hour of mandatory clinical studies, which allows students to experience the application and integration of nursing knowledge and skills in real situation. They are scheduled after the introduction of theoretical inputs and having practice its applications in the nursing laboratory. Details on the distribution of field studies and study hours are stated in Table 2 (p.9).

Table 2. Summary of Clinical Studies Structure

Year	Semester	Clinical Unit	Related Theoretical Subjects	Clinical Areas	Minimum Hours
1	1 & 2 and summer	Field study 1	Fundamental Concepts of Health and Nursing Foundations of Nursing Therapeutics Health Assessment and Nursing Process Nursing Therapeutics	Primary Health Care/Family Clinic	40
				Medical/ Surgical	160
2	1	Field study II	Nursing Therapeutics	Medical/Surgical	160
	2 and summer	Field study III	Nursing Therapeutics Maternal and Infant Nursing Mental health and Psychiatric Nursing	Medical / Surgical	160
				Obstetric Care	80
			Psychiatric and Mental Health	80	
3	1 & 2 and Summer	Field study IV	Nursing Therapeutics Gerontological Nursing Community Health Nursing Child, Adolescent and Family Health Nursing	Community Nursing	80
				Primary health care/ Family Clinic	40
				Medical /Surgical /Geriatric 【*Medical/Surgical (360) Geriatric (80) 】	440
				Accident and Emergency Department	80
				Operating Theatre	80
				Paediatric and Adolescent	80
				Total	1480

7. Programme Curriculum

7.1 Table 3 summarizes the programme structure, listing the subjects, the credit value of each subject and the class contact hours.

Table 3 : List of subjects and distribution of credits and class contact hours

Subject	Year	Credit *	(contact hours)			
			LEC	SEM	TUT	LAB
Human Biology	Yr 1	6	70	0	0	21
Applied Psychology	Yr 1	3	30	12	0	0
Fundamental Nursing Concepts	Yr 1	3	14	14	14	0
Health Assessment and the Nursing Process	Yr 1	3	14	0	12	24
Foundations of Nursing Therapeutics	Yr 1	6	56	0	0	42
Clinical Microbiology	Yr 1	3	36	0	0	9
Nursing Therapeutics I	Yr 1	3	26	6	6	6
Clinical Reasoning	Yr 1	3	14	28	0	0
Pathophysiology & Pharmacology	Yr 1	3	28	0	14	0
Primary Health Care and Health Promotion	Yr 1	3	14	14	14	0
Sociology of Health	Yr 1	3	28	14	0	0
Theories of knowledge and Human Nature	Yr 2	3	14	28	0	0
Child, Adolescence & Family Health	Yr 2	3	14	12	12	6
Maternal & Infant Nursing	Yr 2	3	28	0	10	6
Nursing Therapeutics II	Yr 2	3	26	6	6	6
Nursing Therapeutics III	Yr 2	3	26	6	6	6
Mental Health & Psychiatric Nursing	Yr 2	3	22	10	10	0
Ethical and Legal Aspects in Health Care	Yr 2	3	28	14	0	0
Nursing Therapeutics IV	Yr 2	3	22	4	12	6
Nursing Therapeutics V	Yr 2	3	22	4	12	6
Nursing Therapeutics VI	Yr 2	3	22	4	12	6
Introduction to Nursing Research	Yr 3	3	14	14	14	0
Modern Chinese Medicine Nursing & Complementary & Alternative Medicine	Yr 3	3	36	0	0	9
Community Health Nursing	Yr 3	3	14	14	14	0
Gerontological Nursing	Yr 3	3	14	14	14	0
Leadership Roles & Management Functions in Nursing	Yr 3	3	28	14	0	0
Professional and Personal Development (contractual learning)	Yr 1-3	3	8	35	0	0
	Total	87	668	267	182	153
Clinical Studies						
Field study I	Yr 1	-----	200			
Field study II	Yr 2	-----	160			
Field study III	Yr 2	-----	320			
Field study IV	Yr 3	-----	720			

Note:

* 1 Credit is equivalent to 14 credit hours

1 Credit hour is equivalent 1 Lecture / Seminar / Tutorial hour / 1.5 Laboratory hour

Abbreviations: LEC = Lecture; TUT = Tutorial (including resource session, case studies, self-directed tutorial); SEM= Seminar and LAB= Laboratory

7.2 Clinical Studies

Clinical/Field experiences take place in hospitals and other health institutions and in the community, under the guidance of teachers who are nurses and with the co-operation and assistance of other qualified nurses. Via clinical/field experience, the development of clinical skills and socialization into the nursing profession are essential components of this program. Graduates of this programme after fulfilling the required clinical hours are expected to be able to perform the roles and functions of a safe, competent and caring nurse. Opportunities are therefore provided throughout the programme to facilitate the development of clinical skills and caring attitudes and behaviors in both clinical and non-clinical settings.

7.2.1 Organization of Clinical Studies

Clinical/Field experiences are organized to follow after students have been introduced to theory; and had the opportunity to practice its application in the nursing laboratory. This organization is based upon the beliefs that student field learning is more effective if organized in direct connection with relevant theory, and students are more confident if opportunities to practice in actual situations follow opportunities to practice in a simulated setting, because all nursing subjects are designed to:

- move students from simple to more complex skills;
- further develop the range of clinical skills;
- provide students with opportunities to practice skills in a variety of contexts; and
- focus on different areas of field practice.

Each nursing subject varies in focus. The clinical studies will be scheduled according to the related theoretical emphasis. The related field experience differs in both emphasis and duration. For example, first year students will spend 2 weeks in primary health care setting and 4 weeks in non-acute clinical areas performing health assessments and simple nursing interventions. Whereas students in year two will have 14 weeks in acute care and specialized clinical areas to perform more complex nursing skills and therapeutic care for patients with dysfunction of system. Year 3 student will have consolidated clinical blocks and a continuous clinical practice period not less than 3 months in specialized clinical areas. As the program progresses, students are expected to actively engage in delivering nursing care which will gradually increase in complexity and will reflect the theoretical components moving from general to specific perspectives.

7.2.2 Teacher-student Ratio

The distribution of clinical hours over the three years of the programme is stated in Table 2. As students' autonomy and competence increase when they progress through the years, the role of clinical teachers and their relationship with students gradually changes from preceptor to facilitator. The clinical teacher will facilitate the independent learning and functioning of students. The students will be expected to work in shifts in their senior years to obtain various clinical experiences in ward setting.

As the role of teachers changes with the students' experience and competence in clinical areas, the teacher-student ratio varies throughout the 3 years.

Table 4. Teacher-student Ratio in Clinical Studies throughout the 3 years

Year	Teacher-student Ratio
1	1 : 6-8 (clinical teaching)
2	1 : 6-8 (clinical teaching)/ 1 : 3 (clinical mentoring)
3	1 : 3 (clinical mentoring)

Clinical hours in field experiences include pre-clinical conference, post-clinical conference, clinical seminars, tutorials, demonstrations and briefing

7.3 Student effort hours

Student effort hours are required for projects, assignments, and various forms of academic work. In this programme, the average class contact to student effort ration for theoretical subjects is around 1: 1.5.

8. Teaching and Learning Methods

This programme utilizes a variety of teaching methods and approaches to develop students' critical and creative thinking, clinical decision-making, practical knowledge and active learning attitudes. Teaching methods such as lectures, seminars, tutorials, laboratory sessions, and field studies are used to achieve the learning outcomes of this programme.

8.1 Lecture

Lectures are conducted via ample use of audio-visual aids such as films, videos, slides, visualizers and transparencies to facilitate the interaction between teaching and learning to increase understanding of abstract theoretical knowledge. The lecturers, who have expertise in the topic areas either through research or education, conduct lectures to introduce new didactic information or idea.

Lectures are used to amplify the reading assignments and to provide additional and updated information on a topic area, and stimulate students towards further study.

8.2 Seminar

Seminars are student-centred learning activities that are designed to develop insight into the complex issues of a particular topic. Students are expected to prepare and organize materials, introduce this information to the class and participate in discussion. This teaching method encourages guided inquiry and discovery of learning, and improves communication skills. This form of teaching enhances motivation and personal involvement in learning. It also creates a learning climate that enables students to challenge existing assumptions. Teachers function as facilitators in structuring the learning environment and content to ensure that presentations are delivered with reasonable competence in terms of material selection, organization, communication and the intended learning takes place. Students present seminar papers on specific aspects of the syllabus; hence teaching and communication skills are developed. Seminars allow students to integrate the didactic material into relevant experiences. The ability to critically evaluate one's own performance, and to critically evaluate and constructively appraise peers' performance is emphasized in seminars. This allows students developing their nursing knowledge beyond a surface gain.

8.3 Laboratory work

Laboratory work aims at giving students time for hands on practice with the knowledge and skills that has been conceptually presented by way of lecture. In nursing subjects, the laboratory works are utilized as a means of teaching/demonstrating nursing skills which will be practiced in clinical placement, such as counseling skills, health assessment skills, monitoring body fluids and giving injection, etc.

The use of modern technological equipped laboratories and task trainers allows students to develop their clinical skills that have been conceptually presented by way of lecture. Evaluation will be competency based. Students are encouraged to be responsible for their own learning and to develop their skills satisfactorily prior to performing the skills in the clinical area. The teacher-student ratio takes into consideration of the size of laboratories, safety considerations and student learning needs.

8.4 Tutorial

Tutorial sessions are used to answer questions regarding the concepts of a particular topic, discuss related subject matters and share experience among students and lecturers.

8.5 Problem-based learning

Problem-based learning (PBL) involves learning by tackling relevant problems through discussion and confrontation of the given “real-life situations/problems” and the emerging issues. PBL is adopted as a learning strategy to enhance integration of knowledge of different subject matters. It guides students towards self-directed learning behaviour to information searching and seeking answers to a proposed hypothesis or assumptions. PBL process encourages application of cognitive and procedural knowledge in practical or reality based contexts, which involves the engagement of a higher level of cognitive thinking and intellectual abilities such as problem-solving, critical thinking, focused-meanings and experiential learning. It also provides opportunities for students to work in groups and discuss ideas, appraise their own participatory performance and to identify their strengths and weaknesses in learning for continuous personal and professional development.

8.6 Field Studies

Students are required to practice in different clinical settings, ranging from wellness to illness care, such as hospitals, nurse-led clinic, community and home setting. Field study is designed to facilitate integration and application of the theoretical knowledge and cognitive and psychomotor skills. Students are able to practice the concept of total patient care, health assessment and communication skills in various healthcare settings. Clinical practice is supervised by clinical teachers who will be the nurse educators or clinical mentors from the ward. The clinical teachers guide and direct students throughout the day. They plan and structure learning activities according to the learning objectives of related theoretical subjects to achieve the desired outcomes.

Reflective journals, work portfolios and field observations are clinical learning activities that facilitate reflective clinical learning and enhance the retention of clinical knowledge through self-practice. Students are guided by clinical teachers to critically appraise the clinical situation and attain a deeper understanding of the clinical experience. It motivates students to learn through nursing experience and to be aware of personal strengths and limitations in the caring process.

Application of nursing knowledge and skills in field practice should follow after demonstration and simulation of practice skills in the nursing laboratory to ensure that provision of service is safe, ethical, legal and culturally sensitive to the clients and families.

8.7 Project Work

Students are involved in project work such as in research projects and community health projects. This learning method encourages students to engage in a variety of cognitive, intellectual and creative skills through the process of project design. Students work in groups that are supervised and guided by group tutors. Through the project and research work experience, students are reinforced to develop an attitude of scientific and humanistic inquiry into healthcare practice.

9. Assessment and Examination

Assessment in this programme serves two main purposes. The first purpose is concerned with facilitating students to meet the programme objectives and the second with evaluating the curriculum in action. The School regards assessment as grading student's performance as well as part of the learning process for students. The programme adopts a criterion-referenced approach in assessment instead of a norm-referenced approach. Below are the major methods for the assessment of the learning outcomes of this programme.

9.1 Assessment Methods

A variety of assessment method is used in this programme. Examples are described as follows:

Multiple-choice test

MCQ questions can be designed to assess students' different levels of understanding of the subject knowledge. The traditional design of MCQ questions can be used to assess students' ability to recall, relate, comprehend and explain subject-related knowledge while scenario-based MCQs are used to assess students' knowledge application and problem-solving ability in subject-related health problems and issues.

Written examination with short and long open-ended questions

Open-ended questions are used to evaluate students' factual recall, comprehension, application and interpretation of subject-related knowledge and concepts. Open-ended questions in form of scenario assess the students' analytical and problem-solving abilities in subject-related health problems and issues.

Essay

The writing of essay is guided by unstructured questions or open-ended questions. Essay writing allows students to have maximum freedom for discussion. It motivates students to learn topics in greater breadth and depth. This method of assessment evaluates students' broad grasp of a topic, knowledge of related areas, ability of synthesis, analysis and evaluation and written communication skills.

Case studies

Students are given real-life situations and asked to diagnose the problems and develop solutions. The nature of open-ended case study questions allows students to think more actively, deeply and critically. This assessment method is used to assess student's abilities in applying, integrating factual knowledge and concepts to solving the real-life problems. The design of case studies also enables the assessment of the students' global outlook, culture appreciation, and critical and

creative thinking.

Nursing care plan

Students are required to formulate nursing care plans for specific patients in real clinical settings. In the process of developing and implementation of nursing care plan, students need to integrate knowledge, concepts and skills in client care. This method enables the assessment of students' high level of integration, analysis and appreciation of subject-related knowledge and concepts and also generic skills such as problem-solving skills, critical thinking and cultural appreciation.

Reflective journal

Reflective journal is the record of students' own thoughts, feelings, observations and insights about their learning experience. This allows students to review their learning process, self-evaluation of their performance, identification of own strength and weakness in learning. This method of assessment is used to assess students' intellectual abilities in relating knowledge and concepts with learning experience, to encourage students to seek personal meanings and values from practice and to criticize self and others' practice.

Portfolio

A learning portfolio is a collective record of students' work-related learning. It is used to assess students' interpretation and analysis of subject-related knowledge and concepts. Students can evaluate their own learning process and refine their own work.

Oral presentation

This method of assessment facilitates students to work in teams to investigate the related topics and present orally the materials in the forms of seminars or tutorials. This can assess students' level of understanding of the topics and application of subject-related knowledge and concepts to practice. It is also used to evaluate student's presentation skills, language ability, and team collaboration.

Assessment for problem-based learning

Most nursing subjects adopt problem-based learning. Assessment methods include participation in tutorials and final report on the selected scenarios. In tutorials, students are assessed on their responsibility in learning, contribution to discussion, openness to new ideas, ability in self-evaluation and providing feedback to group members, verbal communication, teamwork and critical thinking. Assessment on final reports includes students' integration, analysis, interpretation and application of knowledge and concepts of related areas, written communication, problem-solving skills and logical, analytical and critical thinking.

Objective structure clinical assessment

This method is adopted in nursing subjects involving development of physical dexterity and psychomotor skills. Students are given scenarios to demonstrate practical skills on simulators or patient actors in a simulated clinical setting. It is designed to assess students' procedural knowledge and hands-on skills and techniques.

9.2 Assessment Types

Assessment can be continuous or summative depending on the nature and content of the subject. Continuous assessment includes tests, seminar presentation, seminar paper, projects, laboratory work, field exercises or classroom participation. Summative assessments are usually in form of examinations and final reports. The contributions made by each student in coursework involving group efforts are determined and assessed separately.

The methods of assessment adopted in this programme taken into account the nature of the subject matter to be assessed. A variety of methods such as tests, projects, seminar presentations, etc. are usually employed. The reliability in assessing seminar/projects is ensured with a marking scheme (see appendix 1).

9.3 Assessment of Clinical Studies

The students' knowledge, skills and attitudes developed within the field experience are evaluated by student self-evaluation and field evaluation by clinical teachers.

9.3.1 Self-evaluation

An emphasis on self-evaluation is made for a number of purposes. Firstly, it reflects the philosophical approach of the programme. Secondly, it provides students with an opportunity to analyze and reflect on their field performance so as to gain insight and develop as competent nurses. Students are required to keep journals to note incidents and activities as they occur during the course of the field experience. The recording of these occurrences contributes to the development of students' understanding and skills in both theoretical and practical areas. This form of self-evaluation enables students to analyze critically and reflect on the relationship between theory and practice, the actions of their colleagues, clients and their own responses, their health goals set and the actual outcomes.

9.3.2 Field evaluation by clinical teacher

The students' clinical performance will also be assessed by clinical teachers who will discuss with students on a continuing basis. This may also involve consultation with other clinical staff. Generally, assessment of students' field competency comprises :

Formative evaluation

It occurs within the middle of the planned field studies, and

Summative evaluation

It occurs at the end of the planned field studies.

The criterion-referenced Clinical Study Evaluation Form and Clinical Learning Record have been designed to accommodate the above process (see appendix 2-4). This form highlights the developmental nature of student performance. Using this form during each field placement enables the supervisors to readily determine the specific areas of difficulty that students may be experiencing, and to take immediate remedial and supportive actions.

To obtain a satisfactory grade, students must score not less than 3 for all objectives assessed or a pass in the assessment of nursing specialty. The total score attained by students are translated into grades as the result of the subjects' clinical studies. These subjects do not have any assessment weighting in the students' final GPA, but will be used by the Examination Review Panel (ERP) to evaluate the progress of students and help in deciding the classification of the award.

In case where a student's performance is unsatisfactory or absent for a specific field, the students will be engaged in supplementary field as recommended by the ERP and endorsement by the Academic Committee (AC).

9.3.3 Supplementary Field Practice

Absent from clinical field practice

Students who are absent from clinical placements are required to make up for the clinical days. The format and arrangement of supplementary field placement will be decided and recommended by the ERP and endorsed by the AC.

Unsatisfactory performance

Student who needs supplementary field work for unsatisfactory performance in specific field experience requires counseling from the clinical teacher and receive advice on the areas of field practice concerned which requires remedial work, such as supplementary laboratory practice or guided supplementary practice; and the time span in which improvement must occur.

If the student's performance does not improve as shown by a satisfactory field evaluation report after the specified period, he or she is considered as failing the subject and will need to retake the related Clinical Studies or withdraw from the programme as recommended by the ERP and endorsed by the AC.

9.4 Assessment of Clinical Skills

In compliance with the requirements by The Nursing Council of Hong Kong, all students have to demonstrate competence in:

- Aseptic technique;
- Administration of medicine (with a pre-requisite of passing written pharmacology test); and
- Total patient care.

Each student is allowed to have three attempts for each of the clinical assessments (see appendix 5-6). Students should complete and pass all these assessments before applying for the Nursing Council registration. Students should note that failing the clinical skills assessment will be deemed to have failed the related clinical studies as well.

9.5 Subject Assessment and Weighting

The assessment of each subject is presented in Table 5. This programme adopts both continuous and summative approach in assessing the students' abilities.

Table 5. Subject Assessment and Weighting

Subject	Credit Value	Continuous Assessment	Exam
Compulsory subjects			
Human Biology	6	60%	40%
Applied Psychology	3	60%	40%
Fundamental Concepts of Health and Nursing	3	100%	-
Health Assessment and the Nursing Process	3	100%	-
Foundations of Nursing Therapeutics	6	100%	-
Primary Health Care and Health Promotion	3	100%	-
Child, Adolescence & Family Health	3	100%	-
Sociology of Health	3	100%	-
Clinical Microbiology	3	60%	40%
Maternal and Infant Nursing	3	60%	40%
Nursing Therapeutics I	3	60%	40%
Theories of Knowledge and Human Nature	3	100%	-
Clinical Reasoning	3	100%	-
Pathophysiology and Pharmacology	3	60%	40%
Introduction to Nursing Research	3	100%	-
Nursing Therapeutics II	3	60%	40%
Nursing Therapeutics III	3	60%	40%
Mental Health & Psychiatric Nursing	3	40%	60%
Ethical and Legal Aspects in Health Care	3	100%	-
Modern Chinese Medicine Nursing & Complementary & Alternative Medicine	3	60%	40%
Nursing Therapeutics IV	3	60%	40%
Nursing Therapeutics V	3	60%	40%
Nursing Therapeutics VI	3	60%	40%
Community Health Nursing	3	100%	-
Gerontological Nursing	3	100%	-
Leadership Roles & Management Functions in Nursing	3	100%	-
Professional and Personal Development	3	100%	-
Clinical Studies			
Field Study I	-	100%	-
Field Study II	-	100%	-
Field Study III	-	100%	-
Field Study IV	-	100%	-
All subjects carry a weighting of 1, except Field Studies I to IV, which carry a 0 weighting.			

9.6 Criteria for Assessment

9.6.1 A student's overall performance in a subject will be graded as follow:

Grade	Description	Mark Range
A+	<i>Outstanding</i>	86 or above
A	<i>Excellent</i>	80-85
B+	<i>Very good</i>	74-79
B	<i>Good</i>	68-73
C+	<i>Wholly satisfactory</i>	62-67
C	<i>Pass</i>	56-61
D+	<i>Marginal pass</i>	48-55
D	<i>Weak</i>	40-47
F	<i>Failure</i>	below 40

No credits will be earned if a subject is failed.

9.6.2 A grade-to-point conversion scheme:

Grade	Grade Point (used for GPA calculation)
A+	4.5
A	4
B+	3.5
B	3
C+	2.5
C	2
D+	1.5
D	1
F	0

9.6.3 At the end of each semester, a Grade Point Average (GPA) will be computed as follows:

$$\text{GPA} = \frac{\sum \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum \text{Subject Credit Value}}$$

Where n = number of all subjects taken by the student up to and including the latest semester/ term, inclusive of failed subjects.

The GPA is the unweighted cumulative average calculated for all subjects, including failed subjects, taken by a student from the start of

the program to a particular reference point in time, GPA is an indicator of overall performance.

9.7 Rules Governing Academic Progression

9.7.1 The AC shall, at the end of each semester, determine whether each student is:

- i. eligible for progression towards an award; or
- ii. eligible for an award; or
- iii. required to be deregistered from the programme

9.7.2 A student will have 'progressing' status unless his/her Grade Point Average (GPA) is lower than 2.0 for two consecutive semesters.

9.8 Re-assessment

9.8.1 Student may be allowed to be re-assessed (second attempt) for the failed subject(s), i.e. obtained an F grade.

9.8.2 Normally, students are allowed to be reassessed once for the subject(s) he/she has failed. The ERP shall decide on the form of reassessment (e.g. written examination, assignment), taking into account the nature of the failed subject(s) concerned and the recommendation of the subject lecturer. If he/she has passed the subject(s) in the reassessment, he/she can resume his/her normal academic progression.

9.8.3 If he/she failed again at the reassessment, the ERP shall consider his/her GPA to grant the third attempt. If the student's GPA is at 2 or above, the ERP and endorsed by the AC may grant him/her another reassessment (third attempt). If he/she passed this reassessment, he/she will resume his/her normal academic progression.

9.8.4 In order to facilitate the student to resume his/her normal academic progression, all the re-assessment(s) shall take place at a specified period before the commencement of next academic term.

9.8.5 The maximum grade that awarded after reassessment of a failed subject is grade 'D'.

9.9 Absence from an assessment component

9.9.1 A student who is unable to complete all the assessment components due to illness or other reasons which are considered by the ERP as legitimate, the ERP and endorsed by the AC will give him/her an opportunity to be assessed and this shall be treated as a first assessment.

9.10 Right of Appeal

Student appeals regarding assessment results should be made in accordance with the procedures outlined in the Student Handbook as published from time to time by the School.

9.11 Eligibility for award

A student would be eligible for award if he/she satisfies all the conditions shown below:

- 9.11.1 Accumulation of a minimum of 87 credits;
- 9.11.2 Satisfying all the requirements defined in section7; and
- 9.11.3 Having obtained a GPA of 2.0 or above at the end of the programme.

9.12 The role of Examination Review Panel and Academic Committee

9.12.1 Role of Examination Review Panel

- i. The Examination Review Panel (ERP) is responsible for monitoring the academic standard and quality of subjects and ratifying subject grades.
- ii. The School Principal will chair the panel, comprising the Subject Lecturers, Subject Examiners and External Examiner(s).
- iii. The Chairman will take Chairman's action in most straightforward cases. Subject examiners and external examiner(s) will only be involved in problematic cases.

9.12.2 Role of the Academic Committee

The major role of the Academic Committee (AC) is responsible for ratifying decisions made by the ERP on:

- i. Classification of award to be granted to each student on completion of the programme.
- ii. Subject and clinical studies re-assessment.
- iii. Deregistration case.
- iv. Cases with extenuating circumstances.

10 Programme Operation and Management

- 10.1 The day-to-day operation of the programme, the quality assurance and improvement of the programme will be maintained at all levels capitalizing on the infrastructure of the quality assurance mechanism set up within the School. The programme will be monitored at the subject level, programme level and School level.

At subject level, each subject lecturer will be responsible for facilitating effective and quality learning. Feedback and opinion from both students and staff should be sought continuously through various communication channels including student feedback questionnaires and student/staff informal consultation to improve the quality of subject delivery.

At the programme level, a Programme Committee, Clinical Practicum Committee, Examination Review Panel and Student Teacher Liaison Committee will be set up to monitor the operation of the programme. At the School level, the programme will be regulated by the Management Committee, Academic Committee and Quality Assurance Committee.

Syllabus

SUBJECT DESCRIPTION FORM

Subject Title : Human Biology

No. of Credits : 6 Duration : 2 terms

Pre-requisite : Nil

Co-requisite : Nil

Teaching pattern :

Lecture	70 hours
Laboratory	21 hours

Assessment :

Continuous Assessment	60%
Test (s)	(50%)
Assignment (s)	(10%)
Examination	40%

(Students are required to pass the written examination to pass the whole subject)

Objectives:

Upon completion of this subject, the students will be able to:

1. explain the organization and integration of body systems, organs, cells and organelles;
2. describe the structure and functions of body systems;
3. discuss the interrelations of body systems;
4. demonstrate the physiological measurements of some body systems; and
5. analyze the integrative nature of the body systems.

Syllabus:

1. Introduction to human body and anatomical terminology.
2. Basic features and functions of human cells and organelles; organization of tissues, organs and systems in relation to their functions.
3. Regional and systemic anatomy and their physiological functions of the following systems:
 - 3.1. Cardio-vascular system
 - 3.2. Blood, Lymphatic and Immune system
 - 3.3. Respiratory system
 - 3.4. Digestive system
 - 3.5. Urinary system
 - 3.6. Reproductive system

- 3.7. Endocrine system
- 3.8. Integumentary system
- 3.9. Muscular system
- 3.10. Skeletal system
- 3.11. Special senses

Textbook:

Tortora, G.J., & Grabowski, S.R. (2009). *Principles of anatomy and physiology*. (12th ed.). New York: John Wiley & Sons.

Reading List:

Fox, S.I. (2009). *Human physiology*. (11th ed.). New York: McGraw-Hill.

Guyton, A.C. (1997). *Human physiology and mechanisms of disease* (6th ed.). Philadelphia: Saunders.

Martini, F. (2009). *Fundamentals of anatomy and physiology*. (8th ed.). New Jersey: Prentice Hall.

Moore, K.L., & Dalley, A.F. (2005). *Clinically oriented anatomy*. (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

Roitt, I.M. (2006). *Roitt's essential immunology*. (11th ed.). London: Blackwell.

Saladin, K.S. (2008). *Human anatomy*. (2nd ed.) Singapore: McGraw Hill.

Vander, A.J., Sherman, J.H., & Luciano, D.S. (2008). *Vander's human physiology: the mechanisms of body function*. (11th ed.). Philadelphia: Mc Graw-Hill.

SUBJECT DESCRIPTION FORM

Subject Title : Applied Psychology

No. of Credits : 3 Duration : 1 term

Pre-requisite : Nil

Co-requisite : Nil

Teaching pattern :

Lecture	30 hours
Seminar	12 hours

Assessment :

Continuous Assessment	60%
Seminar presentation	(30%)
Seminar paper	(30%)
Examination	40%

(Students are required to pass the written examination to pass whole subject)

Objectives:

Upon completion of this subject, the students will be able to:

1. gain an insight to the different concepts of human behavior;
2. describe the developmental stages of life span;
3. comprehend and relate the psychological phenomenon within themselves and others;
4. demonstrate understanding on the knowledge about stress and illness, reaction to traumatic events and its coping mechanism;
5. recognize the psychological problems that are relevant to nursing profession;
6. apply communication and interpersonal skills; and
7. demonstrate understanding on the techniques of stress management to relieve psychological stress.

Syllabus:

Part A: Introduction

1. Approaches in Psychology
 - 1.1. The evolution of Psychology
 - 1.2. Different approaches to understand human behaviour in health care profession

2. Maturation and development
 - 2.1. Birth parent-child interaction, attachment, senses development in infants
 - 2.2. Social learning, separation anxiety
 - 2.3. Gender and sex-typing
 - 2.4. Puberty and adolescence
 - 2.5. Adulthood: intimacy, work and family
 - 2.6. Middle ages: responsibility, career and children
 - 2.7. Transition to old age: menopause, empty-nest phenomenon
 - 2.8. Old age: health, loss of spouse and financial problems
 - 2.9. Death: the final stage of life

3. Learning and Memory
 - 3.1. Learning as a relative permanent change in behaviour
 - 3.2. Classical conditioning and its applications in daily life
 - 3.3. Operant conditioning and its applications in daily life
 - 3.4. Perception and reality
 - 3.5. Proposed memory systems
 - 3.6. Learning difficulties
 - 3.7. Encoding, storage, retrieval and forgetting
 - 3.8. Memory enhancement strategies

4. Language and Thought
 - 4.1. Language properties and structure
 - 4.2. Theories of language acquisition and development
 - 4.3. Language and thought disorder
 - 4.4. Problem solving and decision making

Part B: Applied Psychology

1. Approaches and Concepts in Psychology as applied to health care professionals
 - 1.1. Personality theories
 - 1.2. Motivation and emotion
 - 1.3. Behaviour: normality and abnormality
 - 1.4. Maladaptiveness of human behaviour

2. Stress and Coping strategies as applied to health care professionals
 - 2.1. Relationships between stress, stressors and stress responses
 - 2.2. Characteristics of traumatic events
 - 2.3. Stages of reaction to traumatic events
 - 2.4. Anger, anxiety, depression as psychological reactions to stress
 - 2.5. The flight or fight response
 - 2.6. Relationship between stress and health
 - 2.7. Stress and heart disease
 - 2.8. Relationship between stress and the immune system
 - 2.9. Stress and personality
 - 2.10. Conflicts as a source of mental stress
 - 2.11. Loss and grief
 - 2.12. Stress management: models and techniques
 - 2.13. Concepts and principles of group therapy

3. Psychological Disorder
 - 3.1. Types and etiology
 - 3.1.1. Personality disorder
 - 3.1.2. Mood disorder

- 3.1.3. Anxiety disorder
- 3.1.4. Somatoform disorder
- 3.1.5. Dissociative disorder
- 3.1.6. Schizophrenic disorder
- 3.2. Diagnostic system and criteria of psychological disorders
- 3.3. Pathology and the law
- 3.4. Culture and pathology

Textbook:

Atkinson, R.L., Atkinson, R.C., Smith, E.E., Bem, D.J., & Nolen-Hoeksema, S. (2010). *Introduction to psychology*. (15th ed.). Florida: Harcourt Brace and Company.

Reading List:

Bergin, A.E., & Garfield, S.L. (2004). *Bergin and Garfield's handbook of psychotherapy and behavior change*. (5th ed.). New York: John Wiley and Sons.

Brammer, L.M., & MacDonald, G. (2003). *The helping relationship: process and skills*. (8th ed.). Boston: Allyn and Bacon.

Craig, G.J. (2007). *Understanding human development*. (1st ed.). Upper Saddle River: Prentice Hall.

Plotnik, R. (2008). *Introduction to psychology*. (8th ed.). Pacific Grove: Wadsworth.

Wayne, W. (2004). *Psychology: themes & variations*. (6th ed.). London: Thomson Wadsworth.

趙孟準醫生等 (2003) <兒童及青少年SARS面面觀>，香港：明窗出版社。

SUBJECT DESCRIPTION FORM

Subject Title : Fundamental Concepts of Health and Nursing

No. of Credits : 3 Duration : 1 term

Pre-requisite : Nil

Co-requisite : Nil

Teaching pattern :

Lecture	14 hours
Seminar	14 hours
Tutorial	14 hours

Assessment :

Continuous Assessment	100%
Test (s)	(50%)
Seminar presentation	(50%)

Objectives:

Upon completion of this subject, the students will be able to:

1. recognize the cultural influences on one's concept of health and illness;
2. identify common factors that affect individual's concept of health;
3. recognize the changing pattern of health needs;
4. describe various definitions of nursing and concepts of caring;
5. discuss the nursing roles and responsibilities;
6. describe the nurse-client relationship in caring;
7. demonstrate understanding on the needs of individual, family and community;
8. describe the roles of family in healing and health promotion;
9. identify various concepts of health care delivery system;
10. demonstrate an understanding of and critique the local health care system;
11. discuss various types of care delivery model;
12. demonstrate understanding to employ effective communication skills in client care;
13. describe the concepts of self-awareness; and
14. demonstrate understanding in interviewing, attending, listening and negotiation skills.

Syllabus:

1. Concepts of health and illness: Western and Eastern views
2. Health patterns: bio-psychosocial and cultural influence
3. Issues of environmental health and safety

4. Historical review of the development of nursing profession
5. Core concepts of nursing
6. Caring concepts: Western and Eastern views
7. Nurse-client relationship
8. Basic human needs
9. Homeostasis and adaptation to stress
10. The impact of hospitalization on individual and family
11. The process of communication and the elements of effective communication
12. Self-awareness skills
13. Interviewing skills
14. Negotiating skills
15. Concepts of health care delivery system: the primary care, secondary care and tertiary care
16. The health care delivery system in Hong Kong
17. Care delivery model: from an international perspectives

Reading List:

Andrews, M.M. (2008). *Transcultural concepts in nursing care*. (5th ed.). Philadelphia: Lippincott.

Balzer-Riley, J.W. (2008). *Communication in nursing*. (6th ed.). St. Louis: Mosby.

Benner, P. (2001). *From novice to expert: Excellence and power in clinical nursing practice*. California: Addison-Wesley.

Benner, P., Tanner, C.A., & Chesla, C.A. (2009). *Expertise in nursing practice caring, clinical judgment and ethics*. (2nd ed.). New York: Springer Pub. Co.

Berger, K. J., & Williams, M.B. (1999). *Fundamentals of nursing: Collaborating for optimal health*. (2nd ed.). Norwalk: Appleton & Lange.

Bishop, A. H., & Scudder, J. R. (1996). *Nursing Ethics: Therapeutic Caring Presence*. Boston: John & Bartlett.

Boykin, A., & Scholenhofer, S. (2001). *Nursing as Caring: A model for transforming Practice*. Sudbury: Jones and Bartlett Pub.

Carper, B. A. (1988). Response to perspectives on knowing: A model of nursing knowledge. *Scholarly Inquiry for Nursing Practice*, 2(2), 141-144.

Catalano, J. T. (2009). *Nursing now: Today's issues, tomorrow's trends*. (5th ed.). Philadelphia: F.A. Davis Co.

Census and Statistics Department. (2008). *An overview of the Chinese medicine sector in Hong Kong* available at the Hong Kong Government information centre web site:
http://www.censtatd.gov.hk/freedownload.jsp?file=publication/feature_article/B70907FC2009XXX XB0100.pdf&title=The+Chinese+Medicine+Sector+in+Hong+Kong%2c+2008&issue=-&lang=1

Chinn, P.L. (1991). Looking into the crystal ball: Positioning ourselves for the year 2000. *Nursing Outlook*, 39(6), 251-256.

Corey, M. S., & Corey, G. (2007). *Becoming a Helper*. Pacific Grove, California: Brooks/ Cole.

- Cottrell, R.R. (2008). *Principles & foundations of health promotion and education*. (4th ed.). San Francisco: Pearson/Benjamin Cummings.
- Egan, G. (2007). *The skilled helper: A problem-management and opportunity development approach to helping*. (8th ed.). Pacific Grove: Cole Publishers.
- Gauld, R., & Gould, D. (2002). *The Hong Kong Health Sector: Development and Change*. Hong Kong: The Chinese University Press.
- Helman, C. (2007). *Culture, health and illness*. (5th ed.). Oxford: Heinemann.
- Kagan, C., & Evans, J. (1995). *Professional interpersonal skills for nurses*. London: Chapman & Hall.
- Kozier, B., Erb, G., Berman, A., & Snyder, S. (2008). *Fundamentals of Nursing. Concepts, Process and Practice*. (8th ed.). New Jersey: Pearson, Prentice Hall.
- Kozier, B., Erb, G., Blais, K., & Wilkinson, J. M. (2008). *Fundamentals of Nursing: Concepts, Process and Practice*. (8th ed.). Upper Saddle River, N.J.: Prentice Hall.
- Leininger, M.M. (2002). *Transcultural Nursing: Concepts, Theories, and Practice*. New York: McGraw Hall.
- McMahon, R., & Pearson, A. (Eds.). (1998). *Nursing as therapy*. (2nd ed.). London: Chapman & Hall.
- Newman, M.A. (2008). *Transforming Presence: The Difference that Nursing Makes*. Philadelphia: F.A. Davis Company.
- Nightingale, F. (1992). *Notes on nursing: What It Is and What It Is Not*. London: Harrison & Sons.
- Parker, M. (2006). *Nursing Theories and Nursing Practice*. (2nd ed.). Philadelphia: F.A Davis.
- Pender, N.J., Murdaugh, C.L., & Parsons, M.A. (2006). *Health Promotion in Nursing Practice* (5th ed.). Upper Saddle River, N.J.: Pearson/Prentice Hall.
- Pike, S., & Forster, D. (Eds.) (1995). *Health Promotion for All*. Edinburgh: Churchill Livingstone.
- Potter, P., & Perry, A. (2009). *Fundamentals of Nursing* (7th ed.). St. Louis: Mosby.
- Rankin, S.H., Stallings, K.D., & London, F. (2005). *Patient Education in Health and Illness* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Roberts, A.R. (2005). *Crisis intervention handbook: Assessment, Treatment and Research*. (3rd ed.). New York: Oxford University Press.
- Robinson, K., & Vaughan, B. (Eds.). (1992). *Knowledge for nursing practice*. Oxford: Butterworth.

- Spector, R.E. (2009). *Cultural Diversity in Health and Illness*. (7th ed.). New Jersey: Prentice Hall.
- Watson, J. (1989). *Nursing: Human Science and human care*. Connecticut: Appleton-Century Crofts.
- Watson, J. (1999). *Postmodern Nursing and Beyond*. London: Churchill Livingstone.
- Watson, J. (2008). *Nursing: The Philosophy and Science of Caring*. B. Colorado: University Press of Colorado.
- 江瓊珠 (1999) *是我又如何--十八位長期病患者的抗病經歷*，香港：進一步多媒體有限公司。
- 張英美 (1995) *護理學史*，台北：華杏出版股份有限公司。
- 楊漫華 (2003) *護理學史概說*，三版，台北：匯華圖書出版有限公司。
- 盧美秀 (1997) *最新基本護理學 -原理與技術*，四版，台北：匯華圖書出版有限公司。
- 盧美秀，吳盈江，徐美玲 (1999) *簡明基本護理導論*，台北：匯華圖書出版有限公司。
- 靈實醫院照顧者故事編委會 (2000) *緣途有你*，香港：香港基督教靈實協會。

Journals:

International Nursing Review
Journal of Advanced Nursing
Journal of Clinical Nursing
Nursing
Nursing Clinics of North American
Nursing Outlook
Nursing Research
中華護理雜誌
亞洲護理文摘
香港護理雜誌

Useful websites:

<http://www.ha.org.hk/hesd/nsapi/>
<http://www.who.int/>

SUBJECT DESCRIPTION FORM

Subject Title : Health Assessment and Nursing Process

No. of Credits : 3 Duration: 1 term

Pre-requisite : Nil

Co-requisite : Nil

Teaching pattern :

Lecture	14 hours
Tutorial	12 hours
Nursing Laboratory	24 hours

Assessment :

Continuous Assessment	100%
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Objectives:

Upon completion of this subject, the students will be able to:

1. perform a comprehensive and focused health assessment on an adult client;
2. identify and describe normal findings and common abnormalities in the health assessment of an adult client;
3. apply communication and interviewing skills to collect clients information;
4. demonstrate understanding of the nursing process as a critical problem solving approach;
5. apply nursing process in assessing, planning, implementing and evaluating clients care; and
6. apply teaching-learning process to client teaching.

Syllabus:

1. Overview of nursing process
2. Overview of teaching and learning process
3. Interviewing and health history taking skills
4. General survey techniques
5. Techniques of physical assessment
6. Assessment of all bodily systems
7. Complete head to toe health assessment

Textbooks:

Jarvis, C. (2008). *Physical Examination and Health Assessment*. (5th ed.). Philadelphia: W.B. Saunders.

Reading List:

- Ackely, B. J., & Lawig, G. B. (2008). *Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care*. (8th ed.). St. Louis: Mosby.
- American Psychological Association. (2010). *Publication manual of American Psychological Association*. (6th Ed). Washington D.C.: American Psychological Association.
- Berman, A. J., Snyder, S., Kozier, B. J., & Erb, G. (2008). *Kozier & Erb's Fundamentals of Nursing: International Edition*. (8th ed.). New Jersey: Pearson Education.
- Bickley, L. S., & Szilagyi, P. G. (2009). *Bates' Pocket Guide to Physical Examination and History Taking*. (6th ed.). Philadelphia: Lippincott.
- Bickley, L. S., & Szilagyi, P. G. (2009). *Bate's Guide to Physical Examination and History Taking*. North American Edition (10th ed.). Philadelphia: Lippincott.
- Carpenito, L.J. (2010). *Nursing Diagnosis: Application to Clinical Practice*. (13th ed.). Philadelphia: J.B. Lippincott Co.
- Dillon, P. M. (2007). *Nursing health assessment – a critical thinking, case studies approach*. (2nd Ed.). Philadelphia: F. A. Davis.
- Fuller, J., & Schaller-Ayers, J. (2000). *Health Assessment: A Nursing Approach*. (3rd ed.). Philadelphia: J.B. Lippincott.
- Jarvis, C. (2008). *Pocket companion for physical examination and health assessment* (5th ed.). Philadelphia: W.B. Saunders.
- Perry, A. G., & Potter, P. A. (2010). *Clinical Nursing Skills & Techniques*. (7thed.). St. Louis: Mosby.
- Patricia A. Potter, Anne Griffin Perry (2009). *Fundamentals of Nursing*. (7th ed.). St. Louis: Mosby.
- Potter, P. A. (2006). *Pocket Guide to Health Assessment*. (6th ed.). St. Louise: Mosby.
- Seidel, H. M., Ball, J. W., Dains, J. E., & Benedict, G. W. (2006). *Mosby's guide to physical examination* (6th ed.). St. Louis: Mosby.
- Smith, S. F. (2008). *Clinical Nursing Skills: Basic to Advanced Skills*. (7th ed.).Upper Saddle River: Prentice-Hall.
- Wilkinson, J. M. (2007). *Nursing process and critical thinking*. (4th ed.). New Jersey: Prentice Hall.
- Weber, J. (2008). *Nurses' Handbook of Health Assessment*. (6th ed.). Philadelphia: Lippincott.
- Zerwekh, J.G. (2007). *Mosby's assessment memory notecards: visual, mnemonic and memory aids for nurses*. St. Louis: Mosby Elsevier.

SUBJECT DESCRIPTION FORM

Subject Title : Foundations of Nursing Therapeutics

No. of Credits : 6 Duration :1 term

Pre-requisite : Nil

Co-requisite : Health Assessment and Nursing Process

Teaching pattern :

Lecture	56 hours
Laboratory	42 hours

Assessment :

Continuous Assessment	100%
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(Skill tests will be a part of continuous assessment. Students are required to pass skill tests to pass the whole subject)

Objectives:

Upon completion of this subject, the students will be able to:

1. perform clinical nursing skills for care of hospitalized clients;
2. perform first aid skills for emergency situations;
3. perform per-operative care for clients undergoing surgery and anesthesia;
4. perform nursing interventions for newly admitted clients;
5. discuss discharge plan for clients;
6. differentiate medical and surgical asepsis;
7. apply principles of surgical asepsis in sterile nursing process;
8. apply principles of infection control to prevent cross infection in various clinical settings;
9. discuss preventive measures for communicable diseases; and
10. demonstrate commitment to the dignity of and respect for the human being.

Syllabus:

1. Clinical Nursing Skills in the context of holistic framework:
 - 1.1. Admission of client
 - 1.2. Vital signs observation and pulse oximetry
 - 1.3. Personal hygiene
 - 1.3.1. Bathing and Showering
 - 1.4. Nutrition
 - 1.4.1. Fluid balance charting
 - 1.4.2. Naso-gastric tube insertion and care
 - 1.4.3. Enteral feeding

- 1.5. Elimination
 - 1.5.1. Indwelling catheter care
 - 1.5.2. Stoma care
 - 1.6. Handling of clients
 - 1.6.1. Transferring
 - 1.6.2. Positioning
 - 1.7. Medication administration
 - 1.7.1. Principles of medication administration
 - 1.7.2. Legislation for medication administration
 - 1.7.3. Oral and topical drug administration
 - 1.7.4. Subcutaneous and intramuscular injection
 - 1.7.5. Drug calculation
 - 1.8. Oxygenation and suctioning
 - 1.9. Specimen collection
 - 1.10. Diagnostic testing
 - 1.11. Urinalysis and faeces testing
 - 1.12. Bandaging
 - 1.13. Wound management
 - 1.13.1. Simple dressings
 - 1.13.2. Removal of suture and staple
 - 1.13.3. Drain tube care
 - 1.14. Intravenous therapy
 - 1.15. Cardiopulmonary resuscitation
 - 1.16. Pre-operative and post-operative care
 - 1.17. Safety
 - 1.17.1. Principles of asepsis
 - 1.17.2. Hand hygiene
 - 1.17.3. Infection control
 - 1.18. Discharge of clients
 - 1.19. Last office
2. Governance of practice
 - 2.1. Documentation
 - 2.2. Incident reporting
 - 2.3. Confidentiality
 - 2.4. Privacy
 - 2.5. Informed consent
 - 2.6. Consumer rights and responsibilities
 - 2.7. Duty of care
 - 2.8. Concept of quality in health care
 - 2.9. Occupational health and safety

Textbook:

Berman, A. J., Snyder, S., Kozier, B. J., & Erb, G. (2008). *Kozier & Erb's Fundamentals of Nursing: International Edition*. (8th ed.). New Jersey: Pearson Education.

Reading List:

Jarvis, C. (2008). *Physical Examination and Health Assessment*. (5th ed.). Philadelphia: W. B. Saunders.

Jarvis, C. (2008). *Pocket companion for physical examination and health assessment*. (5th ed.). Philadelphia: W. B. Saunders.

Labus, D. M. (2007). *Chart smart: the A-to-Z guide to better nursing documentation*. (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

Perry, A. G., & Potter, P. A. (2010). *Clinical nursing skills & techniques*. (7th ed.). St. Louis: Mosby.

Skidmore-Roth, L. (2009). *Mosby's Nursing Drug Reference*. (23rd ed.). St. Louis: Mosby.

Smith, S. F. (2008). *Clinical Nursing Skills: Basic to Advanced Skills*. (7th ed.). Upper Saddle River: Prentice-Hall.

Webb, M. (2006). *First Aid Manual: The Authorized Manual of St. John Ambulance, St. Andrew's Ambulance Association, and the British Red Cross Society*. (8th ed.). London: Dorling Kindersley.

SUBJECT DESCRIPTION FORM

Subject Title : Primary Health Care and Health Promotion

No. of Credits : 3 Duration: 1 term

Pre-requisite : Nil

Co-requisite : Nil

Teaching pattern :

Lecture	14 hours
Seminar	14 hours
Tutorial	14 hours

Assessment :

Continuous Assessment	100%
Test (s)	(60%)
Seminar presentation	(40%)

Objectives:

Upon completion of this subject, the students will be able to:

1. demonstrate understanding of the importance of primary health care system in health promotion;
2. describe and critique the primary health care system in Hong Kong;
3. conduct assessment on community health;
4. examine different models / approaches to health education and health promotion;
5. identify key elements of program planning and evaluation in health education;
6. develop teaching skills in health education; and
7. demonstrate commitment to the dignity of the human person.

Syllabus:

1. The concepts of primary health care
2. Health for All: The Declaration of Alma Ata for Primary Health Care
3. Essential components: Equitable distribution, community participation, and intersectoral coordination
4. The primary health care system in Hong Kong
5. Role of nurses in primary health care and community health
6. Introduction of epidemiology towards health and illness
7. Community health assessment
8. Health education and health promotion: meanings, different approaches and models, ethical concerns

9. Health education and promotion strategies in various clinical settings
10. Community resources for health promotion in Hong Kong

Textbook:

Nies, M.A., & McEwen, M. (2007). *Community/ public health nursing: Promoting the health of populations*. (4th ed.). St. Louis: Saunders Elsevier.

Reading List:

Anspaugh, E., Dignan, M., & Anspaugh, S. (2000). *Developing health promotion programs*. Boston: McGraw Hill.

Cottrell, R.R., Girvan J.T., & Mckenzie J.F. (2008). *Principles and foundations of health promotion and education*. (4th ed.). New York: Benjamin Cummings.

Deckers, L. (2010). *Motivation: Biological, psychological and environmental*. (3rd ed.). Boston: Allyn & Bacon.

DeVito, J.A. (2009). *Human communication: the basic course*. (11th ed.). Boston: Allyn and Bacon.

Donatelle, R.J. (2009) *Health: the basics*. (8th ed.). San Francisco: Pearson.

Edelman, C.L., & Mandle, C.L. (2006). *Health promotion : Throughout the life span*. (6th ed.). St. Louis : Mosby.

Edlin, G., Golantly, E., & McCormack Brown, K. (2007). *Health and wellness*. (9th ed.). Sudbury: Jones and Bartlett Publishers.

Ewles, L., & Simnett, I. (2003). *Promoting health: A practical guide*. (5th ed.). Edinburgh: Bailliere Tindall.

Fox, J.A. (Ed.). (2002). *Primary health care of infants, children and adolescents*. (2nd ed.). St. Louis: Mosby.

Gauld, R., & Gould, D. (2002). *The Hong Kong health sector: Development and change*. Hong Kong: The Chinese University Press.

Hutcheon, R. (1999). *Bedside manner: Hospital and health care in Hong Kong*. Hong Kong: Chinese University Press.

Jorissen, R.E., & Stallen, P.J.M. (1998). *Quantified societal risk and policy making - Technology, risk and society*. London: Kluwer.

Kasper, D., & Harrison, T.R. (2008). *Harrison's principles of internal medicine*. (17th ed.). New York: McGraw-Hill, Medical Pub.

Kendall, S., & Lask, S. (1997). *Promoting the health of the nation*. New York: Churchill Livingstone.

- Kozier, B., Erb, G., Blais, K., & Wilkinson, J.M. (2008). *Fundamentals of nursing: Concepts, process and practice*. (8th ed.). Upper Saddle River, N.J: Prentice Hall.
- Kumar, P.J., & Clark, M.L. (2005). *Clinical medicine*. (6th ed.). Edinburgh: W.B. Saunders.
- Longmore, M., Wilkinson, I.B., & Rajagopalan, S.R. (2007). *Oxford handbook of clinical medicine*. (7th ed.). New York: Oxford University Press.
- MacDonald, J. (1992). *Primary health care: Medicine in its place*. London: Earthscan Publication.
- McKenzie, J. (2008). *Planning, implementing, and evaluating health promotion programs : a primer*. (5th ed.). Boston: Allen & Bacon.
- Naidoo, J., & Willis, J. (2000). *Health promotion: foundations for practice*. (2nd ed.). London: Bailliere Tindall.
- Palmer, G.R., & Short, S.D. (2000). *Health care and public policy*. (3rd ed.). Melbourne: McMillan.
- Pender, N.J., Murdaugh, C.L., & Parsons, M.A. (2006). *Health promotion in nursing practice*. (5th ed.). Upper Saddle River, N. J.: Pearson/Prentice Hall.
- Pike, S., & Forster, D. (Eds.). (1995). *Health promotion for all*. Edinburgh: Churchill Livingstone.
- Rentfro, A.R., Marilyn, J., & Hockenberry, D.W. (2007). *Study guide to accompany Wong's nursing care of infants and children*. (8th ed.). Edinburgh: Elsevier Mosby.
- Ross, D.A., Hinman, A.R., Saarlas, K., & Foege, W.H. (2003). *Public health informatics and information system*. New York: Springer.
- Scutchfield, F., & Kirk, C. (2003). *Principles of public health practice*. (2nd ed.). Clifton Park: Delmar Publishing.
- Swanson, J.M., & Nies, M.A. (1997). *Community health nursing: Promoting the health of aggregates*. (2nd ed.). Philadelphia: W.B. Saunders Company.
- Talbot, L., & Verrinder, G. (2005). *Promoting health: The primary health care approach*. (3rd ed.). Sydney: Harcourt Brace.
- Turnock, B.J. (2009). *Public health what it is and how it works*. (4th ed.). Gaithersburg: AN ASPEN Publication.
- Valanis, B. (1999). *Epidemiology in nursing and health care*. (3rd ed.). Norwalk : Appleton & Lange.
- Valente, T. (2002). *Evaluating health promotion programs*. Oxford: Oxford University Press.
- Walley, J. (2001). *Public health: an action guide to improving health in developing countries*. Oxford: Oxford University Press.

Webb, P. (1997). *Health promotion & patient education: A professional's guide*. (2nd ed.). Cheltenham: Stanley Thornes.

Working Party of Primary Health Care. (1990). *Health for all the way ahead: Report of the working party on primary health care*. Hong Kong: HKSAR.

World Health Organization. (1991). *Primary health care: Report of the international conference on primary health care, Alma Ata*. New York: WHO Publications.

李選等 (2006) <護理研究與應用>，臺北：華杏出版機構。

陳靜敏等 (2007) <社區衛生護理學>，四版，台灣：偉華書局有限公司。

Useful websites:

Agency for Health Care Policy and Research

<http://www.ahcpr.gov>

Centre of Disease Control

<http://www.cdc.gov>

Government of Hong Kong Administrative Region– Department of Health

<http://www.info.gov.hk/dh/>

National Institute of Nursing Research

<http://www.nih.gov/nursing>

SUBJECT DESCRIPTION FORM

Subject Title : Child, Adolescent and Family Health

No. of Credits : 3 Duration :1 term

Pre-requisite : Nil

Co-requisite : Nil

Teaching pattern :

Lecture	14 hours
Seminar / Tutorial / Workshops	24 hours
Laboratory	6 hours

Assessment :

Continuous Assessment	100%
Test (s)	(60%)
Seminar presentation/ project	(40%)

Objectives:

Upon completion of this subject, the students will be able to:

1. explain the growth and development of children and adolescents;
2. identify health needs of children, adolescents and families;
3. recognize factors affecting the lifestyles practice and life skills of children, adolescents and families.
4. discuss nursing interventions to support the families in crisis;
5. identify the roles of nurse to promote child, adolescent and family health;
6. apply teaching strategies to promote health for children, adolescents and families; and
7. discuss and evaluate available health and social services to promote and restore the health of children, adolescents and families.

Syllabus:

1. The family system: definition, structure, functions, family life cycle and developmental stages from different cultural perspectives
2. Family health assessment
3. Growth and development of children and adolescents: physical, psychosocial, cognitive and moral development
4. Developmental assessment for children and adolescents
5. Health concerns in children and adolescents:
 - 5.1 Infectious diseases: severe and acute respiratory dysfunction, febrile convulsion, gastrointestinal problems
 - 5.2 Nutritional issues

- 5.3 Child abuse
- 5.4 Substance abuse: alcohol, cigarettes and drugs
- 5.5 Accidents and injuries
- 5.6 Sexual and reproductive health issues
- 5.7 Mental health
- 5.8 Congenital diseases and physiological disorders
- 6. Stress and crisis: physical and psychological responses of children and adolescents, family strength and coping mechanism, and available community resources and support in Hong Kong
- 7. Health and social services in Hong Kong for the promotion of health for children, adolescents and families
- 8. The roles of nurse in health assessment and screening, health education and health promotion for children, adolescents and families

Textbooks:

Ball, J., & Bindler, R. (2008). *Paediatric nursing: Caring for children*. (4th ed.). Upper Saddle River: Prentice Hall. (+ DVD 2008)

Reading List:

Alat, K. (2002). Traumatic events and children: How early childhood educators can help. *Childhood Education*, 79 (1), 2-7.

Full Text Article Available on WWW :

http://findarticles.com/p/articles/mi_qa3614/is_200210/ai_n9119503/

Allender, J.A., & Spradley, B.W. (2010). *Community health nursing: promoting and protecting the public's health*. (7th ed.) . Philadelphia: Lippincott.

Clemen-Stone, S., Mcguire, S.L., & Eigsti, D.G. (2002). *Comprehensive community health nursing: Family, aggregate & community practice*. (6th ed.). St. Louis: Mosby.

Edelman, C.L., & Mandle, C.L. (2006). *Health promotion : Throughout the life span*. (6th ed.). St. Louis : Mosby.

Fox, J.A. (Ed). (2002). *Primary health care of infants, children and adolescents*. (2nd ed.). St. Louis, Mosby.

Friedman, M.M., Bowden, V.R., & Jones, E.G. (2003). *Family Nursing: Research, theory and practice*. New Jersey: Pearson Education.

Hanson, S.M.H., Gedaly-Duff, V., & Kaakinen, J.R. (2005). *Family health care nursing: Theory, practice & research*. (3rd ed.). Philadelphia: F.A. Davis.

Henderson, A., & Champlin, S. (1998). *Promoting teen health: Linking schools, health organizations and community*. St Louis: Sage Publications.

Hockenberry, M.J., & Wilson, D. (2007). *Wong's nursing care of infants and children*. (8th ed). St. Louis, Mo.: Elsevier Mosby.

Leifer, G., & Hartston, H.J. (2004). *Growth & development across the lifespan – A health promotion focus*. Philadelphia: Saunders.

McCance, K.L., & Heather, S.E. (2006). *Study guide and workbook: Pathophysiology: the biologic basis for disease in adults & children*. (5th ed.). St. Louis: Mosby.

McWhinney, I.R. (2004). *A textbook of family medicine*. (2nd ed.). New York: Oxford University Press.

Murray, S.S., & McKinney, E.S. (2006). *Foundations of maternal – Newborn nursing*. (4th ed.). St. Louis: Mosby.

Nevid, J.S., & Fichner-Rathus, L. (2008). *Human sexuality in a world of diversity*. (7th ed.). London: Allyn & Bacon.

Nies, M.A., & McEwen, M. (2007). *Community / public health nursing, Promoting the health of populations*. (4th ed.). Philadelphia: W.B. Saunders.

Pillitteri, A. (2007). *Maternal & child health nursing: Care of the childbearing & childrearing family*. (5th ed.). Philadelphia: Lippincott.

Rentfro, A.R., Marilyn, J., & Hockenberry, D.W. (2007). *Study guide to accompany Wong's nursing care of infants and children*. (8th ed.). Edinburgh: Elsevier Mosby.

Wright, L.M., & Leahey, M. (2009). *Nurses and family: A guide to family assessment and intervention*. (5th ed.). Philadelphia: F.A. Davis Company.

趙孟準醫生等 (2003) <兒童及青少年SARS面面觀>，香港：明窗出版社。

Useful websites:

Hong Kong Federation for Youth Organization
<http://www.hkfyg.org.hk>

Society of Adolescent Medicine
<http://www.adolescenthealth.org>

SUBJECT DESCRIPTION FORM

Subject Title : Sociology of Health

No. of Credits : 3 Duration : 1 term

Pre-requisite : Nil

Co-requisite : Nil

Teaching pattern :

Lecture	28 hours
Seminar	14 hours

Assessment :

Continuous Assessment	100%
Group Project	(40%)
Test (s)	(30%)
Seminar presentation	(30%)

Objectives:

Upon completion of this subject, the students will be able to:

1. recognize the changing social structures and healthcare systems and their impact on the delivery of services and the professional roles of health care providers;
2. describe different sociological perspectives in analyzing various healthcare related issues;
3. demonstrate an understanding of social and cultural environment and their effects for health beliefs, illness behaviors and health care.

Syllabus:

1. General introduction: the Relevance of Sociology
2. The Medical Controversy Debate
3. Social and Cultural Impact on Health Beliefs and Illness Behaviors
4. Capitalism and Health I: Material Foundations of Health & Illness
5. Capitalism and Health II: The Political Economy of Healthcare Systems
6. Marginalization and Stigmatization I: Disability and Aging
7. Marginalization and Stigmatization II: Mental Illness
8. The 'Woman Question' and Women's Health
9. Health Promotion, The Regulation of Bodies, and The Medicalization of Everyday Life.
10. The Professionalization of Health Care Workers

Textbook:

Weiss, G.L., & Lonnquist, L.E. (2008). *The sociology of health, healing, and illness*. (6th ed.). Upper Saddle River: Pearson Education.

Reading List:

Bilton, T. (2002). *Introductory sociology*. (4th ed.). London: Palgrave Macmillan.

Bury, M. (2005). *Health and illness*. Cambridge: Polity.

Bury, M., & Gabe, J. (2004). *The sociology of health & illness: A reader*. London: Routledge.

Cockerham, W.C. (2010). *Medical sociology*. (11th ed.). Englewood Cliffs: Prentice-Hall.

Conrad, P. (Ed.). (2005). *The sociology of health & illness: Critical perspectives*. (7th ed.). New York: Worth Publishers.

Cuff, E.C., Sharrock, W.W., & Francis, D.W. (2006). *Perspectives in sociology*. (5th ed.). London: Routledge.

Davey, B. (Ed.). (2001). *Health & disease: A reader*. (3rd ed.). Buckingham: Open University Press.

Field, D., & Taylor, S. (Eds.) (1998). *Sociological perspectives on health, illness & health care*. London: Blackwell Science.

Freund, P.E. S., & McGuire, M.B. (2003). *Health, illness and the social body : A critical sociology*. (4th ed.). Englewood Cliffs: Prentice Hall.

Gabe, J., Bury, M., & Elston, M.A. (2004). *Key concepts in medical sociology*. London: Sage.

Giddens, A., Duneier, M., & Appelbaum, R.P. (2007). *Introduction to sociology*. (6th ed.) New York: W. W. Norton & Co.

Haralambos, M. (2008). *Sociology: Themes and perspectives*. (7th ed.). New York: Harper Collins.

Leung, B.K.P. (Ed.). (1990). *Social issues in Hong Kong*. Hong Kong: Oxford University Press.

Morrall, P. (2009). *Sociology & nursing*. (2nd ed.). London: Routledge.

Nettleton, S. (2002). *The sociology of health & illness reader*. Cambridge: Polity.

Scambler, G. (Ed.). (2008). *Sociology as applied to medicine*. (6th ed.). Edinburgh: Saunders.

Scambler, G. (Ed.). (2005). *Medical sociology: Major themes in health and social welfare*. London: Routledge.

Taylor, S., & Field, D. (2003). *Sociology of health and health care*. (3rd ed.). Oxford: Blackwell.

Weiss, G.L., & Lonnquist, L.E. (2009). *The sociology of health, healing, and illness*. (6th ed.). Upper

Saddle River, New Jersey: Pearson Education.

Weitz, R. (2007). *The sociology of health, illness, and health care: A critical approach*. (4th ed.). Belmont: Wadsworth.

White, K. (2002). *An introduction to the sociology of health & illness*. (2nd ed.). London: Sage.

SUBJECT DESCRIPTION FORM

Subject Title : Clinical Microbiology

No. of Credits : 3 Duration : 1 term

Pre-requisite : Nil

Co-requisite : Pathophysiology and Pharmacology

Teaching pattern :

Lecture	36 hours
Laboratory	9 hours

Assessment :

Continuous Assessment	60%
Examination	40%

(Students are required to pass the written examination to pass the whole subject)

Objectives:

On completion of this subject, the students will be able to:

1. describe the structure and function of micro-organisms that infect man;
2. explain the host-pathogen relationships, the diagnostic criteria and treatment of infection;
3. recognize the mode of spread and control of infections amongst individuals and in populations;
4. describe methods for diagnosis of gram positive and gram negative bacteria in microbiology laboratory;
5. describe the etiology, pathogenesis and epidemiology of infection in selected body systems;
6. explain the principles of disease transmission in hospital and wider community and integrate with methods to prevent or reduce the incidence of disease; and
7. explain the policy and methods of infection control in hospital.

Syllabus:

1. Basic cellular structure and functions of microorganism
2. Brief account and diagnosis of micro-organisms that produce infections in man: viruses, rickettsiae, chlamydia, bacteria, mycoplasmas, fungi and protozoa.
3. Source and spread of infections: reservoirs, vehicles, transmissibility, routes of spread between and within individuals.
4. Host-pathogen interactions: factors predisposing to infection; microbial toxigenic and invasive properties; nature and roles of the body's non-specific and specific host defense

- mechanisms.
5. Treatment of infections: antibiotics and chemotherapy; principles of use; modes of action and control of antimicrobial use.
 6. Prevention of infection: detection, isolation and treatment of cases and carries; control of transmission including principles of sterilization and disinfection as applied to the control of hospital infections; active and passive immunization.
 7. Etiology, pathogenesis and epidemiology of infection of various body systems:
 - Skin
 - Special senses
 - Nervous system
 - Cardiovascular system
 - Respiratory system
 - Gastrointestinal system
 - Genito-urinary system
 8. Nosocomial infection
 9. Ways to identify source
 10. Modes of spread of infection in the hospital
 11. Measures to prevent and control the spread of infection in the hospital
 12. Roles of nurses in control and prevention
 13. Community infections
 14. Mode of spread of infection in the community and the control measures

Reading List:

Brashers, V.L. (2006). *Clinical applications of pathophysiology: An evidence-based approach*. St. Louis: Elsevier Mosby.

Burton, G.R.W., & Engelkirk, P.G. (2007). *Burton's microbiology for the health sciences*. (8th ed.). US: Lippincott Williams & Wilkins.

McCance, K.L., & Heuther, S.E. (2006). *Study guide and workbook: Pathophysiology: the biologic basis for disease in adults & children*. (5th ed.) St. Louis: Mosby.

Tortora, G.J., Funke, B.R., & Case, C.L. (2007). *Microbiology: An introduction*. (9th ed.). California: Pearson Benjamin Cummings.

Wilson, J. (2000). *Clinical microbiology: An introduction for healthcare professionals*. (8th ed.). Edinburgh: Balliere Tindall.

Wilson, J. (2006). *Infection control in clinical practice*. (3rd ed.). New York: Elsevier.

SUBJECT DESCRIPTION FORM

Subject Title : Maternal and Infant Nursing

No. of Credits : 3 Duration :1 term

Pre-requisite : Nil

Co-requisite : Human Biology
Health Assessment and the Nursing Process

Teaching pattern :

Lecture	28hours
Tutorial	10 hours
Laboratory	6 hours

Assessment :

Continuous Assessment (Seminar presentation/ project)	60%
Examination	40%

(Students are required to pass the written examination to pass the whole subject)

Objectives:

Upon completion of this subject, the students will be able to:

1. explain the process of reproduction, fetal growth and development, and the changes that occur with pregnancy and delivery;
2. demonstrate understanding of knowledge and skills in performing assessment on the mother, neonate/fetus, and the family in the antenatal, peri-natal and postnatal period;
3. assist with care of mother and family in relation to childbearing;
4. assist with care of newborn in relation to childbearing;
5. assist with care of women with problems and disorders relating to child bearing;
6. describe the roles of the nurse/midwife in the provision of care to the mother and child, the family throughout the period of pregnancy, delivery and post-natal; and
7. describe the general concepts in maternal and infant nursing using a family-centred approach.

Syllabus:

1. Concept of family-centred care and the principles of care to the family in reproduction and childbearing process.
2. The physiological changes of the reproductive system of mother during pregnancy, childbirth and post-natal period.
3. Psychological and sociological changes of the childbearing family during pregnancy,

- childbirth and parenthood.
4. Principles of obstetric care to the mother and fetus/neonate in the pre-natal, peri-natal and post-natal period.
 5. Care of the mother, neonate and/or family with abnormalities in conception, pregnancy, childbirth, and post-partum period.
 6. Sexual health related to reproduction, pregnancy and childbirth.
 7. Social and health care resources available to the childbearing family.

Reading list:

- Askin, D. F. (2001). Complications in the transition from fetal to neonatal life. *Journal of Obstetric, Gynecologic, & Neonatal Nursing*, 31(3), 318-327.
- Ball, J., & Bindler, R. (2007). *Paediatric Nursing: Caring for Children* (4th ed.). Upper Saddle River: Prentice Hall.
- Black, J. M., Hawks, J. H., & Keene, A. M. (2009). *Medical-surgical Nursing : Clinical Management for Positive Outcomes*. (8th ed.). Philadelphia : W.B. Saunders.
- Davidson, M. R., London, M. L. & Ladewig, P. W., (2008). *OLD's maternal-newborn nursing & women's health across the lifespan..* (8th ed.). New Jersey: Pearson.
- Fraser, D. M., & Cooper, M. A. (2009). *Myles textbook for midwives*. (14th ed.).Edinburgh: Churchill Livingstone.
- Hanson, S. M. H., Gedaly - Duff, V., & Kaakinen, J. R. (2005). *Family Health Care Nursing: Theory, Practice & Research*. (3rd ed.). Philadelphia: F.A. Davis.
- Hildingsson, I., Waldenstrom, U., & Radestad, I. (2002). Women's expectations on antenatal care as assessed in early pregnancy: number of visits, continuity of caregiver and general content. *Acta Obstet Gynecol Scand*, 81, 118-125.
- Klossner, N. J. (2006). *Introductory maternity & pediatric nursing*. Philadelphia: Lippincott Williams & Wikins.
- Ladewig, P. W., London, M., & Dividson, M. (2006). *Contemporary maternal-newborn nursing care*. (6th ed.). New York: Pearson Prentice Hall.
- Lowdermilk, D. L., & Perry, S. E. (2006). *Maternity nursing* (7th ed.). St. Louis: Mosby.
- Moore, A. (2002). Born again. *Nursing Standard*, 16, 14-15.
- Nevid, J. S., Fichner-rathus, L. & Rathus, S. A. (2008). *Human Sexuality in a World of Diversity*. (7th ed.). London: Allyn & Bacon.
- Pillitteri, A. (2009). *Maternal & child health nursing: Care of the childbearing & childrearing family*. (6th ed.). New York: Lippincott Williams & Wilkins.
- Rentfro, A. R., Marilyn, J., & Hockenberry, D. W. (2007). *Study guide to accompany Wong's nursing care of infants and children*. (8th ed.). Edinburgh : Elsevier Mosby.

Wong, D. L., Perry, S. E., & Hess, C. S. (2006). *Maternal child nursing care*. (3rd ed.). St. Louis: Mosby.

Wright, L. M., & Leahey, M. (2009). *Nurses and Family: A Guide to Family Assessment and Intervention*. (5th ed.). Philadelphia: F.A. Davis Company.

Journals:

American Journal of Obstetrics and Gynaecology
BJOG An International Journal of Obstetrics and Gynaecology
Clinical Obstetrics and Gynaecology
Issues in Comprehensive Paediatric Nursing
Journal of Paediatric Nursing

SUBJECT DESCRIPTION FORM

Subject Title : Theories of Knowledge and Human Nature

No. of Credits : 3 **Duration** :1 term

Pre-requisite : Nil

Co-requisite : Nil

Teaching pattern :

Lecture	14 hours
Seminar	28 hours

Assessment :

Continuous Assessment	100%
Seminar presentation	(30%)
Seminar paper	(70%)

Objectives:

Upon completion of this subject, the students will be able to:

- 1 demonstrate basic knowledge in the theoretical concepts of human knowledge and human nature;
- 2 outline the ideas, theories and ideologies which permeate our culture;
- 3 demonstrate awareness of 'self' in relation to the students' personal journal and in their interactions with others; and
- 4 demonstrate respect for the human beings in the context of their culture, experience and background.

Syllabus:

- 1 Theories of human nature by great thinkers such as Confucius, Chuang-tzu, Plato, Marx, Christianity, Freud and Sartre.
- 2 Scientific inquiry and ideology: scientific ideology and scientism, Bacon and induction, Descartes and deduction, Heidegger and phenomenology.
- 3 Philosophical inquiry into issues of human concern: free will, morality, justice, death and meaning of life.

Reading List:

Capra, F. (1988). *The turning point*. London: Bantam Books.

Nagel, T. (1987). *What does it all mean: A very short introduction to philosophy*. New York: Oxford

University Press.

Stewart, D., & Mickunas, A. (1990). *Exploring phenomenology: A guide to the field and its literature*. (2nd ed.). Athens: Ohio University Press.

3. Immune response and disorders of the immune system: primary and secondary immune responses; the role of spleen, the thymus, lymph nodes and lymphocytes; the production and action of antibodies; immunodeficiency states; autoimmune disease and allergies.
4. Inflammatory response: protective action of inflammation; vascular and cellular responses in and possible outcomes of acute inflammation; characteristics, causes and consequences of chronic inflammation; hypersensitivity reaction; pathological changes of the respiratory system caused by coronavirus and related immunological response of the body.
5. Disorder of metabolism: cellular changes in disorders of metabolism; causes and consequences of selected disorders of metabolism, e.g. inborn errors of metabolism, diabetes mellitus and the metabolic syndrome, renal failure, coronary heart disease.
6. Environmental factors in the causes of disease: effect of e.g. ionizing radiation, improper sewage, microbes, cigarette smoking, heavy metals, stress, pollution, and their relationships to named disorders and disease states, e.g. cancer, TB, autoimmune disease, SARS.
7. Aging process and impact of age on risk of disease: Life span, life expectancy; theories of aging, e.g. mitochondrial, membrane, genetic, free radical, disposable soma, wear and tear, rate of living, biological clock; age-related changes in cells, tissue and organs; changes in physiological/homeostatic system; signs and symptoms of age; age-related mortality, description of age-related disease e.g. cancer, cataract, coronary heart disease, dementia, diabetes mellitus, osteoporosis.
8. Role of nutrition and lifestyle in lowering risk of chronic age-related and degenerative disease: diet and antioxidant defence; antioxidant micronutrients; over-nutrition, with particular reference to calorie intake, saturated fat and trace metals; under-nutrition, general and specific macro- and micro-nutrient deficiencies, e.g. of protein, folate, iron, iodine, antioxidant vitamins; effect of smoking, exercise.
9. Concepts of pharmacokinetics, therapeutic drug monitoring and iatrogenic disease: absorption, distribution and half-life elimination of drugs; side-effects and adverse reactions, drug calculation and monitoring; drug-related iatrogenic disease; toxicity.

Textbooks:

McCance, K.L., & Huether, S.E. (2009). *Pathophysiology : The biologic basis for disease in adults and children*. (6thed.). St. Louis: Elsevier Mosby.

Skidmore-Roth, L. (2010). *Mosby's 2010 nursing drug reference*.(23rd ed.). St. Louis: Mosby Elsevier.

Reading List:

Adams, M.P, Holland, L.N., & Bostwick, P.M. (2008). *Pharmacology for nurses: a pathophysiologic approach*. (2nd ed.) Upper Saddle River: Pearson/Prentice Hall.

Brashers, V.L. (2006). *Clinical applications of pathophysiology: an evidence-based approach*. St.

Louis: Elsevier Mosby.

Edmunds, M.W. (2010). *Introduction to clinical pharmacology*. (6th ed.). St. Louis: Mosby.

Guyton, A.C., & Hall, J.E. (2006). *Textbook of medical physiology*. (11th ed.). Philadelphia: Elsevier Saunders.

Karch, A.M. (2009). *Lippincott's nursing drug guide*. Philadelphia: Lippincott Williams & Wilkins.

Kee, J.L., & Hayes, E.R. (2009). *Pharmacology: A nursing process approach*. (6th ed.). Philadelphia: Saunders.

Lippincott Williams & Wilkins. (2005). *Pathophysiology : A 2-in-1 reference for nurses*. Philadelphia: Lippincott Williams & Wilkins.

McCance, K.L., & Heuther, S.E. (2006). *Study guide and workbook: Pathophysiology: the biologic basis for disease in adults & children*. (5th ed.). St. Louis: Mosby.

Nicholls, J.M. Poon, L.M., & Lee, K.C. (2003). Lung pathology of fatal severe acute respiratory syndrome. *The Lancet*, 361 (9371), 1773-1778.

Porth, C. (2005). *Pathophysiology: Concepts of altered health states*. (7th ed.). Philadelphia: Lippincott Williams & Wilkins.

Royal Pharmaceutical Society of Great Britain. (2008). *British national formulary*. London: British Medical Association.

Zerwekh, J.G., JoAnn, Z., Claborn, C.J., & Gaglione, T. (2007). *Mosby's pharmacology memory notecard : visual, mnemonic, and memory aids for nurses*. St. Louis: Mosby.

Useful websites:

<http://www.biomednet.com>

<http://www.joannabriggs.edu.au>

<http://www.efa.org>

Pathophysiology & Digestive system: it consists of information and self-evaluation guideline
<http://arbl.cvmb.colostate.edu/hbooks/pathphys/digestion/>

Radiological Appearances of Recent Cases of Atypical Pneumonia in Hong Kong:
http://www.droid.cuhk.edu.hk/web/atypical_pneumonia/atypical_pneumonia.htm

Scienceexpress
<http://www.scienceexpress.org>

The Lancet:

<http://www.thelancet.com>

World Health Organization

<http://www.who.int/en/>

Useful websites for pharmacology:

Drug finder

<http://healthanswers.telstra.com/drugdata/default.asp>

DrugNetHK (A local Chinese drug net that provides drug-related information to the public)

http://www.drugnet.com.hk/dnhk_top.htm

Pharmacology and legal drugs

http://search.about.com/fullsearch.htm?terms=pharmacology&IAM=URL_pharmacology

Medline plus drug information <http://www.nlm.nih.gov/medlineplus/druginformation.html>

Medscape nursing (Powerful search engines enable you to search journals, drugs, definitions)

<http://www.nlm.nih.gov/medlineplus/druginformation.html>

Rxlist (A website for searching drugs)

<http://www.rxlist.com/>

Yahoo health

<http://health.yahoo.com/>

South African Electronic package inserts (A powerful drug search engine. You can find drugs by trade name, generic name or classification) <http://home.intekom.com/pharm/>

SUBJECT DESCRIPTION FORM

Subject Title : Introduction to Nursing Research

No. of Credits : 3 Duration: 1 term

Pre-requisite : Nil

Co-requisite : Nil

Teaching pattern :

Lecture	14 hours
Seminar / Tutorial	28 hours

Assessment :

Continuous Assessment	100%
Assignment (s)	(30%)
Test (s)	(40%)
Seminar presentation	(30%)

Objectives:

Upon completion of this subject, the students will be able to:

1. demonstrate understanding of the concepts and theories which underpin the research process;
2. adopt a critical stance when reading research papers;
3. examine levels of evidence, and their utility in nursing practice;
4. judge the relevance and potential benefits of research reports to the care of clients;
5. explain the ethical and practice implications of research upon clients, family and community; and
6. develop skills in writing research proposal

Syllabus:

1. Overview of the research process.
2. Introduction to types of research designs - qualitative and quantitative; single case studies, experimental, Quasi-experimental; and non-experimental designs, and fundamentals of qualitative research.
3. Principles of measurement, sampling and data collection procedures.
4. Introduction to statistical methods: parametric and non-parametric data analysis.
5. Introduction to qualitative data analysis.

6. Preparation of a research proposal.

Textbook:

Polit, D.F., & Hungler, B.P. (2009). *Nursing research - Principles & methods*. (8th ed.). Philadelphia: Lippincott.

Reading List:

Aron, A., Aron, E.N., & Coups, E.J. (2008). *Statistics for the behavioural and social sciences*. (4th ed.). London: Pearson.

Burns, N., & Grove, S.K. (2005). *The practice of nursing research: Conduct, critique, & utilization*. (5th ed.). Philadelphia: W.B. Saunders.

Fain, J.A. (Ed.). (2009). *Reading, Understanding, and applying nursing research. A text and workbook*. (3rd ed.). Philadelphia: F.A. Davis.

Gillis, A., & Jackson, W. (2002). *Research for nurses: Methods and interpretation*. Philadelphia: Lippincott.

Kinney, P.R., & Gray, C.D. (2008). *SPSS 15 Made simple*. Philadelphia: Psychology Press.

Miles, M.B., & Huberman, A.M., (1994). *Qualitative data analysis: An expanded sourcebook*. (2nd ed.). Thousand Oaks: Sage.

Morse, M.J. (Ed.). (1994). *Critical issues in qualitative research methods*. Thousand Oaks: Sage.

Norusis, M.J. (2008). *SPSS 16.0 guide to data analysis*. New Jersey: Prentice Hall.

Polit, D.F., & Beck, C.T. (2008). *Nursing research: generating and assessing evidence for nursing practice*. (8th ed.) Philadelphia: Lippincott Williams and Wilkins.

Journals:

Journal of Advanced Nursing

Nursing Research

Useful websites:

<http://www.ahrq.gov/>

<http://www.scu.edu.au/schools/gcm/ar/arhome.html>

<http://www.ninr.nih.gov/>

<http://pwh.home/nrg/>

Agency for Health Care Policy and Research
<http://www.ahrp.gov>

National Institute of Nursing Research
<http://www.nih.gov/nursing>

Sigma Theta Tau International Nursing Honor Society
<http://www.nursing society.org>

SUBJECT DESCRIPTION FORM

Subject Title : Nursing Therapeutics I

No. of Credits : 3 Duration:1 term

Pre-requisite : Health Assessment and Nursing Process
Foundations of Nursing Therapeutics

Co-requisite : Nil

Teaching pattern :

Lecture	26 hours
Seminar/Tutorial	12 hours
Laboratory	6 hours

Assessment

Continuous Assessment	60%
Examination	40%

(Students are required to pass the written examination to pass the whole subject)

Objectives:

Upon completion of this subject, the students will be able to:

1. discuss the human responses to altered pathophysiology related to clients with selected health problems;
2. identify the physiological, psychological, emotional, social, and spiritual needs of the clients and their families;
3. adopt clinical reasoning approach to develop nursing care to clients with the selected problems;
4. discuss the investigations, medical treatment, surgical interventions and / or other therapeutic care for the clients with the selected health problems;
5. identify and prioritize appropriate nursing interventions for clients and their families with altered functional health problems from a holistic approach;
6. adopt pharmacological principles and concepts in providing safe and effective administration of medications prescribed to clients experiencing selected health problems;
7. implement care plans to assist clients to achieve restoration, maintenance and/or adaption of optimum health;
8. participate in the rehabilitative care and discharge planning with collaboration with members of the health and social care teams;
9. apply principles of effective communication skills to foster nurse-client relationship with clients and facilitate collaboration among healthcare professionals in clients care; and
10. report and document relevant client's behaviors or responses towards the therapeutic interventions and / or health education.

Syllabus:

Nursing therapeutics to clients experiencing dysfunction of the digestive, metabolic and endocrine system:

1. Assessment on physiologic, psychological, emotional, social, and spiritual needs of clients and their families.
2. Investigations, diagnostic procedures, and the roles and responsibilities of nurses in these procedures.
3. Medical treatment, surgical interventions, and/ or other therapeutic care for the selected problems.
4. Pharmacologic management and the roles and responsibilities of nurses in medication administration.
5. Nursing interventions in restoring, maintaining and adapting to optimum health within a context of holistic framework.
6. The pathophysiological changes of the selected health problems.
7. Principles of family-centred approach in care planning.
8. The impact of social and economic changes on clients experiencing the selected health problems.
9. The roles and responsibilities of nurses in rehabilitative care and discharge planning.
10. Health and social resources available for the clients with the selected health problems.

Textbooks:

Black, J.M., Hawks, J.H., & Keene, A.M. (2009). *Medical-surgical nursing: Clinical management for positive outcomes*. (8th ed.). Philadelphia : W.B. Saunders.

LeMone, P., & Burke, K. (2008). *Medical-surgical nursing: Critical thinking in client care*. (4th ed.). Upper Saddle River: Pearson/Prentice Hall. (+DVD)

Skidmore-Roth, L. (2010). *Mosby's 2010 nursing drug reference*. (23rd ed.). St. Louis: Mosby Elsevier.

Reading List:

Joyce M. Black, Jane Hokanson Hawks (2009). *Medical-surgical nursing: Clinical management for continuity of care*. (8th ed.). Philadelphia: W.B. Saunders Company.

Brashers, V.L. (2006). *Clinical applications of pathophysiology: An evidence-based approach*. St. Louis: Elsevier Mosby.

Doughty, D.B., & Jackson, D.B. (1993). *Gastrointestinal Disorders*. St. Louis: Mosby Year Book.

Dudek S. G. (2007). *Nutrition essentials for nursing practice*. (5th ed.). J.B. Lippincott.

Hausman, K.A. (2006). *Medical-surgical nursing: critical thinking for collaborative care*. (5th ed.). Philadelphia: Saunders.

Jarvis, C. (2008). *Physical examination and health assessment*. (5th ed.). Philadelphia: W.B.

Saunders.

Kee, J.L., & Hayes, E.R. (2009). *Pharmacology: A nursing process approach*. (6th ed.). Philadelphia: W.B. Saunders Company.

Kozier, B., Erb, G., Berman, A.J., & Snyder, S. (2008). *Fundamentals of nursing: Concepts, process, and practice*. (8th ed.). New Jersey: Prentice Hall Health.

Ladwig, B.G. & Ackley, B.J. (2008). *Mosby's guide to nursing diagnosis*. (2nd ed.). St Louis: Mosby.

Lewis, S.M.; Heitkemper, M.M., & Dirksen, S.R. (2007). *Medical-surgical nursing: assessment and management of clinical problems*. (7th ed.). St. Louis: Mosby.

Lippincott Williams & Wilkins. (2005). *Pathophysiology: A 2-in-1 reference for nurses*. Philadelphia: Lippincott Williams & Wilkins.

Malarkey, L.M., & McMorro, M.E. (2005). *Saunders nursing guide to laboratory and diagnostic tests*. Philadelphia: Elsevier Saunders.

McCance, K.L., & Huether, S.E. (2006). *Pathophysiology: The biologic basis for disease in adults and children*. (5th ed.). St. Louis: Elsevier Mosby.

McCance, K.L., & Heuther, S.E. (2006). *Study guide and workbook: Pathophysiology: The biologic basis for disease in adults & children*. (5th ed.) St. Louis: Mosby.

Mckernry, P., Tessier, E., & Hogan, M. (2006). *Mosby's Pharmacology in Nursing*. St Louis: Elsevier Mosby.

Nettina, S.M. (2010). *The Lippincott manual of nursing practice*. (9th ed.). Philadelphia: Lippincott.

Phipps, W.J., Marek, J.F., Monahan, F.D.; Neighbors, M., & Sands, J.K. (2007). *Phipps' medical-surgical nursing : health and illness perspective*. (8th ed). St Louis: Mosby.

Rubinfeld, M., & Scheffer, B.K. (1999). *Critical thinking in nursing: An interactive approach*. (2nd ed.). Philadelphia: J.B.Lippincott.

Smith, S.F. (2008). *Clinical nursing skills: Basic to advanced skills*. (7th ed.).Upper Saddle River: Prentice-Hall.

Thompson, J.M., McFarlane, G.K., Hirsch, J.E., Tucker, S.M., & Bowers, A.C. (2002). *Mosby's clinical nursing*. (4th ed.). St. Louis: Mosby.

Wong, D. (Ed.). (1999). *Whaley & Wong's nursing care of infants and children*. (6th ed.). St. Louis: Mosby.

Zerwekh, J.G. (2007). *Mosby's assessment memory notecards: visual, mnemonic and memory aids for nurses*. St. Louis: Mosby Elsevier.

Useful websites:

American Cancer Society.

<http://www.cancer.org/docroot/home/index.asp>

American Diabetes Association.

<http://www.diabetes.org/home.jsp>

American Gastroenterological Association.

<http://www.gastro.org/>

Center for Health Protection.

<http://www.chp.gov.hk/guidelinehp.asp?lang=en&id=30&pid=13&ppid>

Department of Health, Hong Kong.

<http://www.info.gov.hk/dh/>

Diabetes UK.

<http://www.diabetes.org.uk/home.htm>

Hospital Authority, Hong Kong: Professional Resources.

http://www.ha.org.hk/hesd/nsapi/driversapi20.so/?MIval=ha_group_index&group=PRS

National Cancer Institute.

<http://www.cancer.gov/>

National Center for Complementary and Alternative Medicine

<http://nccam.nih.gov/>

National Heart, Lung and Blood Institute.

<http://www.nhlbi.nih.gov>

National Institute of Health.

<http://health.nih.gov/>

The Hong Kong Liver Foundation.

<http://www.liverfound.org.hk/>

The National Library of Medicine and the National Institute of Health: Medline Plus.

<http://www.nlm.nih.gov/medlineplus/healthtopics.html>

<http://www.nlm.nih.gov/medlineplus/tutorials/colostomy/htm/index.htm>

The Nursing Council of Hong Kong.

<http://www.nchk.org.hk/index.htm>

United Ostomy Association (UOA)

http://www.uoa.org/publications_general.htm#

U. S. Department of Health and Human Services: Centers for Disease Control and Prevention.
<http://www.cdc.gov/index.htm>

World Health Organization.
<http://www.who.int/en/>

SUBJECT DESCRIPTION FORM

Subject Title : Nursing Therapeutics II

No. of Credits : 3 Duration: 1 term

Pre-requisite : Health Assessment and Nursing Process
Foundations of Nursing Therapeutics

Co-requisite : Nil

Teaching pattern :

Lecture	26 hours
Tutorial / Seminar	12 hours
Laboratory	6 hours

Assessment :

Continuous Assessment	60%
Examination	40%

(Students are required to pass the written examination to pass the whole subject)

Objectives:

Upon completion of this subject, the students will be able to:

1. discuss the human responses to altered pathophysiology related to clients with selected health problems;
2. identify the physiological, psychological, emotional, social, and spiritual needs of the clients and their families;
3. adopt clinical reasoning approach to develop nursing care to clients with the selected problems;
4. discuss the investigations, medical treatment, surgical interventions and / or other therapeutic care for the clients with the selected health problems;
5. identify and prioritize appropriate nursing interventions for clients and their families with altered functional health problems from a holistic approach;
6. adopt pharmacological principles and concepts in providing safe and effective administration of medications prescribed to clients experiencing selected health problems;
7. implement care plans to assist clients to achieve restoration, maintenance and/or adaption of optimum health;
8. participate in the rehabilitative care and discharge planning with collaboration with members of the health and social care teams;
9. apply principles of effective communication skills to foster nurse-client relationship with clients and facilitate collaboration among healthcare professionals in clients care; and

10. report and document relevant client's behaviors or responses towards the therapeutic interventions and / or health education.

Syllabus:

Nursing therapeutics to clients experiencing dysfunction of cardiovascular, haematologic and lymphatic, and respiratory system:

- 1 Assessment on physiologic, psychological, emotional, social, and spiritual needs of clients and their families.
- 2 Investigations, diagnostic procedures, and the roles and responsibilities of nurses in these procedures.
- 3 Medical treatment, surgical interventions, and/ or other therapeutic care for the selected problems.
- 4 Pharmacologic management and the roles and responsibilities of nurses in medication administration.
- 5 Nursing interventions in restoring, maintaining and adapting to optimum health within a context of holistic framework.
- 6 The pathophysiological changes of the selected health problems.
- 7 Principles of family-centred approach in care planning.
- 8 The impact of social and economic changes on clients experiencing the selected health problems.
- 9 The roles and responsibilities of nurses in rehabilitative care and discharge planning.
- 10 Health and social resources available for the clients with the selected health problems.

Textbooks:

Black, J. M., Hawks, J. H., & Keene, A. M. (2009). *Medical-surgical Nursing : Clinical Management for Positive Outcomes*. (8th ed.). Philadelphia : W.B. Saunders.

Skidmore-Roth, L. (2010). *Mosby's 2010. Nursing Drug Reference*, (23rd ed). St. Louis: Mosby Elsevier.

LeMone, P., & Burke, K. (2008). *Medical-surgical nursing : critical thinking in client care*. (4th ed.) Upper Saddle River, N.J.: Pearson/Prentice Hall.

Reading List:

Aehlert, B. (2001). *ACLS, Quick Review Study Guide*. (2nd ed.). St. Louis: Mosby.

Ball, E. D., & Lelek, G. A. (2002). *100 Questions & Answers about Leukaemia*. Sudbury, MA: Jones and Bartlett.

Ball, J., & Bindler, R. (2008). *Paediatric Nursing: Caring for Children* (4th ed.). Upper Saddle River: Prentice Hall.

Brashers, V. L. (2006). *Clinical applications of pathophysiology : an evidence-based approach*. St. Louis: Elsevier Mosby.

Clayton, B. D, Stock, Y. N., & Harroun, R. D. (2007). *Basic Pharmacology for Nurses*. (14th ed.). St. Louis: Mosby.

- Corbett, J. V. (2008). *Laboratory tests and diagnostic procedures : with nursing diagnoses*. (7th ed.). Upper Saddle River: Pearson/Prentice Hall.
- Guyton, A. C. (1997). *Human Physiology and Mechanisms of Disease*. (6th ed.). Philadelphia: Saunders.
- Hatchett, R., & Thompson, D. R. (2007). *Cardiac Nursing, a Comprehensive Guide*. (2nd ed.). London: Churchill Livingstone.
- Karch, A. M. (2009). *Lippincott's nursing drug guide*. Philadelphia: Lippincott.
- Lewis, S. M., Heitkemper, M. M., & Dirksen, S. R. (2007). *Medical – Surgical Nursing: Assessment & Management of Clinical Problems*. (7th ed.). St. Louis: Mosby.
- Lippincott Williams & Wilkins. (2005). *Pathophysiology : a 2-in-1 reference for nurses*. Philadelphia : Lippincott Williams & Wilkins.
- McCance, K. L., Heuther, S. E. (2006). *Study guide and workbook: Pathophysiology : the biologic basis for disease in adults & children*. (5th ed.) St. Louis: Mosby.
- Monahan, F. D., Sands, J. K., Neighbors, M., & Marek, J. F., Phipps, W.J. (2007). *Phipps' Medical-Surgical Nursing: Health and Illness Perspectives*. (8th ed.). St. Louis: Mosby.
- Nettina, S. M. (2010). *The Lippincott Manual of Nursing Practice*. (9th ed.). Philadelphia: Lippincott.
- Pagana, K. D., & Pagana, T. (2006). *Mosby's Manual of Diagnostic and Laboratory Tests*. (3rd ed.). St. Louis: Mosby.
- Page, B. (2005). *12 Lead ECG for Acute and Critical Care Providers*. New Jersey: Pearson Prentice Hall.
- Phipps, W. J., Cassmeyer, V. L., Sands, J. K., & Lehman, M. K. (2007). *Medical Surgical Nursing: Concepts and Clinical Practice*. (8th ed.). St. Louis: Mosby.
- So, L. K. Y., Lau, A. C. W., Yam, L. Y. C., Cheung, T. M. T., Poon, E., Yung, R. W. H., & Yuen, K. Y. (2003). *Development of a standard treatment protocol for severe acute respiratory syndrome. The Lancet*, 361, 1615-1617.
- Tomlinson, B., & Cockram, C. (2003). *SARS: experience at Prince of Wales Hospital, Hong Kong. The Lancet*, 361, 1486-1487.
- Zerwekh, J. G. (2007). *Mosby's assessment memory notecards : visual, mnemonic and memory aids for nurses*. St. Louis: Mosby Elsevier.

Useful websites:

<http://www.aaaai.org>

<http://www.lungusa.org>

<http://www.medicinenet.com>

<http://www.nhlbi.nih.gov>

<http://www.nurse.com>

<http://www.vh.org>

CDC case definition of SARS

<http://www.cdc.gov/ncidod/sars/casedefinition.htm>

<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5217a5.htm>

Hospital Authority

<http://www.ha.org.hk/sars/ps/guidelines/index.html#Ward>

http://www.ha.org.hk/sars/ps/information/infection_control.htm

World Health Organization (WHO)

<http://www.who.int/csr/sars/clinical/en/print.html>

SUBJECT DESCRIPTION FORM

Subject Title : Nursing Therapeutics III

No. of Credits : 3 Duration :1 term

Pre-requisite : Health Assessment and Nursing Process
Foundations of Nursing Therapeutics

Co-requisite : Nil

Teaching pattern :

Lecture	26 hours
Seminar/Tutorial	12 hours
Laboratory	6 hours

Assessment :

Continuous Assessment	60%
Examination	40%

(Students are required to pass the written examination to pass the whole subject)

Objectives:

Upon completion of this subject, the students will be able to:

1. discuss the human responses to altered pathophysiology related to clients with selected health problems;
2. identify the physiological, psychological, emotional, social, and spiritual needs of the clients and their families;
3. adopt clinical reasoning approach to develop nursing care to clients with the selected problems;
4. discuss the investigations, medical treatment, surgical interventions and / or other therapeutic care for the clients with the selected health problems;
5. identify and prioritize appropriate nursing interventions for clients and their families with altered functional health problems from a holistic approach;
6. adopt pharmacological principles and concepts in providing safe and effective administration of medications prescribed to clients experiencing selected health problems;
7. implement care plans to assist clients to achieve restoration, maintenance and/or adaption of optimum health;
8. participate in the rehabilitative care and discharge planning with collaboration with members of the health and social care teams;
9. apply principles of effective communication skills to foster nurse-client relationship with clients and facilitate collaboration among healthcare professionals in clients care; and

10. report and document relevant client's behaviors or responses towards the therapeutic interventions and / or health education.

Syllabus:

Nursing therapeutics to clients experiencing dysfunction of the urinary, renal, and reproductive system:

1. Assessment on physiologic, psychological, emotional, social, and spiritual needs of clients and their families.
2. Investigations, diagnostic procedures, and the roles and responsibilities of nurses in these procedures.
3. Medical treatment, surgical interventions, and/ or other therapeutic care for the selected problems.
4. Pharmacologic management and the roles and responsibilities of nurses in medication administration.
5. Nursing interventions in restoring, maintaining and adapting to optimum health within a context of holistic framework.
6. The pathophysiological changes of the selected health problems.
7. Principles of family-centred approach in care planning.
8. The impact of social and economic changes on clients experiencing the selected health problems.
9. The roles and responsibilities of nurses in rehabilitative care and discharge planning.
10. Health and social resources available for the clients with the selected health problems.

Textbooks:

Black, J.M., Hawks, J.H., & Keene, A.M. (2009). *Medical-surgical nursing: Clinical management for positive outcomes*. (8th ed.). Philadelphia : W.B. Saunders.

LeMone, P., & Burke, K. (2008). *Medical-surgical nursing: Critical thinking in client care*. (4th ed.). Upper Saddle River: Pearson/Prentice Hall. (+DVD)

Skidmore-Roth, L. (2010). *Mosby's 2010 nursing drug reference*. (23rd ed.). St. Louis: Mosby Elsevier.

Reading List:

Adler, M.W. (2004). *ABC of sexually transmitted diseases*. (5th ed.). London: Medical Association.

Barnes, J., & Chamberlain, G. (1996). *Lecture notes on gynaecology*. (7th ed.). London: Blackwell.

Black, J.M., & Matassarin-Jacobs, E. (2009). *Medical-surgical nursing: Clinical management for positive outcomes*. (8th ed.). St. Louis, Mo.: Saunders / Elsevier, c2009.

Brashers, V.L. (2006). *Clinical applications of pathophysiology: An evidence-based approach*. St. Louis: Elsevier Mosby.

Chamberlain, G.V.P. (2006). *Gynaecology by ten teachers*. (18th ed.). London: Hodder Arnold Publication.

- Cogen, M.G., & Schoenfeld, P. (1991). *Introduction to dialysis*. (2nd ed.). New York: Elsevier-Health Science Division.
- Fillingham, S. (2004). *Urological nursing*. (3rd ed.). Cardiff: Bailliere Tindall.
- Goven, A.D.T., Hart, D.M., & Callander, R. (2000). *Gynaecology illustrated*. (5th ed.). London: Churchill Livingstone.
- Hargrove-Huttel, R.A. (2005). *Medical-surgical nursing*. (4th ed.). Philadelphia: Lippincott Williams.
- Hausman, K.A. (2006). *Medical-surgical nursing: critical thinking for collaborative care*. (5th ed.). Philadelphia: Saunders.
- Holloway, N.M. (2004). *Medical-surgical care planning*. (4th ed.). Springhouse: Lippincott Williams & Wilkins.
- Jarvis, C. (2008). *Physical examination and health assessment*. (5th ed.). Philadelphia: W.B. Saunders.
- Jarvis, C. (2008). *Pocket companion for physical examination and health assessment*. (5th ed.). St. Louis: Saunders.
- Lewis, S.M., Heitkemper, M.M. & Dirksen, S.R. (2007). *Medical-surgical nursing: Assessment & management of clinical problems*. (7th ed.). St. Louis: Mosby.
- Lo, K.K., Chong, L.Y., Tang, Y.M.W., & Ho, K.M. (2005). *The handbook of dermatology & venereology*. (3rd ed.). Hong Kong: Social Hygiene Services, Department of Health.
- Lowdermilk, D.I., Perry, S.E., & Bobak, F.M. (2007). *Maternity and women's health care*. (9th ed.). St. Louis: Mosby.
- McCance, K.L., & Heuther, S.E. (2006). *Study guide and workbook: Pathophysiology: The biologic basis for disease in adults & children*. (5th ed.). St. Louis: Mosby.
- Nettina, S.M. (2010). *The Lippincott manual of nursing practice*. (9th ed.). Philadelphia: Lippincott.
- Phipps, W.J., Marek, J.F., Monahan, F.D., Neighbors, M., & Sands, J.K. (2007). *Phipps' medical-surgical nursing : health and illness perspective*. (8th ed.). St Louis: Mosby.
- Rubinfeld, M., & Scheffer, B.K. (1999). *Critical thinking in nursing: An interactive approach*. (2nd ed.). Philadelphia: J.B. Lippincott.
- Shaw, R.W., Soutter, W.P., & Stanton, S.L. (2003). *Gynaecology*. (3rd ed.) New York: Elsevier-Health Science Division.
- Smeltzer, S.C., & Bare, B.G. (2008). *Brunner and Suddarth's textbook of medical-surgical nursing*. (11th ed.). Philadelphia: Lippincott.

Smith, S.F. (2008). *Clinical nursing skills: Basic to advanced skills*. (7th ed.). Upper Saddle River: Prentice-Hall.

Smith, T. (2007). *Renal nursing*. (3rd ed.) Cardiff: Bailliere Tindall.

Springhouse staff. (2009). *Springhouse nurse's drug guide*. (7th ed.). Philadelphia: Lippincott.

Taylor, C., Lillis, C., & LeMone, P. (2008). *Taylor's clinical nursing skills: a nursing process approach*. (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

Weinstock, D. (2009). *Nurse's drug handbook*. (8th ed.). San Francisco: Blanchard & Loeb Publishers.

Zerwekh, J. G. (2007). *Mosby's assessment memory notecards: visual, mnemonic and memory aids for nurses*. St. Louis: Mosby Elsevier.

Useful websites:

<http://www.aaaai.org>

<http://www.ha.org.hk/hesd/nsapi/>

<http://www.info.gov.hk/info/sars/eindex.htm>

<http://www.ha.org.hk/sars/ps/guidelines/index.html#Ward>

http://www.ha.org.hk/sars/ps/information/infection_control.htm

<http://www.lungusa.org>

<http://www.medicinenet.com>

<http://www.nhlbi.nih.gov>

<http://wwnurse.com>

<http://www.vh.org>

<http://www.who.int/csr/sars/infectioncontrol/en/print.html>

<http://www.who.int/csr/sars/clinical/en/print.html>

<http://www.cdc.gov/ncidod/sars/casedefinition.htm>

<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5217a5.htm>

SUBJECT DESCRIPTION FORM

Subject Title : Mental Health & Psychiatric Nursing

No. of Credits : 3 Duration:1 term

Pre-requisite : Applied Psychology

Co-requisite : Nil

Teaching pattern :

Lecture	22 hours
Seminar	10 hours
Tutorial	10 hours

Assessment :

Continuous Assessment	40%
Examination	60%

(students are required to pass the written examination to pass the whole subject)

Objectives:

Upon completion of this subject, the students will be able to:

1. demonstrate basic understanding of the continuum of mental health-mental illness and the range of mental health problems which occur in various health care settings;
2. examine current models of mental health nursing and their applications to clients in psychiatric and general health care settings as well as community health care settings;
3. develop knowledge, understanding and skill of nursing assessment and intervention in mental health nursing;
4. appreciate the various assumed roles of the nurse as a therapeutic agent when working with clients and their families with mental health problems; and
5. appreciate the role of the mental health nurse within a multi-disciplinary team as a clinician, researcher and leader.

Syllabus:

Part A: Introduction to Mental Health and Mental Health Nursing

1. Therapeutic communication and cultural aspects of communication.
2. Concepts of mental health, cultural aspects of mental health.
3. Factors in promoting and maintaining mental health.
4. Community resources available in relation to mental health care.
5. Historical development of psychiatry and mental health service in Hong Kong.

6. Aetiology of mental disorders.
7. Classification of mental disorders.
8. Common signs and symptoms of mental disorders.
9. Roles of mental health nurse.
10. Principles of mental health nursing.
11. Treatments used in psychiatry and the nurses' role.
12. Concept of the therapeutic environment and health care team.
13. The Mental Health Ordinance and the legal rights of the psychiatric patient.

Part B: Nursing Intervention for Individuals with Mental Health Problems

1. Admission of a patient.
2. Mental Status Examination and Comprehensive mental health assessment.
3. Care of individuals experiencing anxiety.
4. Care of individuals with schizophrenic disorders.
5. Care of individuals experiencing extremes of mood.
6. Care of individuals with problems related to substance use.
7. Care of individuals with organic brain syndrome.
8. Care of children and adolescents and old age with mental disorders.
9. Care of individuals with mental handicap.
10. Care of individuals suffering from SARS-related mental disorders such as anxiety, phobia, depression, hypochondria, post-traumatic stress disorder, post-SARS syndrome.
11. Rehabilitation and after care of patient.

Textbook:

Stuart, G.W. (2009). *Principles & practice of psychiatric nursing*. (9th ed.). St Louis: Mosby.

Reading List:

Agilera, D.C., & Messick, J.M. (1998). *Crisis intervention: Theory and methodology*. (8th ed.). St.Louis: Mosby.

Arthur, D., Dowling, J., & Sharkey, R. (1992). *Mental health nursing. Strategies for dealing with the difficult client*. Sydney: Harcourt Brace.

Barry, P.D. (2002). *Mental health and mental illness*. (7th ed.). New York: Lippincott.

Brammer, L.M., & MacDonald, G. (2003). *The helping relationship: process and skills*. (8th ed.). Boston: Allyn and Bacon.

Brooking, J.I., Ritter, S.A. H., & Thomas, B.L. (Eds.). (1992). *A textbook of psychiatric and mental health nursing*. London: Longman.

Burnard, P. (2005). *Counseling skills for health professionals*. (3rd ed.). Cheltenham: Stanley Thornes.

Corey, G. (2004). *Group techniques*. (3rd ed.). Pacific Grove: Brooks/Cole.

Corey, G. (2009). *Case approach to counseling and psychotherapy*. (7th ed.). Pacific Grove: Brooks/Cole.

- Corey, G. (2009). *Theory and practice of counseling and psychotherapy*. (8th ed.). California: Brooks/Cole.
- Corey, G., & Corey, M. (2006). *Groups: process and practice*. (7th ed.). Pacific Grove: Brooks/Cole.
- Corey, G., & Corey, M. (2007). *Becoming a helper*. (5th ed.). Pacific Grove: Brooks/Cole.
- Dexter, G., & Wash, M. (1995). *Psychiatric nursing skills: A patient-centred approach*. (2nd ed.). London: Chapman & Hall.
- Eby, L., & Brown, N.J. (2009). *Mental health nursing care*. New Jersey: Pearson & Prentice Hall.
- Egan, G. (2007). *The skilled helper: a problem-management and opportunity-development approach to helping*. (8th ed.). Pacific Grove: Brooks/Cole.
- Fontaine, K.L. (2009). *Mental health nursing*. (5th ed.). New York: Prentice Hall.
- Fortinash, K.M., & Holoday-Worret, P.A. (2008). *Psychiatric mental health nursing*. (3rd ed.). St. Louis: Mosby.
- Ivey, A. (2010). *Intentional interviewing and counseling: facilitating client development in a multicultural society*. (7th ed.). Pacific Grove: Brooks/Cole.
- Kneisl, C.R., Wilson, H.S., & Trigoboff, E. (2009). *Contemporary psychiatric-mental health nursing*. New Jersey: Pearson Education, Inc.
- Maunder, R., Hunter, J., Vincent, L., Bennett, J., Peladeau, N., Leszcz, M., et al. (2003). The immediate psychological and occupational impact of the 2003 SARS outbreak in a teaching hospital, *Canadian Medical Association Journal*, 168 (10), 1-7.
- McFarland, G.K., Wasli, E.L., & Gerety, E.K. (1997). *Nursing diagnoses and process in psychiatric mental health nursing*. (3rd ed.). Philadelphia: Lippincott.
- (2005) *Mental Health Ordinance, Chapter 136*. Hong Kong: The Government Printer.
- Mohr, W.K. (2009). *Psychiatric-mental health nursing*. (7th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Schultz, J.M. (2009). *Lippincott's manual of psychiatric nursing care plan*. (8th ed.). Philadelphia: Lippincott.
- Townsend, M.C. (2009). *Psychiatric mental health nursing: concepts of care in evidence-based practice*. (6th ed.). Philadelphia: F. A. Davis Company.
- Townsend, M.C. (2005). *Essentials of psychiatric mental health nursing*. (3rd ed.). Philadelphia: F. A. Davis Company.

Varcarolis, E.M. (2006). *Foundations of psychiatric mental health nursing: a clinical approach*. (5thed.). Philadelphia: W.B. Saunders.

Videbeck, S.D. (2008). *Psychiatric mental health nursing*. (2nd ed.). Philadelphia: Lippincott.

Wilson, H.S., & Kneisl, C.R. (1996). *Psychiatric nursing*. (5th ed.). Menlo Park: Addison-Wesley.

林孟平 (1988) <輔導與心理治療>，香港：商務印書館。

林孟平 (1993) <小組輔導與心理治療>，香港：商務印書館。

Useful websites:

Baptist Oi Kwan Social Service
<http://www.bokss.org.hk>

Internet Mental Health
<http://www.mentalhealth.com>

Mental Health Association of Hong Kong
<http://www.mhahk.org.hk>

Mental Health Net
<http://www.mentalhelp.net>

New Life Psychiatric Rehabilitation Association
<http://www.nlpra.org.hk>

Royal College of Psychiatrists
<http://www.rcpsych.ac.uk>

The Royal Australian and New Zealand College of Psychiatrists
<http://www.ranzcp.org>

SUBJECT DESCRIPTION FORM

Subject Title : Nursing Therapeutics IV

No. of Credits : 3 Duration:1 term

Pre-requisite : Health Assessment and Nursing Process
Foundations of Nursing Therapeutics

Co-requisite : Nil

Teaching pattern :

Lecture	22 hours
Seminar/Tutorial	16 hours
Laboratory	6 hours

Assessment :

Continuous Assessment	60%
Examination	40%

(Students are required to pass the written examination to pass the whole subject)

Objectives:

Upon completion of this subject, the students will be able to:

1. discuss the human responses to altered pathophysiology related to clients with selected health problems;
2. identify the physiological, psychological, emotional, social, and spiritual needs of the clients and their families;
3. adopt clinical reasoning approach to develop nursing care to clients with the selected problems;
4. discuss the investigations, medical treatment, surgical interventions and / or other therapeutic care for the clients with the selected health problems;
5. identify and prioritize appropriate nursing interventions for clients and their families with altered functional health problems from a holistic approach;
6. adopt pharmacological principles and concepts in providing safe and effective administration of medications prescribed to clients experiencing selected health problems;
7. implement care plans to assist clients to achieve restoration, maintenance and/or adaption of optimum health;
8. participate in the rehabilitative care and discharge planning with collaboration with members of the health and social care teams;
9. apply principles of effective communication skills to foster nurse-client relationship with clients and facilitate collaboration among healthcare professionals in clients care; and
10. report and document relevant client's behaviors or responses towards the therapeutic interventions and / or health education.

Syllabus :

Nursing therapeutics to clients experiencing dysfunction of the musculo-skeletal and integumentary system:

1. Assessment on physiologic, psychological, emotional, social, and spiritual needs of clients and their families.
2. Investigations, diagnostic procedures, and the roles and responsibilities of nurses in these procedures.
3. Medical treatment, surgical interventions, and/ or other therapeutic care for the selected problems.
4. Pharmacologic management and the roles and responsibilities of nurses in medication administration.
5. Nursing interventions in restoring, maintaining and adapting to optimum health within a context of holistic framework.
6. The pathophysiological changes of the selected health problems.
7. Principles of family-centred approach in care planning.
8. The impact of social and economic changes on clients experiencing the selected health problems.
9. The roles and responsibilities of nurses in rehabilitative care and discharge planning.
10. Health and social resources available for the clients with the selected health problems.

Textbooks:

Black, J.M., Hawks, J.H., & Keene, A.M. (2009). *Medical-surgical nursing: Clinical management for positive outcomes*. (8th ed.). Philadelphia : W.B. Saunders.

LeMone, P., & Burke, K. (2008). *Medical-surgical nursing: Critical thinking in client care*. (4th ed.). Upper Saddle River: Pearson/Prentice Hall. (+DVD)

Skidmore-Roth, L. (2010). *Mosby's 2010 nursing drug reference*. (23rd ed.). St. Louis: Mosby Elsevier.

Reading List :

Adam, J.C., & Hamblen, D.L. (2001). *Outline of orthopaedics*. (13th ed.). London: Churchill Livingstone.

Black, J.M., & Matassarin-Jacobs, E. (2009). *Medical-surgical nursing: Clinical management for positive outcomes*. (8th ed.). Philadelphia: W.B. Saunders Company.

Brashers, V.L. (2006). *Clinical applications of pathophysiology: An evidence-based approach*. St. Louis: Elsevier Mosby.

Dandy, D.J. (2003). *Essential orthopaedics and trauma*. (4th ed.). London: Churchill Livingstone.

Hargrove-Huttel, R.A. (2005). *Medical-surgical nursing*. (4th ed.). Philadelphia: Lippincott Williams.

Hausman, K.A. (2006). *Medical-surgical nursing: Critical thinking for collaborative care*. (5th ed.). Philadelphia: Saunders.

- Holloway, N.M. (2004). *Medical-surgical care planning*. (4th ed.). Springhouse: Lippincott.
- Jarvis, C. (2008). *Physical examination and health assessment*. (4th ed.). Philadelphia: W.B. Saunders.
- Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2007). *Medical-surgical nursing: Assessment & management of clinical problems*. (7th ed.). St. Louis: Mosby.
- Maher, A.B., Salmond, S.W., & Pellino, T.A. (2002). *Orthopaedic nursing*. (2nd ed.). Philadelphia : W.B. Saunders Company.
- McCance, K.L., & Heuther, S.E. (2006). *Study guide and workbook: Pathophysiology: The biologic basis for disease in adults & children*. (5th ed.) St. Louis: Mosby.
- Nettina, S.M. (2010). *The Lippincott manual of nursing practice*. (8th ed.). Philadelphia: Lippincott.
- Phipps, W.J., Marek, J.F., Monahan, F.D., Neighbors, M., & Sands, J.K. (2007). *Phipps' medical-surgical nursing : health and illness perspective*. (8th ed.). St Louis: Mosby.
- Schoen, D.C. (2000). *Adult orthopaedic nursing*. Philadelphia: Lippincott.
- Smeltzer, S.C., & Bare, B.G. (2008). *Brunner and Suddarth's textbook of medical-surgical nursing*. (10th ed.). Philadelphia: Lippincott.
- Smith, S.F. (2008). *Clinical nursing skills: Basic to advanced skills*. (7th ed.).Upper Saddle River: Prentice-Hall.
- Springhouse staff, (2009). *Springhouse nurse's drug guide*. (7th ed) Philadelphia: Lippincott.
- Taylor, C., Lillis, C., & LeMone, P. (2008). *Taylor's clinical nursing skills: A nursing process approach*. (5th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Weinstock, D. (2009). *Nurse's drug handbook*. (8th ed.). San Francisco: Blanchard & Loeb Publishers. Wilkins.
- Zerwekh, J.G. (2007). *Mosby's assessment memory notecards: visual, memonic and memory aids for nurses*. St. Louis: Mosby Elsevier.

Journals :

Journal of Orthopaedic Nursing

Orthopaedic Nursing

Useful websites:

<http://www.aado.org/>

<http://naon.inurse.com/>
<http://www.hkoa.org/>
<http://www.aaaai.org>
<http://www.ha.org.hk/hesd/nsapi/>
<http://www.info.gov.hk/info/sars/eindex.htm>
<http://www.ha.org.hk/sars/ps/guidelines/index.html#Ward>
http://www.ha.org.hk/sars/ps/information/infection_control.htm
<http://www.lungusa.org>
<http://www.medicinenet.com>
<http://www.nhlbi.nih.gov>
<http://wwnurse.com>
<http://www.vh.org>
<http://www.who.int/csr/sars/infectioncontrol/en/print.html>
<http://www.who.int/csr/sars/clinical/en/print.html>
<http://www.cdc.gov/ncidod/sars/casedefinition.htm>
<http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5217a5.htm>

SUBJECT DESCRIPTION FORM

Subject Title : Nursing Therapeutics V

No. of Credits : 3 Duration :1 term

Pre-requisite : Health Assessment and Nursing Process
Foundations of Nursing Therapeutics

Co-requisite : Nil

Teaching pattern :

Lecture	22 hours
Seminar/Tutorial	16 hours
Laboratory	6 hours

Assessment :

Continuous Assessment	60%
Examination	40%

(Students are required to pass the written examination to pass the whole subject)

Objectives:

Upon completion of this subject, the students will be able to:

1. discuss the human responses to altered pathophysiology related to clients with selected health problems;
2. identify the physiological, psychological, emotional, social, and spiritual needs of the clients and their families;
3. adopt clinical reasoning approach to develop nursing care to clients with the selected problems;
4. discuss the investigations, medical treatment, surgical interventions and / or other therapeutic care for the clients with the selected health problems;
5. identify and prioritize appropriate nursing interventions for clients and their families with altered functional health problems from a holistic approach;
6. adopt pharmacological principles and concepts in providing safe and effective administration of medications prescribed to clients experiencing selected health problems;
7. implement care plans to assist clients to achieve restoration, maintenance and/or adaption of optimum health;
8. participate in the rehabilitative care and discharge planning with collaboration with members of the health and social care teams;

9. apply principles of effective communication skills to foster nurse-client relationship with clients and facilitate collaboration among healthcare professionals in clients care; and
10. report and document relevant client's behaviors or responses towards the therapeutic interventions and / or health education.

Syllabus:

Nursing therapeutics to clients experiencing dysfunction of the special senses and neurological system:

1. Assessment on physiologic, psychological, emotional, social, and spiritual needs of clients and their families.
2. Investigations, diagnostic procedures, and the roles and responsibilities of nurses in these procedures.
3. Medical treatment, surgical interventions, and/ or other therapeutic care for the selected problems.
4. Pharmacologic management and the roles and responsibilities of nurses in medication administration.
5. Nursing interventions in restoring, maintaining and adapting to optimum health within a context of holistic framework.
6. The pathophysiological changes of the selected health problems.
7. Principles of family-centred approach in care planning.
8. The impact of social and economic changes on clients experiencing the selected health problems.
9. The roles and responsibilities of nurses in rehabilitative care and discharge planning.
10. Health and social resources available for the clients with the selected health problems.

Textbooks:

Black, J.M., Hawks, J.H., & Keene, A.M. (2009). *Medical-surgical nursing: Clinical management for positive outcomes*. (8th ed.). Philadelphia : W.B. Saunders.

LeMone, P., & Burke, K. (2008). *Medical-surgical nursing: Critical thinking in client care*. (4th ed.). Upper Saddle River: Pearson/Prentice Hall. (+DVD)

Skidmore-Roth, L. (2010). *Mosby's 2010 nursing drug reference*. (23rd ed.). St. Louis: Mosby Elsevier.

Reading List:

Joyce M. Black, Jane Hokanson Hawks (2009). *Medical-surgical nursing: Clinical management for continuity of care*. (8th ed.). Philadelphia: W.B. Saunders Company.

Boyd-Monk, H., & Steinmetz, C.G. (1987). *Nursing care of the eye*. Los Altos, CA: Appleton and Lange.

Brashers, V.L. (2006). *Clinical applications of pathophysiology: An evidence-based approach*. St. Louis: Elsevier Mosby.

- Chipps, E.M., Clanin, N.J., & Campbell, V.G. (1992). *Neurologic disorders*. St. Louis, MO: Mosby Year Book.
- Hausman, K.A. (2006). *Medical-surgical nursing: Critical thinking for collaborative care*. (5th ed.). Philadelphia: Saunders.
- Hickey, J.V., & Hickey, J.V. (2009). *The clinical practice of neurological and neurosurgical nursing*. (5th ed.). New York: Churchill Livingstone.
- Kanski, J.J. (2007). *Clinical ophthalmology: A systematic approach*. (6th ed.). London: Churchill Livingstone.
- Lewis, S.M.; Heitkemper, M.M., & Dirksen, S.R. (2007). *Medical-surgical nursing: Assessment and management of clinical problems*. (7th ed.). St. Louis: Mosby.
- McCance, K.L., & Heuther, S.E. (2006). *Study guide and workbook: Pathophysiology: The biologic basis for disease in adults & children*. (5th ed.) St. Louis: Mosby.
- Phipps, W.J., Marek, J.F., Monahan, F.D.; Neighbors, M., & Sands, J.K. (2007). *Phipps' medical-surgical nursing : health and illness perspective*. (8th ed.). St Louis: Mosby.
- Riordan–Eva, P., & Witcher, J.P. (2007). *Vaughan & Asbury's general ophthalmology*. (16th ed.). New York: McGraw – Hill Companies.
- Serra, A.M., Bailey, C.M., & Jackson P. (1986). *Ear, nose and throat nursing*. London: Blackwell.
- Sigler, B.A., & Schuring L.T. (1993). *Ear, nose & throat disorders*. St.Louis: Mosby's Clinical Nursing Series.
- Stalker A.E. (1984). *Ear, nose and throat nursing*. (6th ed.). London: Bailliere Tindall.
- Zerwekh, J.G. (2007). *Mosby's assessment memory notecards: visual, mnemonic and memory aids for nurses*. St. Louis: Mosby Elsevier.

SUBJECT DESCRIPTION FORM

Subject Title : Nursing Therapeutics VI

No. of Credits : 3 **Duration** :1 term

Pre-requisite : Health Assessment and Nursing Process
Foundations of Nursing Therapeutics

Co-requisite : Nil

Teaching pattern :

Lecture	22 hours
Seminar/ Tutorials	16 hours
Laboratory	6 hours

Assessment :

Continuous Assessment	60%
Examination	40%

(Students are required to pass the written examination to pass the whole subject)

Objectives:

Upon completion of this subject, the students will be able to:

1. discuss the human responses to altered pathophysiology related to clients with selected health problems;
2. identify the physiological, psychological, emotional, social, and spiritual needs of the clients and their families;
3. adopt clinical reasoning approach to develop nursing care to clients with the selected problems;
4. discuss the investigations, medical treatment, surgical interventions and / or other therapeutic care for the clients with the selected health problems;
5. identify and prioritize appropriate nursing interventions for clients and their families with altered functional health problems from a holistic approach;
6. adopt pharmacological principles and concepts in providing safe and effective administration of medications prescribed to clients experiencing selected health problems;
7. implement care plans to assist clients to achieve restoration, maintenance and/or adaption of optimum health;
8. participate in the rehabilitative care and discharge planning with collaboration with members of the health and social care teams;
9. apply principles of effective communication skills to foster nurse-client relationship with clients and facilitate collaboration among healthcare professionals in clients care; and

10. report and document relevant client's behaviours or responses towards the therapeutic interventions and / or health education.

Syllabus:

Nursing therapeutics to clients experiencing dysfunction of the immunologic and autoimmune system and end of life care:

1. Assessment on physiologic, psychological, emotional, social, and spiritual needs of clients and their families.
2. Investigations, diagnostic procedures, and the roles and responsibilities of nurses in these procedures.
3. Medical treatment, surgical interventions, and/ or other therapeutic care for the selected problems.
4. Pharmacologic management and the roles and responsibilities of nurses in medication administration.
5. Nursing interventions in restoring, maintaining and adapting to optimum health within a context of holistic framework.
6. The pathophysiological changes of the selected health problems.
7. Principles of family-centred approach in care planning.
8. The impact of social and economic changes on clients experiencing the selected health problems.
9. The roles and responsibilities of nurses in rehabilitative care and discharge planning.
10. Health and social resources available for the clients with the selected health problems.

Textbooks:

Black, J.M., Hawks, J.H., & Keene, A.M. (2009). *Medical-surgical nursing: Clinical management for positive outcomes*. (8th ed.). Philadelphia : W.B. Saunders.

LeMone, P., & Burke, K. (2008). *Medical-surgical nursing: Critical thinking in client care*. (4th ed.). Upper Saddle River: Pearson/Prentice Hall. (+DVD)

Skidmore-Roth, L. (2010). *Mosby's 2010 nursing drug reference*. (23rd ed.). St. Louis: Mosby Elsevier.

Reading List:

Brashers, V.L. (2006). *Clinical applications of pathophysiology: An evidence-based approach*. St. Louis: Elsevier Mosby.

Hargrove-Huttel, R.A. (2005). *Medical-surgical nursing*. (4th ed.). Philadelphia: Lippincott Williams.

Hausman, K.A. (2006). *Medical-surgical nursing: Critical thinking for collaborative care*. (5th ed.). Philadelphia: Saunders.

Holloway, N.M. (2004). *Medical-surgical care planning*. (4th ed.). Springhouse: Lippincott Williams & Wilkins.

Jarvis, C. (2008). *Physical examination and health assessment*. (4th ed.). Philadelphia: W.B.

Saunders.

Jarvis, C. (2008). *Pocket companion for physical examination and health assessment*. (5th ed.). St. Louis: Saunders.

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2007). *Medical-surgical nursing: Assessment and management of clinical problems*. (7th ed.). St. Louis: Mosby.

McCance, K.L., & Heuther, S.E. (2006). *Study guide and workbook: Pathophysiology: The biologic basis for disease in adults & children*. (5th ed.) St. Louis: Mosby.

Nettina, S.M. (2010). *The Lippincott manual of nursing practice*. (8th ed.). Philadelphia: Lippincott.

Otto, S.E., Langhorne, M.E., & Fulton, J.S. (2007). *Oncology nursing*. (5th ed.). St. Louis: Mosby.

Phipps, W.J., Marek, J.F., Monahan, F.D., Neighbors, M., & Sands, J.K. (2007). *Phipps' medical-surgical nursing : health and illness perspective*. (8th ed.). St Louis: Mosby.

Smeltzer, S.C., & Bare, B.G. (2008). *Brunner and Suddarth's textbook of medical-surgical nursing*. (10th ed.). Philadelphia: Lippincott.

Smith, S.F. (2008). *Clinical nursing skills: Basic to advanced Skills*. (7th ed.). Upper Saddle River: Prentice-Hall.

Springhouse staff, (2009). *Springhouse nurse's drug guide*. Philadelphia: Lippincott.

Taylor, C., Lillis, C., & LeMone, P. (2008). *Taylor's clinical nursing skills: a nursing process approach*. (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

Weinstock, D. (2009). *Nurse's drug handbook*. (8th ed.). San Francisco: Blanchard & Loeb Publishers.

Zerwekh, J.G. (2007). *Mosby's assessment memory notecards: visual, memonic and memory aids for nurses*. St. Louis: Mosby Elsevier.

Useful websites:

American Cancer Society.
<http://www.cancer.org/docroot/home/index.asp>

American Diabetes Association.
<http://www.diabetes.org/home.jsp>

American Gastroenterological Association.
<http://www.gastro.org/>

Center for Health Protection.
<http://www.chp.gov.hk/guidelinehp.asp?lang=en&id=30&pid=13&ppid>

Department of Health, Hong Kong.
<http://www.info.gov.hk/dh/>

Diabetes UK.
<http://www.diabetes.org.uk/home.htm>

Hospital Authority, Hong Kong: Professional Resources.
http://www.ha.org.hk/hesd/nsapi/drivernsapi20.so/?MIval=ha_group_index&group=PRS

National Center for Complementary and Alternative Medicine
<http://nccam.nih.gov/>

National Cancer Institute.
<http://www.cancer.gov/>

National Heart, Lung and Blood Institute.
<http://www.nhlbi.nih.gov>

National Institute of Health.
<http://health.nih.gov/>

The National Library of Medicine and the National Institute of Health: Medline Plus.
<http://www.nlm.nih.gov/medlineplus/healthtopics.html>
<http://www.nlm.nih.gov/medlineplus/tutorials/colostomy/htm/index.htm>

The Nursing Council of Hong Kong.
<http://www.nchk.org.hk/index.htm>

The Hong Kong Liver Foundation.
<http://www.liverfound.org.hk/>

United Ostomy Association (UOA)
http://www.uoa.org/publications_general.htm#

U. S. Department of Health and Human Services: Centers for Disease Control and Prevention.
<http://www.cdc.gov/index.htm>

World Health Organization.
<http://www.who.int/en/>

SUBJECT DESCRIPTION FORM

Subject Title : Community Health Nursing

No. of Credits : 3 Duration:1 term

Pre-requisite : Primary Health Care and Health Promotion
Child, Adolescent and family Health

Co-requisite : Nil

Teaching pattern :

Lecture	14 hours
Seminar / Tutorials / Workshops / Education Visit	28 hours

Assessment :

Continuous Assessment	100%
Test (s)	(30%)
Student Group Project	(50%)
Seminar presentation	(20%)

Objectives:

Upon completion of this subject, the students will be able to:

1. integrate principles and philosophies of primary health care into the practice of community health nursing;
2. describe the role of community health nursing within the context of public health;
3. identify health care needs in individual, family and community level;
4. identify appropriate nursing interventions for the individual and family;
5. justify health care needs of individual and family for referral of appropriate community resources;
6. recognize the importance of cultural practice in community care;
7. adopt the theories and models of health education and communication skills for health promotion and health education in the community;
8. evaluate the availability of health and social resources for various intervention levels;
9. evaluate the effectiveness of various community participation models; and
10. identify factors affecting local and global health care system and settings.

Syllabus:

1. Basic concepts of public health; the functions of community health nursing in the context of public health.
2. Concepts of primary health care revisit; the implication of primary health care to community health nursing development.

3. Global trend in community care development.
4. Recent trend of community nursing service development in Hong Kong as related to the changing disease pattern, demographic change, and socio-economic factor.
5. Community nursing functions in different health care settings.
6. Home nursing management: principles and practice.
7. Health assessment of the individual and family.
8. Health education and promotion to the individual, family, and the aggregates.
9. Health problems of at risk populations in the community.
10. Needs assessment of aggregates in the community.
11. Health and social resources for health promotion, maintenance and restoration in the community.
12. Community collaboration and partnership: health and culture; professionalism, consumerism and pluralism; and communication praxis in action.

Textbook:

Nies, M.A., & McEwen, M. (2007). *Community/Public health nursing: Promoting the health of populations*. (4th ed.). St. Louis: Saunders Elsevier.

Reading List:

Allender, J.A., & Spradley, B.W. (2005). *Community health nursing. Concepts and practice*. New York: Lippincott.

Anderson, E.T. (2008). *Community as partner: Theory and practice in nursing*. Philadelphia: Lippincott Williams & Wilkins.

Bomar, P.J. (2004). *Promoting health in families: Apply family research and theory to nursing practice*. (3rd ed.). Philadelphia: Saunders.

Clark, M.J.D. (2001). *Nursing in the community: Dimensions of community health nursing*. Stamford: Appleton & Lange.

Clark, M.J. (2008). *Community health nursing: Advocacy for population health*. (5th ed.). New York: Pearson Prentice Hall.

Clemen-Stone, S., Mcguire, S.L., & Eigsti, D.G. (2002). *Comprehensive community health nursing: Family, aggregate & community practice*. (6th ed.). St. Louis: Mosby.

Cookfair, J.M. (1996). *Nursing process and practice in the community*. (2nd ed.). St. Louis: Mosby Year Book.

Cottrell, R.R., Girvan, J.T., & Mckenzie, J.F. (2008). *Principles and foundations of health promotion and education*. New York: Benjamin Cummings.

Deckers, L. (2010). *Motivation: Biological, psychological and environmental*. Boston: Allyn & Bacon.

DeVito, J.A. (2009). *Human communication: the basic course*. Boston: Allyn and Bacon.

Donatelle, R.J. (2009). *Health: the basics*. San Francisco.: Pearson.

- Feldman, R.S. (2008). *Development across the life span*. New Jersey: Prentice Hall.
- Fontaine, K.L. (2005). *Complementary & alternative therapies for nursing practice*. (2nd ed.). New Jersey: Prentice Hall.
- Friedman, M.M., Bowden, V.R., & Jones, E.G. (2003). *Family nursing: Research, theory and practice*. New Jersey: Pearson Education.
- Hitchcock, J.E. (2003). *Community health nursing: Caring in action*. Albany: Delmar.
- Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. London: Allyn and Bacon.
- McDermott, R.J., & Sarvela, P.D. (1999). *Health education evaluation and measurement*. South Florida: McGraw-Hill Companies.
- Saucer, K.A. (1991). *Perspectives in family and community health*. St. Louis: Mosby Year Book.
- Schiffman, L.G., & Kanuk, L.L. (2000). *Consumer behaviour*. New Jersey: Prentice Hall.
- Smith S.F., Duell D.J., & Martin B.C. (2002). *Photo guide of nursing skills*. New Jersey: Prentice Hall.
- Smith, C.M., & Maurer, F.A. (2004). *Community /public health nursing practice: health for families and populations*. (3rd ed.). Philadelphia: W. B. Saunders Company.
- Snyder, M., & Lindquist, R. (Eds.). (2006). *Complementary/alternative therapies in nursing*. (5th ed.). New York : Springer.
- Swanson, J.M., & Nies, M.A. (1997). *Community health nursing: Promoting the health of aggregates*. (2nd ed.). Philadelphia: W.B. Saunders Company.

Journals:

Community Nurse

Community Outlook

Holistic Nursing Practice

Home healthcare nurse

Hong Kong Health Journal

Journal of Community Health Nursing

Journal of School Health

Public Health Nursing

Useful websites:

Child health support system

<http://www.gosh.nhs.uk/factsheets/>

Environmental protection

http://www.info.gov.hk/topic_f.htm

Healthy Ageing Resource Centre

<http://www.healthyageing.gov.hk>

Health and Welfare Bureau

<http://www.info.gov.hk/hwb>

Leisure & Cultural Service Department

<http://www.lcsd.gov.hk>

Mind-Body-Spirit of Health, U.S. Department of Health & Human Services

<http://www.4girls.gov>

Professional nutrition and health website

<http://www.eatwell.com.hk>

SUBJECT DESCRIPTION FORM

Subject Title : Modern Chinese Medicine Nursing & Complementary & Alternative Medicine

No. of Credits : 3 Duration: 1 term

Pre-requisite : Nil

Co-requisite : Nil

Teaching pattern :

Lecture	36 hours
Laboratory	9 hours

Assessment :

Continuous Assessment	60%
Examination	40%

(Students are required to pass the written examination to pass the whole subject)

Objectives:

Upon completion of this subject, students will be able to:

1. appreciate the traditional philosophical thinking about illness prevention, treatment and rehabilitation;
2. describe the therapeutic effects of selected types of complementary and alternative therapy;
3. explain the concepts of four techniques used in the diagnostic process;
4. familiarize with often used foods and understand their medicinal therapeutic properties;
5. describe the fundamental pharmacological knowledge and theory of Chinese medicine; and
6. identify the relationship between the principles of Traditional Chinese Medicine and Chinese medicinal nursing.

Syllabus:

1. An introduction to Complementary and Alternative Medicine
 - 1.1 Homeopathy therapy (平衡療法)
 - 1.2 Aroma therapy. (香熏療法)
 - 1.3 Music therapy. (音樂療法)
 - 1.4 Light therapy. (光療法)
 - 1.5 Therapeutic touch. (療效接觸)
 - 1.6 Qigong. (氣功療法)
 - 1.7 Chiropractic. (整脊療法)
 - 1.8 Reflexology. (反射區療法)

- 2 The basic concepts of Chinese Medicinal Nursing
 - 2.1 Holistic care (整體護理)
 - 2.2 Differentiation of syndrome (辨證施護)
- 3 Fundamental concept of Traditional Chinese Medicine
 - 3.1 Philosophies of Chinese Medicine. (中醫哲學)
 - 3.2 Yin-Yang and Five Vital Primary Elements. (陰陽五行學說)
 - 3.3 Internal organs and Functions: Zang-fu (臟象學說)
 - 3.4 Meridian system: Jing and Luo. (經絡學說)
 - 3.5 Body Nature and Structural Characteristics: Qi, Blood, Body fluid and Essence of life and Spirit (體質學說)
- 4 Introduction to the Modern Chinese Medicine:
 - 4.1 The causes of disease: (病因病機學說)
 - 4.1.1 Six evils, seven modes of emotions, improper diet and overstrain; and the pathogenesis.
 - 4.2 Methods of diagnostics: (中醫診斷學)
 - 4.2.1 Inspection, auscultation and olfaction, interrogation, pulse taking and palpation.
 - 4.3 Characteristics of diet therapy and relationship between food and the Five Elements: (飲食治及食物與五行的關係)
 - 4.3.1 Balancing the 5 kinds of favours (謹和五味)
 - 4.3.2 According to the 4 seasons and body's constitution (配合四季與體質)
- 5 The characteristics of Chinese herbal medicine:
 - 5.1 Basic concept of the property and meridian tropism (性狀與性能)
 - 5.2 Action and indication (作用及主治)
 - 5.3 Toxicity and contraindication of Chinese herbal drugs (毒性及禁忌)
 - 5.4 Their relationships with clinical application (臨床配伍應用)
- 6 The principles of Modern Chinese Medicine Nursing (中醫護理原則)
 - 6.1 Eliminating the pathogenic factors and supporting the righteous factors (扶正祛邪)
 - 6.2 Treating the root of the problem (護病求本)
 - 6.3 Symptoms, origins, chronicity and acuity of illness (標本緩急)
 - 6.4 Right timing, right place, and right constitution (三因制宜)
 - 6.5 Prevention of illness (預防為主)
- 7 Application of nursing therapeutics according to the differentiation of syndrome in different system:
 - 7.1 Medical Case Nursing Management. (內科病例護理)
 - 7.2 Surgical Case Nursing Management. (外科病例護理)
 - 7.3 Gynaecological Case Nursing Management. (婦科病例護理)
 - 7.4 Paediatric Case Nursing Management. (兒科病例護理)
- 8 The principles and procedure of Chinese medicinal nursing skills (中醫護理技術操作原則及規程)

Reading List (參考書目) :

Chan, K. (2002). *The way forward for Chinese medicine*. London: Taylor & Francis.

- Hsu, E. (2001). *Innovation in Chinese medicine*. Cambridge: Cambridge University Press.
- Kaptchuk, T.J. (2000). *Chinese medicine: The web that has no weaver*. London: Sydney.
- Kendall, D.E. (2002). *Dao of Chinese medicine: Understanding an ancient healing art*. Oxford: Oxford University Press.
- Scheid, V. (2002). *Chinese medicine in contemporary China: Plurality and synthesis*. Durham: Duke University Press.
- Snyder, M., & Lindquist, R. (Eds.). (2006) *Complementary/alternative therapies in nursing*. (5th ed.). New York : Springer.
- Tang, Y.X., Dang, Y, & Geng, E. (Eds.). (1999). *Acupuncture & moxibustion*. Beijing: Xue yuan chu ban she.
- Wayne, B., & Jonas, M.D. (1999). *Essentials of complementary and alternative medicine*. Philadelphia: Lippincott Williams & Wilkins.
- Wu, Y. (1997). *Practical therapeutics of traditional Chinese medicine*. Brookline: Paradigm Publications.
- Xu, X. (2001). *Principles of traditional Chinese medicine: The essential guide to understanding the human body*. Boston: YMMA Publication Center.
- Yang, W.Y. (1998). *Diagnostics of traditional Chinese medicine*. Beijing: Xue yuan chu ban she.
- Zhang, E.Q. (1990). *Health preservation and rehabilitation*. Shanghai: Publishing House of Shanghai College of TCM.
- 鄭虎占、董澤宏和余靖 (主編) (1997)。中藥現代研究與應用。北京：學苑出版社。
- 中華人民共和國衛生部藥典委員會編 (2005) <中華人民共和國藥典>，北京市：人民衛生出版社。
- 王新華 (1995) <中醫學基礎>，上海：上海科學技術出版社。
- 王新華 (主編) (2001) <中醫基礎理論>，北京：人民衛生出版社。
- 朱文鋒 (1995) <中醫診斷學>，上海：上海科學技術出版社。
- 江潤祥 (2002) <現代中醫藥之教育、研究與發展>，香港：中文大學出版社。
- 何曉暉 (主編) (2000) <中醫基礎學教學病案精選>，長沙：湖南科技出版社。
- 吳敦序 (1995) <中醫基礎理論>，上海：上海科學技術出版社。

- 吳普等 (1982) <神農本草經>，一版，北京：人民衛生出版社。
- 李時珍 (1957) <本草綱目>，一版，北京：人民衛生出版社。
- 沈連生 (1999) <常用中草藥 (電腦光碟)>，北京：中國中醫藥出版社。
- 沈連生 (1999) <常用中藥彩色圖譜 (電腦光碟)>，北京：中國中醫藥出版社。
- 周學勝 (2000) <中醫基礎理論圖表解>，北京：人民衛生出版社。
- 邵善波，李璇 (2001) <香港中醫藥發展研究報告第二期>，香港：一國兩制研究中心。
- 常秉義 (2009) <周易與中醫>，北京：中國友誼出版公司。
- 張莉榮，何世銀 (1996) <中西醫結合護理學>，天津：天津科技翻譯出版公司。
- 劉永蘭 (2001) <中醫護理學基礎>，北京：學苑出版社。
- 劉革新 (2002) <中醫護理學>，北京：人民衛生出版社。
- 盧祥之，張淑敏等 (1997) <中華藥粥譜>，北京：科學出版社。
- 羅獻瑞 (1992) <實用中草藥彩色圖集>，廣州市：廣東科技出版社。
- 顧祐瑞，王鳳 (2002) <中醫護理學>，臺北市：華騰文化股份有限公司。

參考雜誌：

American Journal of Chinese Medicine

Chinese Journal of Nursing (中華護理雜誌)

Chinese Medical Journal

Complementary Therapies in Medicine

Complementary Therapies in Nursing & Midwifery

Journal of Clinical Acupuncture & Moxibustion (中國針灸)

Journal of External Therapy of Traditional Chinese Medicine (中醫外治雜誌)

Journal of Traditional Chinese Medicine (中醫雜誌)

The Practical Journal of Integrating Chinese with Modern Medicine (實用中西醫結合雜誌)

參考網頁：

<http://www.ajcm.org>

<http://www.china-med.net>

<http://www.jcm.co.uk>

<http://www.medicinese.com>

SUBJECT DESCRIPTION FORM

Subject Title : Ethical & Legal Aspects in Health Care

No. of Credits : 3 Duration: 1 term

Pre-requisite : Nil

Co-requisite : Nil

Teaching pattern :

Lecture	28 hours
Seminar	14 hours

Assessment :

Continuous Assessment	100%
Test (s)	(50%)
Seminar presentation/ Seminar paper	(50%)

(Students are required to pass both parts of the assessment)

Objectives:

Upon completion of this subject, students will be able to:

1. critically appreciate the complexity of ethical requirements for health care professionals in practice;
2. recognize the moral and legal obligations in the context of professional practice;
3. demonstrate commitment to respect the dignity of human person; and
4. apply the principles of law and bioethics in specific health care situations.

Syllabus:

Part A: Ethical issues for health care professionals

1. Values inquiry: Personal, social, moral, and professional values
2. Ethical theories and concepts and implications in ethical decision making:
 - 2.1 Consequence-based, obligation-based, right-based theories.
 - 2.2 Autonomy, nonmaleficence, beneficence, and justice.

Part B: Principle of law and its relevance to health care

1. The nature and functions of law.
2. The legal system in Hong Kong.

3. Principles of tort law and its implication in health care practices
 - 3.1 Tort of negligence.
 - 3.2 Assault and battery.
 - 3.3 Valid consent.
 - 3.4 False imprisonment.
 - 3.5 Breach of confidence.
 - 3.6 Personal data protection & vicarious liability.
 - 3.7 Defamation.
 - 3.8 Organ transplant.
 - 3.9 Living wills.
 - 3.10 Relevant enacted law.
4. Common practical legal issues.
5. The mental health ordinance.

Reading List:

Anderson, J.G., & Goodman, K.W. (2002). *Ethics and information technology: A case-based approach to a health care system in transition*. New York: Springer.

Bandman, E., & Bandman, B. (2002). *Nursing ethics through the life span*. (4th ed.). New Jersey: Pearson Education.

Beauchamp, T.L., & Childress J.F. (2009). *Principles of biomedical ethics*. (6th ed.). New York: Oxford University Press.

Beauchamp, T.L., & Walters, L. (2008). *Contemporary issues in bioethics*. (7th ed.). Belmont, CA: Thomson Learning.

Bishop, A.H., & Scudder, J.R. (1996). *Nursing ethic: Therapeutic caring presence*. Boston: John & Bartlett.

Bosek, M.S.D., & Savage, T.A. (2007). *The ethical component of nursing education: Integrating ethics into clinical experience*. Philadelphia: Lippincott Williams and Wilkins.

Davis, A.J., Tschudin, V., & Raeve, L.D. (2006). *Essentials of teaching and learning in nursing ethics: Perspectives and methods*. Philadelphia: Churchill Livingstone.

Dimond, B. (2008). *Legal Aspects of Nursing*. (4th ed.). England: Pearson / Longman.

Fremgen, B. (2009). *Medical Law & Ethics*. (3rd ed.). New Jersey: Prentice Hall.

Fry, S.T. (2006). *Case studies in nursing ethics*. Sudbury, MA: Jones and Bartlett Publishers.

Fry, S.T., & Johnstone, M.J. (2008). *Ethics in nursing practice: a guide to ethical decision making*. (2nd ed.). Malden, MA: Blackwell Science.

Garrett, T., Baillie, H., & Garrett, R. (2009). *Health care ethics: Principles and problems*. (5th ed.). New Jersey: Prentice Hall.

Husted, G.L. & Husted, J.H. (2008). *Ethical decision making in nursing and health care: The*

symphonological approach. (4th ed.). St. Louis: Mosby.

Johnson, M.J. (2009). *Bioethics: A nursing perspective*. (5th ed.). Sydney: W.B. Saunders.

Parsons, R. (2001). *The ethics of professional practice*. London: Allyn & Bacon.

Purtilo, R.B. (2005). *Ethical dimensions in the health professions*. (4th ed.). Philadelphia: Saunders.

Shum, C. (1996). *General principles of Hong Kong law*. (2nd ed.). Hong Kong: Longman.

Tingle, J., & Cribb, A. (2007). *Nursing law and ethics*. (3rd ed.). Malden MA: Blackwell Pub.

佚名 (1985) <香港公民權益手冊 一>，香港：香港金陵出版社。

梁秉中 (1998) <醫德漫談>，台北：八方文化。

陳弘毅 (1986) <香港法制與基本法>，香港：香港廣角鏡出版有限公司。

Journals:

Chinese & International Philosophy of Medicine

Hastings Center Report

Journal of Clinical Ethics

Journal of Medical Ethics

Nursing Ethics

中國醫學倫理

Useful websites:

Boston College School of Nursing (The site provides abstracts of nursing ethics texts and useful links to other sources)

http://www.bc.edu/bc_org/avp/son/ethics/

Canadian Nurses Association (This website contains free articles and position statements on ethical challenges such as Advance Directives, End-of-Life Issues, Privacy, Ethical Conflict and Moral Distress)

<http://www.cna-nurses.ca/cna/>

Case Studies – Bioethics & Sciences (Site contains a large collection of links to sources of ethics case studies in medical and related fields)

<http://www.vanderbilt.edu/CenterforEthics/cases.html#science>

Ethical, Legal, and Social Issues (ELSI) of the Human Genome Project

http://www.ornl.gov/sci/techresources/Human_Genome/elsi/elsi.shtml

Global Ethics Observatory, UNESCO

<http://www.unesco.org/shs/ethics/geo/>

International Council of Nurses (Site contains resources relevant to nursing ethics, including links, etc.)

<http://www.icn.ch/>

The American Psychological Association (APA)

<http://www.apa.org/science/research.html>

The Nursing Council of Hong Kong – Code of professional conducts and code of ethics

<http://www.nchk.org.hk/>

The University of Minnesota's Center for Bioethics

<http://www.med.umn.edu/bioethics/> <http://www.research.umn.edu/consent/orientation.html>

Universal Declaration on Bioethics and Human Rights, UNSECO,

<http://unesdoc.unesco.org/images/0014/001461/146180E.pdf>

SUBJECT DESCRIPTION FORM

Subject Title : Gerontological Nursing

No. of Credits : 3 **Duration term** :1

Pre-requisite : Nil

Co-requisite : Nil

Teaching pattern :

Lecture	14 hours
Seminar / Tutorials / Workshops	28 hours

Assessment :

Continuous Assessment	100%
Test (s)	(30%)
Student Group Project	(50%)
Seminar presentation	(20%)

Objectives:

Upon completion of this subject, the students will be able to:

1. appreciate the scope and practice of gerontological nursing, as well as the role of the registered nurse (nurse generalist) in terms of promotive, preventive, supportive, curative, and rehabilitative care in gerontological nursing (i.e. primary, secondary, and tertiary prevention);
2. discuss the impact and implications of aging population on the health service sector and appreciate the importance of PHC in facing these impacts;
3. develop a knowledge base in terms of the biological, psychological and sociological aspects of aging in the understanding of older persons as individuals, members of family system, and as a population group with particular health needs;
4. develop positive attitudes towards older persons in the society as well as developing/actualizing own advocacy roles in practice;
5. analyse contemporary health issues related to older persons and aging, with an understanding of the importance of intersectoral collaboration in service integration and delivery;
6. employ models and theories of nursing, as well as principles and philosophy of PHC, in guiding the provision of care for older persons who are well or experiencing health alterations; and
7. develop evidenced-based practice grounded in research.

Syllabus:

1. Scope and practice of gerontological nursing, roles of the registered nurse.
2. Changing demographics and its impact on the health service sector.
3. Theories and perspectives on aging.
4. Biological, psychological, and sociological aspects of aging.
5. Healthy aging: Older persons' participation in health care activities.
6. Common health alterations in the older persons and evidence-based nursing management: for example, malnourishment, incontinence, mobility problems, and impaired cognition.
7. Contemporary issues related to older persons and aging: such as myths and stereotypes, politics and social policies, retirement and economics, iatrogenesis and bioethics, technology and health care, and care options for the frail older persons.
8. Intergenerational relationships and family care giving.
9. Aging in place: transitional care, service interface and social support.
10. Death and dying and the older persons.
11. Nursing models and theories, and the use of the nursing process as applied to gerontological nursing.
12. Interdisciplinary approach to client-centred care in diverse care settings.

Reading List:

- Adkins, R.B., & Scott, J.H.W. (Eds.). (1998). *Surgical care for the elderly*. New York: Lippincott-Raven.
- Beare, P.G., & Stanley, M. (2005). *Gerontological nursing: Health promotion/protection approach*. Philadelphia: FA Davis.
- Burke, M.M., & Laramie, J.A. (2004). *Primary care of the older adult: A multidisciplinary approach*. (2nd ed.). St. Louis: Mosby.
- Butler, R.N., Lewis, M.I., & Sunderland, T. (1998). *Aging and mental health: Positive psychosocial and biomedical approaches*. (5th ed.). London: Allyn & Bacon.
- Chi, I., Neena, L., & Lubben, J. (2001). *Elderly Chinese in Pacific rim countries: Social support and integration*. Hong Kong: Hong Kong University Press.
- Cox, H.G. (2006). *Later life: The realities of aging*. (6th ed.). New Jersey: Prentice Hall.
- Easton, K.L. (1999). *Gerontological rehabilitation nursing*. Philadelphia: Saunders.
- Ebersole, P. (2010). *Gerontological nursing and healthy aging*. (3rd ed.). St. Louis, MO: Elsevier Mosby.
- Ebersole, P., Hess, P., & Luggen, A.S. (2008). *Toward healthy aging: Human needs and nursing response*. (7th ed.). St. Louis : Mosby-Year Book.
- Epipoulos, C. (2005). *Gerontological nursing*. (6th ed.). Philadelphia, PA.: Lippincott Williams & Wilkins.
- Fulmer, T.T., Walker, M.K., & Foreman, M.D. (2001). *Critical care nursing of the elderly*. (2nd ed.) . New York: Springer.
- Heath, H., & Schofield, I. (2000). *Healthy aging: Nursing older people*. London: Mosby.

Hogstel, M. (2001). *Gerontology nursing care of the older adult*. New York: Delmar Thomson Learning.

Klein, W.C., & Bloom, M. (1997). *Successful aging: Strategies for healthy living*. New York: Plenum Press.

Linton, A.D., & Lach, H. (2007). *Matteson & McConnell's gerontological nursing: Concepts and practice*. (3rd ed.). Philadelphia: Saunders.

Meiner, S.E., & Lueckenotte, A.G. (2006). *Gerontologic nursing*. (3rd ed.). St. Louis, USA: Mosby-Year Book.

Miller, C.A. (2009). *Nursing for wellness in older adults: Theory and practice*. (4th ed.). Philadelphia, PA.: Lippincott Williams & Wilkins.

Resnick, B. (2004). *Restorative care nursing for older adults: A guide for all care settings*. New York NY: Springer.

Roach, S.S. (2001). *Introductory gerontological nursing*. New York: Lippincott.

Smith, G.C., Tobin, S.S., Robertson-Tchabo, E.A., & Power, P.W. (Eds.) (1995). *Strengthening aging families*. London, UK: Sage.

Stanley, M., Blair, K.A., & Beare, P.G. (2005). *Gerontological nursing: Promoting successful aging with older adults*. (3rd ed.). Philadelphia, PA: FA Davis.

Tyson, S.R. (1999). *Gerontological nursing care*. Philadelphia: Saunders.

Wade, S. (2004). *Intermediate care of older people*. London: Whurr Publishers.

Wold, G. (2008). *Basic geriatric nursing*. St. Louis: Mosby.

Journals:

Elderly Care

Geriatric Nursing

Journal of Gerontological Nursing

Useful websites:

Aging in Asia & the Pacific
www.helpageasia.com

United Nations
www.un.org

World Health Organization
www.who.int

Ginkgo (A web-based resource center for dementia care, The Poly U)
www.ginkgogroup.org

Sau Po Centre on Ageing, the University of Hong Kong
www.hku.hk/coage

The Hong Kong Council of Social Services
www.hkcss.org.hk

The Hong Kong Society for the Aged
<http://home.hkstar.com/~sagekcme/>

The Voice, a regular newsletter published by the St. James Settlement
<http://www.ccnet-hk.com/services/the voice/>

SUBJECT DESCRIPTION FORM

Subject Title	: Leadership Roles and Management Function in Nursing
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No. of Credits	: 3	Duration:1 term
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Pre-requisite	: Nil
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Co-requisite	: Nil
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Teaching pattern	:	
Lecture		28 hours
Seminar		14 hours

Assessment	:	
Continuous Assessment		100%
Seminar presentation		(30%)
Seminar paper		(30%)
Test		(40%)

Objectives:

Upon completion of this subject, the students will be able to:

1. describe basic concepts and theories in nursing management;
2. identify the roles and functions of professional nurses within the health care system and factors influencing trends in nursing leadership and management;
3. develop attributes for leaders and managers in encountering and managing changes;
4. identify ability and skills of nurses in management of client care;
5. explore the contemporary issues of health care; and
6. recognize application of information technology in nursing and health care

Syllabus:

1. The health care system: health care reform in Hong Kong
2. Management and leadership theories
3. Effective leadership and management in health care
 - 3.1 Effective communication skills
 - 3.2 Motivation and influencing skills
 - 3.3 Creating a growth-producing work environment through discipline
 - 3.4 Conflict management
 - 3.5 Resources management: manpower, finance and time
 - 3.6 Crisis management
 - 3.7 Quality management
 - 3.8 Change management

3.9 Leadership and supervision

4. Contemporary issues in health care
 - 4.1 The impact of health care reform on health care professionals
 - 4.2 Power and politic within the health care arena
 - 4.3 Consumerism in health care
 - 4.4 Developing community partnership
5. Introduction to information technology and its application to nursing.

Textbook:

Marquis, B.L., & Huston, C.J. (2009). *Leadership roles and management functions in nursing: Theory and application*. (6th ed.). Philadelphia: Lippincott.

Reading List:

Caroll, P.L. (2006). *Nursing leadership and management: A practical guide*. New York: Thomson Delmar Learning.

Dye, C.F. (2000). *Leadership in healthcare: values at the top*. Chicago: Health Administration Press.

Grohar-Murray, M.E., & DiCroce, H.R. (2006). *Leadership and management in nursing*. (3rd ed.). Stamford: Appleton and Lange.

Holdaway, K. & Kogan, H. (1998). *The healthcare management handbook*. (3rd ed.). London: Kogan Page.

Loveridge, C.E., & Cummings, S.H. (1996). *Nursing management in the new paradigm*. Maryland : Aspen Publication.

Marriner-Tomey, A. (1993). *Transformational leadership in nursing*. St. Louis: Mosby.

Marriner-Tomey, A. (2009). *Guide to nursing management and leadership*. (9th ed.). St. Louis : Mosby.

McCloskey D.J., & Grace, H.K. (2001). *Current issues in nursing*. (6th ed.). St. Louis: Mosby.

Penn, B.K. (Ed.). (2008). *Mastering the teaching role: a guide for nurse educators*. Philadelphia: F.A. Davis Co.

Sullivan, E.J., & Decker, P.J. (2009). *Effective leadership and management in nursing*. (6th ed.). Upper Saddle River: Prentice Hall.

Ulrich, B.T. (1992). *Leadership and management according to Florence Nightingale*. Norwalk, Conn.: Appleton & Lange.

Yoder-Wise, P.S. (2007). *Leading and managing in nursing*. (4th ed.). St. Louis: Mosby Elsevier.

Reports and consultative documents:

Health and Medical Development Advisory Committee. (2005). *Building a healthy tomorrow. discussion paper on the future service delivery model for our health care system*. Hong Kong: Government Logistics Department. Hong Kong Special Administrative Region Government.

Health and Welfare Bureau. (2001). *Life long investment in health. Consultative document on health care reform*. Hong Kong: Printing Department. Government of Hong Kong Special Administrative Region.

Scott, W.D. (1985). *The delivery of Medical Services in Hospitals: A report for the Hong Kong Government*. Hong Kong: Government Printer.

The Harvard Team. (1999). *Improving Hong Kong's health care system: Why and for whom?* Hong Kong: Printing Department, Government of Hong Kong Special Administrative Region.

Journals:

British Journal of Healthcare Management

Health Care Supervisor

Journal of Healthcare Management

Journal of Nursing Administration

Nursing Management

SUBJECT DESCRIPTION FORM

Subject Title : Clinical Reasoning

No. of Credits : 3 Duration: 1 term

Pre-requisite : Nil

Co-requisite : Nil

Preamble : It is to equip students with the necessary knowledge and skills in appreciation and analysis of the process of clinical reasoning.

Teaching pattern :

Lecture	14 hours
Seminar/ Tutorial	28 hours

Assessment (types and weighting):

Continuous Assessment	100%
Assignment	(70%)
Test	(30%)

Objectives:

Upon completion of this subject, the students will have an opportunity to:

1. Discuss the process of clinical reasoning
2. Explain factors affecting clinical decision-making
3. Describe the three major models of clinical reasoning
4. Analyze the five stages of the nursing process and identify the clinical reasoning process involved in each stage.

Syllabus:

1. Basic concepts in logic and logical reasoning
2. Clinical reasoning process
3. Models of clinical reasoning: Concept attainment theory, Statistical decision making, and Information processing theory.
4. Factors influencing clinical reasoning, task complexity, individuality, subjectivity versus objectivity, pattern recognition, novice versus expert.
5. Clinical reasoning in assessment, diagnosis, planning, implementation and evaluation.
6. Application of clinical reasoning in analyzing current health issues (e.g. the outbreak of Severe Acute Respiratory Syndrome, SARS).

Textbooks:

Pesut, D. J., & Herman, J. (1999). *Clinical reasoning: the art and science of critical and creative thinking*. Albany: Delmar.

Higgs, J., & Jones, M. (2009). *Clinical reasoning in the health professionals (3rd Ed.)*. Oxford: Butterworth-Heinemann.

Reading List:

Alfaro-LeFevre, R. (1999). *Critical thinking in nursing: a practical approach (2nd edition)*. Philadelphia: Saunders.

Bandman, E. L., & Bandman, B. (1995). *Critical thinking in nursing (2nd ed.)*. Connecticut: Appleton & Lange.

Benner, P., Hooper-Kyriakidis, P., & Stannard, D. (1999). *Clinical wisdom and intervention in critical care: A thinking-in action approach*. Pennsylvania: W.B. Saunders Company.

Benner, P. (2001). *From novice to expert: Excellence and power in clinical nursing practice*. California: Addison-Wesley.

Bruner, J. S., Goodnow, J. J., & Austin, G. A. (1986). *A study of thinking*. New York: John Wiley.

Dowie, J., & Elstein, A. (1988). *Professional judgement: a reader in clinical decision making*. Cambridge: Cambridge University Press.

Garnham, A., & Oakhill, J. (1994). *Thinking and reasoning*. Oxford: Blackwell.

Higgs, J., & Jones, M. (2000). *Clinical reasoning in the health professionals (2nd Ed.)*. Oxford: Butterworth-Heinemann.

Hooft, S., Gillam, L., & Byrnes, M. (1995). *Facts and values: an introduction to critical thinking for nurses*. Sydney: MacLennan & Petty.

Pesut, D. J., & Herman, J. (1999). *Clinical reasoning: the art and science of critical and creative thinking*. Albany: Delmar.

Rubinfeld, M., & Scheffer, B. K. (1999). *Critical Thinking in Nursing: An Interactive Approach (2nd ed.)*. Philadelphia: J.B. Lippincott.

Smith-Stoner, M. (1999). *Critical thinking activities for nursing*. Philadelphia: Lippincott.

Miller, M. A. (1996). *Critical thinking applied to nursing*. St. Louis: Mosby

Wilkinson, J. M. (2007). *Nursing process and critical thinking (4th ed.)*. New Jersey: Prentice Hall.

Journals:

Benner, P., Christine, T., Chelsa, C., & Gordon, D. (1993). The phenomenology of knowing the patient. *Journal of Nursing Scholarship*, 25 (4), 273-280.

Parse, R. (1996). Critical Thinking: What is it? *Nursing Science Quarterly*, 9(4), 139.

Hicks, F. (2001). Critical thinking: Toward a nursing science perspective. *Nursing Science Quarterly*, 14 (1), 14-21.

Lee, N., Hui, D., Wu, A., Chan, P., Cameron, P., Joynt, G. M., Ahuja, A., Yung, M. Y., Leung, C. B., To, K. F., Lui, S. F., Szeto, C. C., Chung, S., & Sung, J. J. Y. (2003). A major outbreak of severe acute respiratory syndrome in Hong Kong. *The New England Journal of Medicine*, 348 (20), 1986-1994.

So, L. K. Y., Lau, A. C. W., Yam, L.Y. C., Cheung, T. M. T., Poon, E., Yung, R. W. H., & Yuen, K. Y. (2003). Development of a standard treatment protocol for severe acute respiratory syndrome. *The Lancet*, 361, 1615-1617.

Tomlinson, B. & Cockram, C. (2003). SARS: experience at Prince of Wales Hospital, Hong Kong. *The Lancet*, 361, 1486-1487.

AV Materials:

Title : Critical thinking in nursing [Video recording]

Publisher : Irvine, Calif.: Concept Media, 1986.

Content : 5 videocassettes (84 min.)

Part 1 : Diagnostic reasoning

Part 2 : Attending to cues

Part 3 : Diagnostic strategies

Part 4 : Nursing Process

Part 5 : Creative problem solving

This video series provides guidelines for nurses who are involved in the nursing process, in diagnosing, in thinking difficult patient care situations and in reaching appropriate, effective solution.

Title : Nursing process and critical thinking

Publisher : Irvine, Calif.: Concept Media, 2000.

Content : 2 videocassettes (60 min.)

Part 1 : Nursing process

Part 2 : Critical thinking in the nursing process

Title : Critical thinking and intuition in nursing process

Publisher : Rohnert Park, Calif.: Sonoma State University, Center for Critical Thinking and Moral Critique; Hong Kong: Sinostar, Ltd, 1994.

Content : 2 videocassettes (80 min.)

Title :Xianggang bing le [video recording] 香港病了 [video recording]

Publisher : Xianggang: Xianggang dian tai dian shi bu, 2003
 香港 : 香港電台電視部, 2003

Content : 1 videodisc (45 min.)

Title : Living with SARS [video recording]; The Pearl report ;
 2003/04/06

Publisher : Hong Kong: Television Broadcasts Ltd., 2003

Content : 1 videodisc (24 min.)

Title :Containing the spread of atypical pneumonia [video recording];
 Media watch; 2003/04/04

Publisher : Hong Kong: RTHK, 2003

Content : 1 videodisc (22 min.)

Title : Bogged down in Baghdad; In the shadow of fear [video
 recording];
 Inside story; 2003/04/01

Publisher : Hong Kong: Asia Television Ltd., 2003

Content : 1 videodisc (20 min.)

Title : Are healthcare workers adequately protected in the SARS crisis?
 [video recording];
 News line: 2003/05/04

Publisher : Hong Kong: Asia Television Ltd., 2003

Content : 1 videodisc (25 min.)

Title : Discussing the atypical pneumonia outbreak with Edward Leong
 Che-hung,
 Hospital Authority Chairman [video recording]; News line;
 2003/04/06

Publisher : Hong Kong: Asia Television Ltd., 2003

Content : 1 videodisc (25 min.)

Title : Ru he ning ju li liang kang yan? [video recording]; Cheng shi lun
 tan; 2003/04/06
 如何凝聚力量抗炎? [video recording]; 城市論壇 ; 2003/04/06

Publisher : Xianggang: Xianggang dian tai dian shi bu, 2003
 香港 : 香港電台電視部, 2003

Content : 1 videodisc (39 min.)

SUBJECT DESCRIPTION FORM

Subject Title : Professional & Personal Development

No. of Credits : 3 **Duration:**1 term

Preamble & objectives:

This subject has been developed in an attempt to comprehensively develop the personal value and integrity of our students. Students are expected to enjoy student life as well as to develop themselves professionally and personally.

The all-round development criteria embracing six measurable objectives in the areas of: 1) critical and creative thinking; 2) social and national responsibility; 3) cultural appreciation; 4) life-long learning; 5) biliteracy and trilingualism; and 6) entrepreneurship and leadership.

This is a compulsory subject which adopts a contractual learning approach. Students in consultation with their designated Class Tutor (CL) to develop and implement their own learning contract to accomplish at least one focused objective within their studies. It is suggested that students submit a learning contract to their CL in term one each year. After consultation and implementation of the activity, students are expected to submit a reflective journal by the end of term 2 each year in relation to the learning contract. A progressive involvement in the chosen objective area is expected in the subsequent academic years.

Syllabus:

The suggestion given below serves as an example of activities that may be undertaken in the implementation of their learning contract:

In light of social and national responsibilities, entrepreneurship and leadership; students are expected to take part in activities organized by various professional societies and organizations, and to be able to demonstrate evidence of developing into critical and creative thinkers and life-long learners.

Submission of Learning Contract / Reflective Journal

Students are expected to hand in one learning contract in term one and one reflective journal in term two for the first two years as evidence to demonstrate their accomplishment of the objectives. Examples of evidence include attendance certificates, reflective journals, and referrals from mentors. Student work is graded on pass or fail basis. It is noted that supplementary assessments are expected when the evidence included in the reflective journal fails to demonstrate accomplishment of the objectives.

Example:

To achieve the objectives of social responsibility and leadership training, students will provide Health Checks for the Elderly at the Elderly Center. Evidence of achievement includes a certificate

of attendance and a reflective journal.

Some students participate in hospital/school activities such as setting up education booths for charitable purposes. Students work with various departments, and they have to work out costs and budgets. Evidence of accomplishment includes reflective journals, referrals and feedback from mentors/alumni and pictures and photos taken on site. Students are encouraged to develop the sense of social responsibility through daily living activities.

SUBJECT DESCRIPTION FORM

Subject Title	: Field Study I	Duration:200 hrs
Pre-requisite	: Foundations of Nursing Therapeutics Health Assessment and Nursing Process *	
Co-requisite	: Nil	
Clinical Venues	: Primary care settings and sub-acute medical/ surgical units	

***Skill test on health assessment is also a pre-requisite for Field Study I.**

Learning Objectives for Foundations of Nursing Practice and Nursing Therapeutic I:

Through observation and practice in the clinical areas, the students will be able to :

1. describe the organizational structure and functions of various departments in different clinical settings;
2. describe the role and responsibilities of health care providers in various clinical settings;
3. identify various approaches of the primary health care in the local community;
4. identify various factors contributing or impeding the health of an individual of different age groups;
5. perform health assessment on clients;
6. apply nursing process to provide care related to:
 - 6.1. maintenance a safe environment;
 - 6.2. control body temperature;
 - 6.3. breathing;
 - 6.4. elimination;
 - 6.5. personal hygiene;
 - 6.6. mobilization;
 - 6.7. promotion of comforts and sleep;
 - 6.8. maintenance of nutrition and hydration;
 - 6.9. maintenance of skin integrity;
 - 6.10. promotion of wound healing;
 - 6.11. handling emotions; and
 - 6.12. drug administration;
7. apply nursing process in managing clients with specific health problems in:
 - 7.1. digestive system;
 - 7.2. metabolic and endocrine system;
8. provide peri-operative care to patients requiring surgery and anaesthesia;
9. perform nursing roles and functions within the intra-disciplinary, inter-disciplinary and multi-disciplinary team;
10. assist in the control of infection in the ward and practice medical and surgical asepsis;
11. demonstrate effective communication with clients, families and health care team members;
12. provide health education and health promotion to clients;
13. provide rehabilitative care and discharge plan for clients;
14. document client records accurately and clearly;
15. recognize the importance of evidence-based nursing practice; and
16. reflect own nursing practice for professional and personal development.

Assessment:

Before advancing to Field Study II, the students are required to:

1. Fulfill the minimum length of placement in the designated clinical venue as specified.

2. Demonstrate basic understanding in caring of patients in their activities of daily living using nursing process.
3. Demonstrate basic understanding in
 - 3.1. performing nursing skills with aseptic technique, and
 - 3.2. administration of medicine.
4. Achieve satisfactory passes in performance as graded by the field supervisors in the field evaluation reports.

SUBJECT DESCRIPTION FORM

Subject Title : Field Study II Duration: 160 hrs

Pre-requisite : Field Study I

Co-requisite : Nil

Clinical Venues : Acute medical and surgical units, Psychiatric unit, and Maternity unit

Learning Objectives for Nursing Therapeutics (II, III and IV) subjects:

Through observations and practice in the clinical areas, the students will be able to:

1. describe the organizational structure and functions of various departments in different clinical settings;
2. describe the role and responsibilities of health care providers in various clinical settings;
3. identify various approaches of the primary health care in the local community;
4. identify various factors contributing or impeding the health of an individual of different age groups;
5. perform health assessment on clients;
6. apply nursing process in managing clients with specific health problems in:
 - 6.1. respiratory system;
 - 6.2. cardiovascular system;
 - 6.3. haematologic system;
 - 6.4. lymphatic system;
 - 6.5. genitor- urinary system (urinary, renal, and female and male reproductive system);
 - 6.6. musculo-skeletal system; and
 - 6.7. integumentary system;
7. provide peri-operative care to patients requiring surgery and anaesthesia;
8. perform nursing roles and functions within the intra-disciplinary, inter-disciplinary and multi-disciplinary team;
9. assist in the control of infection in the ward and practice medical and surgical asepsis;
10. demonstrate effective communication with clients, families and health care team members;
11. provide health education and health promotion to clients;
12. provide rehabilitative care and discharge plan for clients;
13. document client records accurately and clearly;
14. recognize the importance of evidence-based nursing practice; and
15. reflect own nursing practice for professional and personal development.

Learning Objectives for Mental Health and Psychiatric Nursing:

Through observation and practice in the clinical areas, the students will be able to:

1. assess the biopsychosocial needs of the clients;
2. plan, implement and evaluate care for clients with mental disorders;
3. interact with clients and their relatives to establish therapeutic relationship in the unit;
4. function effectively as a member of the multi-disciplinary team;
5. participate in group activities and therapies;
6. participate in habit training program;
7. demonstrate an understanding of the nursing care in relation to the following psychiatric treatments

- 7.1. electro-convulsive therapy; and
- 7.2. pharmacotherapy
8. gain an insight into the following methods of psychological treatment
 - 8.1. listening;
 - 8.2. counseling;
 - 8.3. reassurance;
 - 8.4. suggestion;
 - 8.5. persuasion;
 - 8.6. behavioural therapy; and
 - 8.7. group therapy;
9. participate in the rehabilitation of clients;
10. participate in recreational activities, such as, indoor games and excursions;
11. participate in social activities, such as, dances, entertainment of activities organized by Patient Resources and Social Centre; and
12. participate in educational activities, such as discussions and lectures.

Learning Objectives for Maternal and Infant Nursing:

Through observation and practice in the clinical areas, the students will be able to:

1. demonstrate basic understanding in the care given to pregnant woman and her family in normal pregnancy, labour and puerperium;
2. observe care given to the neonates with health problems and congenital defects;
3. assist in the provision of antenatal care by taking the history of the pregnant woman on her first visit, by performing assessment of the pregnant woman under guidance on subsequent visits and parent craft teaching;
4. provide supportive nursing care to the woman in labour and during the puerperium;
5. adopt the nursing process approach in providing care to meet the infant and maternal needs;
6. participate in health education on breast-feeding and family planning; and
7. appraise different types of available health care and social services in the community for child-bearing family, infant and maternal care.

Assessment:

Before advancing to Field Study III, the students are required to:

1. Fulfill the minimum length of placement in the designated clinical venue as specified.
2. Demonstrate proficiency in
 - 2.1. performing nursing skills with aseptic technique, and
 - 2.2. administration of medicine.
3. Demonstrate basic understanding in provision of “Total Patient Care” (TPC) using nursing process approach.
4. Achieve satisfactory passes in performance as graded by the field supervisors in the field evaluation reports.

SUBJECT DESCRIPTION FORM

Subject Title : Field Study III Duration:320 hrs

Pre-requisite : Field Study II

Co-requisite : Nil

Clinical Venues : Medical units, Surgical units and Out-patient Department

Learning Objectives for Nursing Therapeutics (V and VI) subjects:

Through observations and practice in the clinical areas, the students will be able to :

1. describe the organizational structure and functions of various departments in different clinical settings;
2. describe the role and responsibilities of health care providers in various clinical settings;
3. identify various approaches of the primary health care in the local community;
4. identify various factors contributing or impeding the health of an individual of different age groups;
5. perform health assessment on clients;
6. apply nursing process in managing clients with specific health problems in:
 - 6.1. special senses; and
 - 6.2. nervous system;
7. provide peri-operative care to patients requiring surgery and anaesthesia;
8. perform nursing roles and functions within the intra-disciplinary, inter-disciplinary and multi-disciplinary team;
9. assist in the control of infection in the ward and practice medical and surgical asepsis;
10. demonstrate effective communication with clients, families and health care team members;
11. provide health education and health promotion to clients;
12. provide rehabilitative care and discharge plan for clients;
13. document client records accurately and clearly;
14. recognize the importance of evidence-based nursing practice; and
15. reflect own nursing practice for professional and personal development.

Assessment:

Before advancing to Field Study IV, the students are required to:

1. Fulfill the minimum length of placement in the designated clinical venue as specified.
 2. Demonstrate proficiency in provision of “Total Patient Care” (TPC) using nursing process approach.
 3. Achieve satisfactory passes in performance as graded by the field supervisors in the field evaluation reports.
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SUBJECT DESCRIPTION FORM

Subject Title : Field Study IV Duration:720hrs

Pre-requisite : Field Study III

Co-requisite : Nil

Clinical Venues : Medical/Surgical units, Operating Theatre, Accident and Emergency Department, Paediatric units, Community Nursing Service/primary care setting and geriatric unit/ day hospital/ nursing home.

Learning Objectives for Nursing Therapeutics (I, II, III, IV, V and VI) subjects:

Through observations and practice in the clinical areas, the students will be able to:

1. describe the organizational structure and functions of various departments in different clinical settings;
2. describe the role and responsibilities of health care providers in various clinical settings;
3. identify various approaches of the primary health care in the local community;
4. identify various factors contributing or impeding the health of an individual of different age groups;
5. perform health assessment on clients;
6. apply nursing process in managing clients with specific health problems in:
 - 6.1. respiratory system;
 - 6.2. cardiovascular system;
 - 6.3. haematologic system;
 - 6.4. lymphatic system;
 - 6.5. digestive system;
 - 6.6. metabolic and endocrine system;
 - 6.7. Genito-urinary system (urinary, renal and female and male reproductive system);
 - 6.8. musculo-skeletal system;
 - 6.9. integumentary system;
 - 6.10. special senses; and
 - 6.11. nervous system;
7. provide peri-operative care to patients requiring surgery and anaesthesia;
8. perform nursing roles and functions within the intra-disciplinary, inter-disciplinary and multi-disciplinary team;
9. assist in the control of infection in the ward and practice medical and surgical asepsis;
10. demonstrate effective communication with clients, families and health care team members;
11. provide health education and health promotion to clients;
12. provide rehabilitative care and discharge plan for clients;
13. document client records accurately and clearly;
14. recognize the importance of evidence-based nursing practice; and
15. reflect own nursing practice for professional and personal development.

Learning Objectives for Child, Adolescent and Family Health Nursing:

Through observations and practice in the clinical areas, the students will be able to:

1. conduct physical and developmental assessment on infants, children and adolescents;

2. conduct family assessment;
3. identify factors contributing to wellness and illness of children;
4. provide appropriate care to assist children and families to cope with illness; and
5. evaluate the adequacy of resources in the community for meeting the needs of the children and family to restore optimum family functioning;

Learning Objectives for Accident and Emergency Department (AED) Nursing:

Through observations and practice in the clinical areas, the students will be able to:

1. describe the functions of the AED settings e.g. resuscitation room, cubicles, minor theatre;
2. demonstrate understanding of the principles of emergency care;
3. recognize the role & function of the triage nurse;
4. demonstrate understanding to prioritize emergency care and differentiate clients that are admitted to the triage, cubicles, resuscitation room, recovery and minor theatre in the AED;
5. assist in admission of patient in AED; and
6. assist to provide emergency care to clients.

Learning Objectives for Community Health Nursing:

Through observations and practice in the clinical areas, the students will be able to:

1. adopt primary health care approaches in promoting individual and family health;
2. conduct health assessment to clients, families and community;
3. provide appropriate care to clients in family setting;
4. educate clients and their family members to participate in the care of their own health and well-being;
5. provide anticipated care and education to prevent deterioration of illness and promote recovery;
6. recognize intersectoral support for care provision and health promotion;
7. develop knowledge to mobilize community resources to meet the needs of clients and families; and
8. evaluate the availability and adequacy of community resources;

Learning Objectives for Gerontological Nursing:

Through observations and practice in the clinical areas, the students will be able to:

1. demonstrate understanding of the aging process related to biological, psychological, and sociological perspectives of aging;
2. identify the health care needs of the older persons in the community and in diverse care settings, and be cognizant of the resources available for meeting those needs;
3. identify the roles of the registered nurse in gerontological nursing;
4. develop knowledge and skills in caring for the well and sick older persons including assessing the individual needs for nursing care, formulating care plan, implementing, and evaluating the care provided;
5. perform the dependent, interdependent and independent nursing functions in different levels of prevention and care;
6. provide care to the older persons experiencing altered health status such as continence problems, impaired cognition, or difficulty in mobility, and/or common acute and chronic condition;
7. provide care to the older persons who are terminally ill or facing death of their significant others;
8. work collaboratively within the multi-disciplinary care team under constraint of resource;
9. mobilize community resources to meet the health care needs of the older persons; and
10. develop insight to contemporary issues related to the health and aging through practice.

Learning Objectives for Operating Theatre Nursing:

Through observations and practice in the clinical areas, the students will be able to:

1. describe the functions of the operation room settings e.g. clean zone, sterile zone & dirty zone;
2. utilize principles of infection control to assist in the control of infection while providing care for the clients in the operating theatre;
3. demonstrate understanding of the roles of the members of a surgical team e.g. circulating nurses, scrub nurse;
4. recognize various types of anesthesia, the principles of application and possible complications;
5. describe the roles of nurses in anesthetic procedures e.g. induction, maintenance phase, recovery phase;
6. describe the action, uses, side effects, dosage and nursing implications of anaesthetic drugs commonly used in the operating theatre;
7. observe and assist to prepare the operating theatre before surgery e.g. diathermy machine;
8. observe and assist the admission procedure of client in operating theatre;
9. observe different positions of clients for various surgeries and the use of appropriate aids;
10. differentiate the common suture materials used in the operating theatre;
11. observe and describe the use of different surgical instrument & equipment;
12. observe and assist in the intra-operative care for patients undergoing surgeries e.g. role of circulating or scrub nurses;
13. participate in the peri-operative education and care; and
14. adopt the nursing process approach in the care of client's in the operating theatre.

Assessment:

The students are required to:

1. Fulfill the minimum length of placement in the designated clinical venue as specified.
2. Demonstrate proficiency in provision of "Total Patient Care" (TPC) using nursing process approach in relation to their acuity levels.
3. Achieve satisfactory passes in performance as graded by the field supervisors in the summative field evaluation report.

APPENDICES

MARKING SCHEME FOR SEMINAR/PROJECT

Max 100% Min 0%

1.	Students' continuous performance	(Max 15%)
1.1		
	accurate information collection and serious in the treatment of the topic	accurate information collection but treatment of the topic slight
		inaccurate information collection and slight treatment of the topic
1.2		
	excellent use of resources available	some use of resources available
		poor use of resources available
2.	Content clarity, width and depth	(Max 30%)
2.1		
	coherent and clear	incoherent and ambiguous at times
		incoherent and ambiguous
2.2		
	broad relevant discussion of the topic	inadequate relevant discussion of the topic
		inadequate and irrelevant discussion of the topic
2.3		
	adequate elaboration on relevant propositions or issues	inadequate elaboration on relevant propositions or issues
		no attempt to probe into relevant issues

3. Analytic and synthetic abilities (Max 30%)

3.1 -----

important issues arising from the topic isolated

some important issues identified

failing to distinguish relevant and important issues

3.2 -----

explicit organization of material to answer questions, describe issues or explain factors involved

material organized in a coherent pattern

failing to organize the material collected

3.3 -----

critical examination of material; forming own conclusion or judgment

accepting perceived opinion/ judgment

failing to draw conclusion

4. Style of presentation (Max 10%)

excellent quality of illustrated material, list of contents

good quality material, list of contents

poor quality of illustrated

5. Oral presentation (Max 15%)

clear, articulated, defensible

unclear, not well articulated, or not defensible at times

unclear, not well articulated, not defensible at all times

Reference: Heywood, J. (1989). *Assessment in Higher Education*. (2nd ed.). New York: John Wiley & Sons.



HIGHER DIPLOMA IN NURSING
CLINICAL STUDY EVALUATION FORM
(Clinical Study I/ II/ III/IV) *Please circle appropriate item*

STUDENT NAME: _____ STUDENT NUMBER: _____

YEAR / TERM: _____ CLINICAL INSTRUCTOR: _____

HOSPITAL NAME: _____ CLINICAL PRACTICE UNIT: _____

CLINICAL PRACTICE PERIOD FROM _____ TO _____ DATE (S) ABSENT: _____ (TOTAL: __DAYS)

DATES OF FORMATIVE (F) EVALUATION: _____

DATE OF SUMMATIVE (S) EVALUATION: _____

OVERALL GRADE FOR SUMMATIVE EVALUATION:

SATISFACTORY UNSATISFACTORY

COMMENTS FOR SUMMATIVE EVALUATION

CLINICAL INSTRUCTOR:

SIGNATURE: _____

STUDENT:

SIGNATURE: _____

Supplementary notes on the Clinical Study Evaluation Form

1. Clinical instructor is a person appointed by the School of Nursing, who supervises and assesses the CMC nursing students in clinical settings. He or she can be a 'Honorary Clinical Instructor' from the clinical side or a designated tutor from the School.
2. The Clinical Study Evaluation form must be completed within the last week of the clinical placement. The student must return the Form to the subject lecturer on or before one week after the completion of the particular clinical placement.

STUDENT SHOULD KEEP A DUPLICATE OF THE RECORD AND SUBMIT THE TRUE COPY TO THE SCHOOL

**** Student clinical performance will be evaluated according to the following rating scale from 1 to 5. The descriptors below are the guidelines to evaluate the student's level of competency. ****

Score	Standard Procedure	Quality of Performance	Assistance Needed
5	Safe Accurate Effect Affect	Each time	Focuses on client while giving care all the time. Applies theoretical knowledge accurately each time. Proficient, Coordinated; Confident. Occasional expenditure of excess energy. Within an expedient time period.
4	Safe Accurate Effect Affect	Each time	Focuses on client initially; as complexity increases, focuses on task. Applies theoretical knowledge accurately with occasional cues. Efficient; Coordinated; Confident. Some expenditure of excess energy. Within a reasonable time period.
3	Safe Accurate Effect Affect	Most of the time	Focuses primarily on task or own behavior most of the time, not on client. Identifies principles, but needs direction to identify application. Skillful in parts of behaviour; Coordinated. Expend excess energy. Within a delayed time period.
2	Safe but not alone Performs at risk Accurate - not always Effect Affect	Occasionally	Focuses entirely on task or own behavior. Identifies fragments of principles. Unskilled, Inefficient. Considerable expenditure of excess energy. Prolonged time period
1	Unsafe Unable to demonstrate behaviour		Focuses entirely on task or own behavior. Unable to identify or apply principles. Unable to demonstrate procedure/ behaviour. Lacks confidence, coordination, and efficiency.
X	Not applicable / Not observed		

Note : Student must score **3** or above for all objectives in order to obtain a satisfactory grade.
Effect refers to achieving the intended purpose of the behavior.
Affect refers to the student's manner or attitudes in which the behavior is performed.

OBJECTIVES	SCORE		COMMENTS
	F	S	
Assessment			
1.1 Collects relevant data for nursing assessment.			
1.2 Identifies health needs of the clients and/ or families.			
1.3 Identifies health risk factors of clients and/or family.			
1.4 Interprets data accurately.			
Planning			
2.1 Involves clients and/or families in care planning.			
2.2 Identifies and develop health goals within a specific time frame.			
2.3 Develops appropriate nursing interventions for client's and /or family's health problems.			
2.4 Demonstrates skills in organizing nursing care.			
Implementation Implements health care plan based on identified needs 3.1 Demonstrates safety and competence in selected psychomotor skills : (Please refer to note written below) _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____			

Notes on section 3.1:

** Students and supervisors should refer to the Clinical Learning Experience Record for the list of skills to be practiced and assessed during each clinical placement.

Students should perform all the general basic nursing skills as listed in the record, and take every opportunity to practice the skills listed under the specific systems which is related to the clinical setting.

OBJECTIVES	SCORE		COMMENTS
	F	S	
3.2 Communicates effectively with clients and/or families.			
3.3 Demonstrates the ability to care for client's health needs.			
3.4 Respects the rights and dignity of clients and their families.			
Evaluation			
4.1 Evaluates outcomes of care			
4.2 Recognizes the need for modification of the care plan			
4.3 Develops alternative interventions			
4.4 Documents relevant data accurately			
Professional Behaviours			
5.1 Demonstrates initiation and self-direction in learning (e.g. keeps reflective journals and participates in group conference).			
5.2 Demonstrates increasing ability to appraise own work for continued development.			
5.3 Communicates and work well with colleagues and or team members.			
5.4 Reports on time			

References

Bondy, K.N. (1983). Criterion-referenced definitions for rating scales in clinical evaluation. *Journal of Nursing Education*. 22 (9), 376-381.

Krichbaum, K., Rowan, M., Duckett, L., Ryden, M.B., & Savik, K. (1994). The clinical evaluation tool: a measure of the quality of clinical performance of baccalaureate nursing students. *Journal of Nursing Education*. 33 (9), 395-404.

COMMENTS FOR FORMATIVE EVALUATION

CLINICAL INSTRUCTOR

_____SIGNATURE: _____

STUDENT

_____SIGNATURE: _____



HIGHER DIPLOMA IN NURSING

CLINICAL STUDY EVALUATION FORM

(Clinical Study IV/ Specialty: long consolidation/ Medical/ Surgical)

(Geriatric: for units indicated as medical & geriatric units)

**Please circle appropriate item*

STUDENT NAME: _____ STUDENT NUMBER: _____

YEAR / TERM: _____ HOSPITAL NAME: _____

DATES OF FORMATIVE (F) EVALUATION: _____ CLINICAL INSTRUCTOR: _____

CLINICAL PRACTICE UNIT: _____ CLINICAL PRACTICE PERIOD: FROM _____ TO _____

DATE (S) ABSENT: _____ (TOTAL: _____ DAYS)

DATES OF FORMATIVE (F) EVALUATION: _____ CLINICAL INSTRUCTOR : _____

CLINICAL PRACTICE UNIT: _____ CLINICAL PRACTICE PERIOD: FROM _____ TO _____

DATE (S) ABSENT: _____ (TOTAL: _____ DAYS)

DATES OF FORMATIVE (F) EVALUATION: _____ CLINICAL INSTRUCTOR : _____

CLINICAL PRACTICE UNIT: _____ CLINICAL PRACTICE PERIOD: FROM _____ TO _____

DATE (S) ABSENT: _____ (TOTAL: _____ DAYS)

DATES OF FORMATIVE (F) EVALUATION: _____ CLINICAL INSTRUCTOR : _____

CLINICAL PRACTICE UNIT: _____ CLINICAL PRACTICE PERIOD: FROM _____ TO _____

DATE (S) ABSENT: _____ (TOTAL: _____ DAYS)

NOTE:

The placement for this Specialty will take place in more than one units, the formative assessment (s) will be conducted in the first units, while the summative assessment will be completed in the last unit.

STUDENT SHOULD KEEP A DUPLICATE OF THE RECORD AND SUBMIT THE TRUE COPY TO THE SCHOOL

DATE OF SUMMATIVE (S) EVALUATION: _____ CLINICAL INSTRUCTOR : _____

CLINICAL PRACTICE UNIT: _____ CLINICAL PRACTICE PERIOD: FROM _____ TO _____

DATE (S) ABSENT: _____ (TOTAL: _____ DAYS)

OVERALL GRADE FOR SUMMATIVE EVALUATION:

SATISFACTORY UNSATISFACTORY

COMMENTS FOR SUMMATIVE EVALUATION

CLINICAL INSTRUCTOR:

SIGNATURE: _____

STUDENT:

SIGNATURE: _____

**** Student clinical performance will be evaluated according to the following rating scale from 1 to 5. The descriptors below are the guidelines to evaluate the student's level of competency. ****

Score	Standard Procedure	Quality of Performance	Assistance Needed
5	Safe Accurate Effect Affect	Each time	Focuses on client while giving care all the time. Applies theoretical knowledge accurately each time. Proficient, Coordinated; Confident. Occasional expenditure of excess energy. Within an expedient time period.
4	Safe Accurate Effect Affect	Each time	Focuses on client initially; as complexity increases, focuses on task. Applies theoretical knowledge accurately with occasional cues. Efficient; Coordinated; Confident. Some expenditure of excess energy. Within a reasonable time period.
3	Safe Accurate Effect Affect	Most of the time	Focuses primarily on task or own behavior most of the time, not on client. Identifies principles, but needs direction to identify application. Skillful in parts of behaviour; Coordinated. Expend excess energy. Within a delayed time period.
2	Safe but not alone Performs at risk Accurate -not always Effect Affect	Occasionally	Focuses entirely on task or own behavior. Identifies fragments of principles. Unskilled, Inefficient. Considerable expenditure of excess energy. Prolonged time period
1	Unsafe Unable to demonstrate behaviour		Focuses entirely on task or own behavior. Unable to identify or apply principles. Unable to demonstrate procedure/ behaviour. Lacks confidence, coordination, and efficiency.
X	Not applicable / Not observed		

Note : Student must score 3 or above for all objectives in order to obtain a satisfactory grade.

Effect refers to achieving the intended purpose of the behavior.

Affect refers to the student's manner or attitudes in which the behavior is performed.

OBJECTIVES	SCORE				COMMENTS
	F1	F2	F3	S	
1. Assessment					
1.1 Collects relevant data for nursing assessment.					
1.2 Identifies health needs of the clients and/or families.					
1.3 Identifies health risks of clients and/or family.					
1.4 Interprets data accurately.					
2. Planning					
2.1 Involves clients and/or families in care planning.					
2.2 Identifies and develop goals within a specific time frame.					
2.3 Develops appropriate nursing interventions for client's and /or family's health problems.					
2.4 Demonstrates skills in organizing nursing care.					
3 Implementation Implements health care plan based on identified needs 3.1 Demonstrates safety and competence in selected psychomotor skills : (Please refer to note 3.1 written below) _____ _____ _____ _____ _____ _____ _____ _____ _____ _____					

Notes on section 3.1:

** Students and supervisors should refer to the Clinical Learning Experience Record for the list of skills to be practiced and assessed during each clinical placement.

Students should perform all the general basic nursing skills as listed in the record, and take every opportunity to practice the skills listed under the specific systems which is related to the clinical setting.

OBJECTIVES	SCORE				COMMENTS
	F1	F2	F3	S	
3.2 Communicates effectively with clients and/or families.					
3.3 Demonstrates the ability to care for client's health needs.					
3.4 Respects the rights and dignity of clients and their families.					
3.5 Implements health plan based on identified needs.					
4. Evaluation					
4.1 Evaluates outcomes of care					
4.2 Recognizes the need for modification of the care plan					
4.3 Develops alternative interventions					
4.4 Documents relevant data accurately					
5. Professional Behaviours					
5.1 Demonstrates initiation and self-direction in learning (e.g. keeps reflective journals and participates in group conference).					
5.2 Demonstrates increasing ability to appraise own work for continued development.					
5.3 Communicates and work well with colleagues and or team members.					
5.4 Reports on time					

References

Bondy, K.N. (1983). Criterion-referenced definitions for rating scales in clinical evaluation. *Journal of Nursing Education*. 22 (9), 376-381.

Krichbaum, K., Rowan, M., Duckett, L., Ryden, M.B., & Savik, K. (1994). The clinical evaluation tool: a measure of the quality of clinical performance of baccalaureate nursing students. *Journal of Nursing Education*. 33 (9), 395-404.



HIGHER DIPLOMA IN NURSING
CLINICAL LEARNING RECORD
ACCIDENT AND EMERGENCY DEPARTMENT

STUDENT NAME: _____ **STUDENT NUMBER:** _____

CLINICAL INSTRUCTOR NAME: _____

HOSPITAL NAME: _____ **CLINICAL PRACTICE UNIT:** _____

CLINICAL PRACTICE PERIOD: FROM _____ **TO** _____

DATE (S) ABSENT: _____ **(TOTAL: _____ DAYS)**

***OVERALL GRADE: SATISFACTORY** **UNSATISFACTORY**

CLINICAL INSTRUCTOR COMMENTS:

SIGNATURE: _____

STUDENT'S COMMENTS:

SIGNATURE: _____

*A Satisfactory grade is given when two third of the learning areas have been covered.

Supplementary notes on the Clinical Learning Record for A&E Department

1. Clinical instructor is a person appointed by the School of Nursing, who supervises and assesses the CMC nursing students in clinical settings. He or she can be a 'Honorary Clinical Instructor' from the clinical side or a designated tutor from the School.
2. Feedback is essential to students for improvement in clinical learning. Students should actively seek advice and feedback from clinical instructor. Clinical Learning Record is for the documentation of the learning activities. The clinical instructor can put a '√' for students having the opportunities to observe and explain or 'X' for students having no opportunity to observe and explain.
3. The Clinical Learning Record must be completed within the last week of the clinical placement. The student must return the Clinical Learning Record to the subject lecturer on or before one week after the completion of the clinical placement in A&E Department.

STUDENT SHOULD KEEP A DUPLICATE OF THE RECORD AND SUBMIT THE TRUE COPY TO THE SCHOOL

By the end of this clinical placement, the student is expected to have the opportunities to observe and explain the followings:

Areas of Learning	Please indicate -'√' for student is having the opportunities to observe and explain or 'X' for student is having no opportunity to observe and explain.	Signature of Clinical Instructor / Date
1. Familiarize with the Accident and Emergency Department (AED) settings e.g. resuscitation room, cubicles, minor theatre.		
2. Understand priorities & principles of emergency care.		
3. Describe the role & function of the triage nurse.		
4. Describe the different types of clients that are admitted to the triage, cubicles, resuscitation room, recovery and minor theatre in the AED.		
5. Describe the procedure for admission of patient in AED.		
6. Describe the primary, secondary & focused nursing assessments.		
7. Observe nursing skills and interventions to common emergency conditions e.g. bites, poisoning, injury, resuscitation.		
8. Understand emergency care as a holistic concept that includes the patient, family and significant others.		
9. Specify the psychological management of patients and families in emergency and crisis situations.		
10. Outline the ethical & legal considerations in AED nursing.		



HIGHER DIPLOMA IN NURSING

ASEPTIC TECHNIQUE ASSESSMENT TOOL

STUDENT NAME: _____

STUDENT NUMBER: _____

CLINICAL ASSESSOR NAME: _____

HOSPITAL NAME: _____

CLINICAL PRACTICE UNIT: _____

DATE OF ASSESSMENT: _____ ATTEMPT NUMBER: _____

OVERALL GRADE: SATISFACTORY UNSATISFACTORY

ASSESSOR'S COMMENTS:

SIGNATURE: _____

STUDENT'S COMMENTS:

SIGNATURE: _____

Students have a professional responsibility to present for clinical skills assessments only when they are fully prepared. A maximum of three attempts will be allowed for the assessment of a clinical skill after which a failure for the assessment item will be recorded.

*Student must master knowledge and skills in **each** of the following areas if applicable in order to pass the assessment*

	Mastered	Not Mastered
1. Obtained necessary information about client's social, cultural and/or medical status.		
2. Assessed wound area for -evidence of healing -oedema -colour -odour		
3. Assessed wound drainage for -amount -colour -consistency		
4. Assessed client's response to the dressing change, particularly signs of pain/discomfort.		
5. Conveyed an understanding of wound healing and terminology pertaining to tissue changes.		
6. Responded appropriately to any psychosocial and medical factors.		
7. Analysed assessment data and made appropriate clinical judgements, including -dressing type -method for fixing wound dressing		
8. Considered standard precautions and infection control measures.		
9. Explained procedure appropriately.		
10. Prepared equipment.		
11. Prepared client and environment.		
12. Hand hygiene: -before assembling the equipment -for an aseptic technique -after completing the procedure		
13. Positioned appropriately.		
14. Maximized sterile field.		
15. Maintained an uncontaminated field at all times.		
16. Correctly -removed existing dressing -applied replacement dressing		
17. Wound cleaned utilising appropriate method: - shower/bath - irrigation - swabbing		
18. Demonstrated problem solving -drain/suture/clip/staple removal -wound irrigation/packing -wound cleansing/debridement		
19. Dried the skin area around the wound.		
20. Provided appropriate feedback and health teaching to client.		
21. Maintained privacy, safety and dignity.		
22. Reported and recorded all findings accurately.		
23. Interpreted findings in relation to previous data.		
24. Evaluated methods used and determined need for alternatives.		
25. Evaluated need for further assessment.		
26. Demonstrated appropriate communication throughout interaction.		



HIGHER DIPLOMA IN NURSING

**ORAL MEDICATION ADMINISTRATION ASSESSMENT TOOL
(a group of patients)**

STUDENT NAME: _____

STUDENT NUMBER: _____

CLINICAL ASSESSOR NAME: _____

HOSPITAL NAME: _____

CLINICAL PRACTICE UNIT: _____

DATE OF ASSESSMENT: _____ ATTEMPT NUMBER: _____

OVERALL GRADE: SATISFACTORY UNSATISFACTORY

ASSESSOR'S COMMENTS:

SIGNATURE: _____

STUDENT'S COMMENTS:

SIGNATURE: _____

Students have a professional responsibility to present for clinical skills assessments only when they are fully prepared. A maximum of three attempts will be allowed for the assessment of a clinical skill after which a failure for the assessment item will be recorded

*Student must master knowledge and skills in **each** of the following areas if applicable in order to pass the assessment*

	Mastered	Not Mastered
1. Obtained necessary information relating to:		
- date and time of administration		
- route of administration		
- medication to be administered		
- identification of client		
- client response to medication/allergy		
2. Responded appropriately to any psychosocial and medical factors.		
3. Analysed assessment data and made appropriate clinical judgements.		
4. Considered standard precautions and infection control measures.		
5. Considered legal requirements/policies relating to administration of medication.		
6. Determined and explained intended course of action with the client.		
7. Hand hygiene.		
8. Prepared client and environment.		
9. Prepared equipment.		
10. Checked prescription for completeness and legibility.		
11. Checked medication :		
- Before taking out from medicine bottle		
- After taking out from the medicine bottle		
- Before administering to client		
12. Identified and checked medication against prescription in relation to:		
- medication		
- route		
- dosage		
- person		
- date and time		
13. Calculated and prepared correct dosage of medication against prescription.		
14. Administered medication to client as prescribed.		
15. Demonstrated appropriate handling and disposal of equipment.		
16. Provided appropriate feedback and health teaching to individual.		
17. Maintained privacy, safety and dignity.		
18. Reported and recorded all findings accurately.		
19. Interpreted findings in relation to previous data.		
20. Evaluated methods used and determined need for alternatives.		
21. Evaluated need for further assessment.		
22. Demonstrated appropriate communication throughout interaction.		