

List of Subjects Offered to Exchange/Short-term Non-local Study Students for Semester 2 (Spring) 2024/25
School of Nursing (SN)

Subject Code	Subject Name	Credits	Eligible Student Type [see *]	Limitation [see **]	Eligible Student (Year 1) (Y/N)	Eligible Student (Year 2) (Y/N)	Eligible Student (Year 3) (Y/N)	Eligible Student (Year 4 or above) (Y/N)
SN216	Pathophysiology and Pharmacology	3	Dept	53455	Y	Y	Y	Y
SN2331	Information and Communications Technology in Nursing	3	Dept	53455	Y	Y	Y	Y
SN3010	Nursing Therapeutics III <i>^Pre-requisite required</i>	3	Dept	53455	Y	Y	Y	Y
SN3180	Childbearing Family Nursing <i>^Pre-requisite required</i>	3	Dept	53455	Y	Y	Y	Y
SN3217	Child and Adolescence Health Nursing	3	Dept	53455	Y	Y	Y	Y
SN3303	Public Health and Infection Control	3	Dept	53455	Y	Y	Y	Y
SN3490	Nursing Therapeutics I <i>^Pre-requisite required</i>	3	Dept	53455	Y	Y	Y	Y
SN3705	Mental Health Nursing Therapeutics II	3	Dept	53482	Y	Y	Y	Y
SN380	Ethical and Legal Aspects in Health Care	3	Dept	53455	Y	Y	Y	Y
SN2A05	Fundamentals of Emergency Care and Critical Response	3	Dept	53455	Y	Y	Y	Y

Remarks:

^Please ensure that you have completed courses similar to the pre-requisite requirement, and send relevant supporting document to SN to verify whether the learning experience/certification/subject can be recognised as Pre-requisite before subject selection.

* Eligible Student Type

'ALL' = open to all exchange/short-term non-local study students including those admitted to other departments

'Dept' = open to exchange/short-term non-local study students who are admitted to this department only

** Limitation

'N/A' = open to all exchange/short-term non-local study students

'(programme code and/or stream code)' = only open to exchange/short-term non-local study students who are enrolled in specific discipline/stream/programme

Subject Description Form

Subject Code	SN216
Subject Title	Pathophysiology and Pharmacology
Credit Value	3
Level	2
Pre-requisite	Nil
Objectives	This subject contributes to the achievement of the Programme Intended Learning Outcomes (PILOs) by developing students' fundamental knowledge in disease process and essential drugs. This facilitates clinical reasoning and nursing therapeutics to meet clients' health needs in the clinical settings (<i>PILO 1</i>). The subject focuses on the understanding of knowledge of the anatomical and physiological abnormalities, pathological mechanisms, as well as therapeutic management, especially usage of common drugs required for the care of clients with different kinds of diseases or health problems (<i>PILO 2 & 3</i>).
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Distinguish the pathological changes from the normal physiology of human beings, (<i>PILO 1.1, 1.4 & 2</i>) b. Explore the etiology, pathogenesis, clinical manifestation, and therapeutic approach of selected diseases, (<i>PILO 1.1, 1.2, 1.3, 1.4, 2.1 & 3</i>) c. Establish substantial understanding of drugs that are commonly used in clinical practice. (<i>PILO 1.1, 1.3, 1.4 & 2</i>)
Indicative Syllabus	<p>This syllabus is indicative using systemic and disease-based approach in teaching and learning the following topics.</p> <ol style="list-style-type: none"> 1. <u>Causes of disease: Terminology, theories of illness, and genetics</u> Inherited, acquired and multifactorial disorders; an introduction to patterns of inheritance with selected examples of genetic diseases; congenital and acquired diseases; environmental and common risk factors, e.g. ionizing radiation, cigarette smoking, and occupational exposure. 2. <u>Concepts of pharmacokinetics, therapeutic drug monitoring and iatrogenic disease</u> Absorption and distribution of drugs; dosage calculation and monitoring; half-life and elimination; side-effects and adverse reactions; drug-related iatrogenic disease; drug-drug interactions. 3. <u>Pathophysiology of common diseases and usage of associated drugs in major body systems</u> Gastrointestinal; respiratory; cardiovascular; renal; endocrine; neurological and muscular; Human immune defence mechanism, hypersensitivity and immune deficiency.

	<p>4. <u>Introduction to cancer diseases</u> Epidemiology and etiology; Definition of cellular changes, e.g., hyperplasia, metaplasia, atrophy, dysplasia; characteristics of benign and malignant neoplasms; criteria and classification of malignancy; behaviour, process of cancer development and progression, therapeutic options for cancer diseases.</p>																									
<p>Teaching/ Learning Methodology</p>	<p><u>Lecture</u> It is conducted in the forms of traditional/blended learning/online modes of teaching to provide students with the knowledge of pathophysiology on various diseases, associated evaluation and treatment, and associated drugs. The lectures are supplemented with case scenarios to promote students' learning interest and understanding about the "real-life" problems and illnesses.</p>																									
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="553 709 1495 1058"> <thead> <tr> <th data-bbox="553 709 1073 877" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="1073 709 1230 877" rowspan="2">% weighting</th> <th colspan="3" data-bbox="1230 709 1495 877">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="1230 877 1328 911">a</th> <th data-bbox="1328 877 1414 911">b</th> <th data-bbox="1414 877 1495 911">c</th> </tr> </thead> <tbody> <tr> <td data-bbox="553 911 1073 961">1. Group assignment</td> <td data-bbox="1073 911 1230 961">40</td> <td data-bbox="1230 911 1328 961">✓</td> <td data-bbox="1328 911 1414 961">✓</td> <td data-bbox="1414 911 1495 961"></td> </tr> <tr> <td data-bbox="553 961 1073 1012">2. Written test</td> <td data-bbox="1073 961 1230 1012">60</td> <td data-bbox="1230 961 1328 1012">✓</td> <td data-bbox="1328 961 1414 1012">✓</td> <td data-bbox="1414 961 1495 1012">✓</td> </tr> <tr> <td data-bbox="553 1012 1073 1058">Total</td> <td data-bbox="1073 1012 1230 1058">100</td> <td data-bbox="1230 1012 1328 1058"></td> <td data-bbox="1328 1012 1414 1058"></td> <td data-bbox="1414 1012 1495 1058"></td> </tr> </tbody> </table> <p><u>Group assignment</u> Students will form groups to discuss and present on a specific disease, in the regards of the anatomical and physiological changes at disease states, and possible management. (PILO 1.1, 1.2, 1.3, 1.4, 2 & 3)</p> <p><u>Written test</u> It examines students' ability to understand, recall, comprehend, and apply the knowledge learnt on the subject. (PILO 1.1, 1.4 & 2) The written examination is separated into two parts in accordance with the two major focuses, i.e. pathophysiology and drugs.</p>			Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			a	b	c	1. Group assignment	40	✓	✓		2. Written test	60	✓	✓	✓	Total	100			
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	Total student study effort:	129 Hrs.
Reading List and References	<p>Textbooks:</p> <p>Porth, C. M. & Matfin, G. (2009). <i>Pathophysiology: Concepts of altered health states</i> (8th ed.). Philadelphia: Lippincott Williams & Wilkins.</p> <p>McCance, K. L., Huether, S. E. , Brashers, V. L., & Rote, N. S. (2019). <i>Pathophysiology: The biologic basis for disease in adults and children</i>. St. Louis: Mosby.</p> <p>Karch, A. M. (2015). <i>Lippincott's nursing drug guide</i>. Philadelphia: Lippincott Williams & Wilkins.</p> <p>Skidmore-Roth, L. (2015). <i>Mosby's 2016 nursing drug reference</i>. St. Louis: Mosby.</p> <p>Reading List: Refer to the reference list provided in individual lecture.</p>	

Subject Description Form

Subject Code	SN2331
Subject Title	Information and Communications Technology in Nursing
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	To equip students with basic understanding on the use of information and communications technology (ICT) in healthcare; students will acquire the essential concepts of the computerized information technologies with the major focus on their applications in Nursing; learners are able to participate in the simulated case studies for its related applications; advanced information technologies such as AI, AR/VR as well as their applications in Healthcare, particularly Nursing will also be introduced.
Intended Learning Outcomes	<p>Upon completion of the course, students should be able to:</p> <ol style="list-style-type: none"> a. explain how ICT is applied to effective communication and teamwork in healthcare;(PILO 3c &e) b. appreciate the significance, needs and benefits of ICT innovations to the society; (PILO 3h &j) c. describe the computerization in health care practice, management system, education and research; (PILO 1.6 & 1.7 & 1.8) d. recognize the confidentiality and ethical issues related to the ICT usage in health care (PILO 1.5); e. apply concepts of the computing technologies to the innovative practice in healthcare, particularly in nursing, with specific designs.(PILO 1.8, 3a &b)
Subject Synopsis/ Indicative Syllabus	<p><u>Indicative Syllabus</u></p> <ol style="list-style-type: none"> 1. Introduction to ICT in Nursing 2. Development of computer applications in the health care system 3. Benefits and constraints of a computerized information system 4. Computerized information processing 5. Application and innovations of computers and mobile devices in the areas of : <ol style="list-style-type: none"> 5.1 Patient care 5.2 Health Service administration 5.3 Healthcare research 5.4 Intelligent Health Systems

	<p>5.5 Health Communications systems and Telehealth</p> <p>5.6 Intellectual property and ethical aspects of health data automation</p> <p>6. Case studies of acquiring concepts for the future development of ICT technologies such as AI, AR/VR</p>																																								
<p>Teaching/Learning Methodology</p>	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Lectures are given to introduce the concepts and principles of information and communications technologies and its innovative applications in nursing, system evaluation and usability issues.</p> <p>Case study / Lab/ Tutorial - Students are guided to discuss and critically analyze the issues; with the application of the simulators and other technological devices in laboratory settings or in real settings if feasible; to reinforce their understanding of the concepts and principles introduced during the lectures. The ICT proposal and the individual case learning paper will be the outcome of the learning activities.</p>																																								
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <p><i>(Note 4)</i></p>	<table border="1" data-bbox="651 877 1500 1388"> <thead> <tr> <th rowspan="2">#Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Individual Case Learning Paper</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Group Proposal Presentation</td> <td>50%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> <tr> <td colspan="7"># Individual contribution to the group work will be assessed; students are required to pass both assessments</td> </tr> </tbody> </table> <p><u>Individual Case Learning Paper</u></p> <p>Using a case-based learning approach to engage students in the discussion of specific scenarios that typically reflect the real-world situations. This method is learner-centered with intense interaction between students and the teachers as they build their knowledge and work together as a group to examine the case scenarios. Students in group will be guided by the tutors to search for evidences and resources for the specific case issues and demonstrate its feasibility of application in tutorial classes or simulated laboratory settings. Individual learner will submit a case learning paper on the use of the ICT to improve current healthcare and nursing practice.</p>	#Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Individual Case Learning Paper	50%	✓	✓	✓	✓	✓	2. Group Proposal Presentation	50%	✓	✓	✓	✓	✓	Total	100 %						# Individual contribution to the group work will be assessed; students are required to pass both assessments						
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	<p><u>Group presentation</u> Students are expected to apply the course learning with extended literature review for the proposition of improving healthcare communication and nursing care</p>	
<p>Student Study Effort Expected</p>	Class contact:	
	Lecture	13 Hrs.
	Case study/Lab/Tutorial	26 Hrs.
	Other student study effort:	
	Case study and proposal preparation	52 Hrs.
	Pre-readings	26 Hrs.
	Total student study effort	117 Hrs.
<p>Reading List and References</p>	<p>Essential readings</p> <p>Chan, K. S., & Zary, N. (2019). <i>Applications and challenges of implementing artificial intelligence in medical education: integrative review</i>. JMIR Medical Education, 5(1), e13930.</p> <p>Chang, C. W., Lee, J. H., Chao, P. Y., Wang, C. Y., & Chen, G. D. (2010). <i>Exploring the possibility of using humanoid robots as instructional tools for teaching a second language in primary school</i>. Journal of Educational Technology & Society, 13(2), 13-24.</p> <p>Chen, G. D., Nurkhamid, Wang, C. Y., Yang, S. H., Lu, W. Y., & Chang, C. K. (2013). <i>Digital learning playground: Supporting authentic learning experiences in the classroom</i>. Interactive Learning Environments, 21(2), 172-183.</p> <p>Chen, G., Shen, J., Barth-Cohen, L., Jiang, S., Huang, X., & Eltoukhy, M. (2017). <i>Assessing elementary students' computational thinking in everyday reasoning and robotics programming</i>. Computers & Education, 109, 162-175.</p> <p>Chen, X., Zou, D., Cheng, G., & Xie, H. (2020). <i>Detecting latent topics and trends in educational technologies over four decades using structural topic modeling: A retrospective of all volumes of Computers & Education</i>. Computers & Education, 151, 103855. https://doi.org/10.1016/j.compedu.2020.103855</p>	

Clancy, T. R. (2020). *Artificial Intelligence and Nursing: The Future Is Now*. JONA: The Journal of Nursing Administration, 50(3), 125-127.

Robert, N. (2019). *How artificial intelligence is changing nursing*. Nursing Management, 50(9), 30.

Dewsbury, G., While, A. (2011). *Nursing and information and communication technology (ICT): A discussion of trends and future directions*. International Journal of Nursing Studies, 48, 1302-1310

Dzobo, K., Adotey, S., Thomford, N. E., & Dzobo, W. (2020). *Integrating artificial and human intelligence: a partnership for responsible innovation in biomedical engineering and medicine*. OMICS: A Journal of Integrative Biology, 24(5), 247-263.

Frith, K. H. (2019). *Artificial intelligence: what does it mean for nursing?*. Nursing education perspectives, 40(4), 261.

Mak, R. H., Endres, M. G., Paik, J. H., Sergeev, R. A., Aerts, H., Williams, C. L., ... & Guinan, E. C. (2019). *Use of crowd innovation to develop an artificial intelligence-based solution for radiation therapy targeting*. JAMA Oncology, 5(5), 654-661.

McGrow, K. (2019). *Artificial intelligence: Essentials for nursing*. Nursing, 49(9), 46.

Ortega-Navas, M. (2017). *The use of new technologies as a tool for the promotion of health education*. Procedia-Social and Behavioral Sciences 237, 23-29

Pottle, J. (2019). *Virtual reality and the transformation of medical education*. Future Healthcare Journal, 6(3), 181.

Xu, B., Chen, N. S., & Chen, G. (2020). *Effects of teacher role on student engagement in WeChat-Based online discussion learning*. Computers & Education, 157, <https://doi.org/10.1016/j.compedu.2020.103956>

Wartman, S. A., & Combs, C. D. (2019). *Reimagining medical education in the age of AI*. AMA Journal of Ethics, 21(2), 146-152.

Websites

Consortium for Research on Emotional Intelligence in Organizations
www.eiconsortium.org

Harvard Medical School
www.health.harvard.edu

	<p>Stanford Center for Compassion and Altruism Research and Education http://ccare.stanford.edu</p> <p>Yale Center for Emotional Intelligence www.ycei.org</p>
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Subject Description Form

Subject Code	SN3010
Subject Title	Nursing Therapeutics III
Credit Value	3
Level	3
Pre-requisite	Fundamentals of Nursing Therapeutics I (SN2121)
Objectives	Students will develop their knowledge and skills in nursing intervention while consolidating therapeutic nursing knowledge to promote health of the clients with disorders of neurological, musculoskeletal, ophthalmological and oto-rhino-laryngological systems. (PILO 1, 2, 3
Subject Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. recognize the human responses to altered pathophysiology related to clients with the selected health problems, (PILO 1.1) b. adopt pharmacological principles and concepts in providing safe and effective administration of common drug regimens prescribed to selected health conditions, (PILO 1.6) c. adopt a clinical reasoning approach to develop nursing care to adult clients and of different cultural, ethnic, religious and socioeconomic backgrounds, and various developmental states, (PILO 2.1, 3.1) d. assess, differentiate and address the physiological, psychological, emotional, social, and spiritual needs of clients and their families, (PILO 1.2 & 1.3) e. discuss the investigations and treatment / therapeutic practices based on a holistic care concept for those who are experiencing an alteration in selected body function, (PILO 1.1 & 1.4) f. identify pertinent client information relevant to level of setting in which health care is provided, (PILO 1.5) g. identify and prioritize appropriate nursing interventions for clients and their families with altered functional health from a holistic perspective, (PILO 1.1, 1.2, 1.3 & 1.4) h. incorporate a family-based approach to developing individualized care plans for clients with functional health problems and a variety of concerns, (PILO 1.2, 1.4 & 1.7) i. implement and evaluate care plans to assist the client in achieving adaptation, restoration, and/or maintenance of optimal health and evaluate the effectiveness of care provided, (PILO 1.1 & 2.1) j. report and document relevant client's behaviours or responses with the therapeutic interventions or/and health education, (PILO 1.1 & 2.1) k. examine and identify appropriate principles to fostering effective communication and collaboration with the client and among healthcare professionals in formulating a plan of care, (PILO 1.1, 1.2 & 1.3) l. initiate and employ health education/promotion strategies with the client and family, (PILO 1.4 & 3.1) m. formulate plan to resolve client's health problems by incorporating skills and techniques of clinical problem solving, decision making, reflective practice and

	<p>therapeutic relationship building and patient management approaches, (PILO 1.1, 1.3 & 3.1)</p> <p>n. discuss the communicable disease related to respective systems. (PILO 1.8 & 3.1)</p>
<p>Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. Therapeutic care of adults experiencing disturbances of the neurological system. 2. Therapeutic care of adults experiencing disturbances of the musculoskeletal system. 3. Therapeutic care of adults experiencing disturbances of eye, ear, nose and throat.
<p>Teaching and Learning Methodology</p>	<p><u>Lecture</u> It is conducted in the forms of blended learning modes of teaching to provide students with the knowledge of promote health of the clients with disorders of neurological, musculoskeletal, ophthalmological and oto-rhino-laryngological systems. It is used to amplify reading assignments and to provide recent information on a topic area, and to stimulate the students towards further study.</p> <p><u>Tutorial & Seminar</u> Case scenarios were used for teaching and learning in the seminar sessions. Students were introduced and suggested to use the 5-rights Clinical Reasoning Model, which consists of an explicit 5-steps cycle with evaluation, to guide their learning and problem solving. Students are required to work in groups to comprehend the picture, identify the nursing problems and make recommendation for the care of the clients with particular medical conditions. They were then allowed to share their learning with other classmates in the seminar (presentation).</p> <p><u>Laboratory</u> Laboratory aims to give students time for hands-on practice with the knowledge and skills that have been conceptually presented by way of lecture. Students are expected to perform each skill satisfactorily prior to performing the skill in the simulated laboratory.</p> <p><u>SPS & Simulated laboratory</u> SPS Workshop: Return demonstration of specific clinical skills is done under supervised practice setting to reinforce the skills competency. Simulated laboratory: Case-based scenarios will be formulated to match with the learning objectives of the respective systems. Patient simulated laboratory encourages students to challenge existing assumptions and go beyond the surface acquisition of knowledge by enhancing the integration of caring, communication, clinical skills and decision-making process. The nursing process will be incorporate with the 5-rights Clinical Reasoning Model, which consists of an explicit 5-steps cycle with evaluation. Debriefing session after the supervised practice is provided to reflect on the case and to clarify concepts.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)													
			a	b	c	d	e	f	g	h	i	j	k	l	m	n
	1. Written examination	60%	✓	✓		✓	✓	✓	✓		✓	✓		✓	✓	✓
	2. Seminar Presentation	40%	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Total	100%														
<p>Students are required to pass both the continual assessment and written examination in order to pass this subject as a whole.</p> <p><i>1. Multiple choice questions (MCQs)</i> in the test is used to assess students' different levels of understanding of a subject. Knowledge-based MCQs are used to assess students' ability to recall, relate, comprehend and explain subject-related matter. Scenario-based MCQs are used to assess students' knowledge application and problem-solving ability in subject-related health problems and issues. Making them adaptable for a wide range of content and learning outcome (PILO 1.6).</p> <p><i>Short questions</i> are useful for measuring student ability to interpret data by identifying a problem or health needs, formulating nursing care with rationales as support, implementing nursing intervention safely & correctly, and solve problems by evaluating the effectiveness of care and patient outcomes. Scenario-based open-ended questions enable assessment of students' analytical and problem-solving abilities in subject-related health problems and issues. (PILO 1.1, 1.4, 1.6, 1.7, 3.1)</p> <p><i>2. Tutorial participation</i> Students are responsible for collecting and organizing materials about particular topics, introducing these topics in class, participating in discussions which allows assessment of students' integration, analysis, interpretation and application of knowledge and the concepts of related areas (PILO 1.1, 1.6, 1.8). It emphasizes the element of motivation and personal involvement in learning.</p> <p><i>Presentation assesses</i> students' fulfilment of responsibility in learning, contribution to discussion, and openness to new ideas (PILO 1.1, 1.2). It also measures the students' ability in self-evaluation and providing feedback to group members (PILO 1.6, 2.1), communication, teamwork, and critical thinking (PILO 1.3).</p>																
Student Study Effort Expected	Class contact:															
	▪ Lecture													26 Hrs.		
	▪ Tutorial & Seminar													6 Hrs.		
	▪ Laboratory													8 Hrs.		

	Additional activity:	
	<ul style="list-style-type: none"> ▪ Simulated laboratory and supervised practice Laboratory 	12 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> ▪ Self & pre-reading 	32 Hrs.
	<ul style="list-style-type: none"> ▪ Preparation for tutorial & presentation 	12 Hrs.
	<ul style="list-style-type: none"> ▪ Preparation for simulated practice 	4 Hrs.
	<ul style="list-style-type: none"> ▪ Online quiz for revision 	4 Hrs.
	Total student study effort:	104 Hrs.
Reading List and References	<p>Textbook:</p> <p>Hinkle J.L., & Cheever K. (2018). <i>Brunner & Suddarth's Textbook of Medical-Surgical Nursing (14th ed.)</i>. Lippincott, Williams & Wilkins, Philadelphia, Pa.</p> <p>Reading List:</p> <p>Black, J.M., Hawks, J. H., Keene, A. & Luckmann, J. (2009). <i>Medical-surgical nursing: Clinical management for positive outcomes (8th ed.)</i>. Philadelphia: W.B. Saunders Company.</p> <p>Carpenito-Moyet, L. (2017). <i>Nursing diagnosis: Application to clinical practice (15th ed.)</i>. Philadelphia, PA: Wolters Kluwer.</p> <p>Clarke, Sonya, & Santy-Tomlinson, Julie. (2014). <i>Orthopaedic and Trauma Nursing</i>. Somerset: John Wiley & Sons, Incorporated.</p> <p>Hickey, J. (2014). <i>The clinical practice of neurological and neurosurgical nursing (7th ed.)</i>. PA: Lippincott. 4</p> <p>Jarvis, C. (2016). <i>Physical examination & health assessment (7th ed.)</i>. St. Louis: Saunders.</p> <p>LeMone, P. & Burke, K. (2008). <i>Medical surgical nursing: Critical thinking in client care (4th ed.)</i>. California: Addison-Wesley.</p> <p>Karen, W., Carinda, F. & Rajan, R. (2019). <i>Lippincot Illustrated Reviews: Pharmacology. (7th ed.)</i>. Philadelphia : Wolters Kluwer.</p> <p>Lewis, S. (2017). <i>Medical-surgical nursing: Assessment and management of clinical problems (10th ed.)</i>. St. Louis, Missouri: Elsevier.</p>	

Lotke, P., Abboud, J., & Ende, J. (2014). *Lippincott's primary care orthopaedics* (2nd ed.). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Maher, A. B. Salmond, S. W. & Pellino, T. A. (2002). *Orthopaedic Nursing* (3rd ed.). Elsevier Ltd

Manaster. B. J. (2009). *Expertddx. Musculoskeletal* (1st ed.). Salt Lake City, Utah: Amirsys Pennsylvania: W. B. Saunders.

Nettina, S.M. (2015). *The Lippincott Manual of Nursing Practice* (10th ed.). Philadelphia: Lippincott.

Smith, S., Duell, D., Martin, B., Aebersold, M., & Gonzalez, L. (2017). *Clinical nursing skills: Basic to advanced skills* (9th ed.). Boston: Pearson.

Tucker, R. G. (2021). *2021 Lippincott pocket drug guide for nurses*. Philadelphia : Wolters Kluwer

Useful websites:

Department of Health www.dh.gov.hk

Evidence-Based Review of Stroke Rehabilitation <http://www.ebrsr.com/clinician-handbook>

Hospital Authority, Hong Kong https://www.ha.org.hk/visitor/ha_index.asp

MSD MANUAL professional version <https://www.msmanuals.com/professional>

Orthopaedics & Traumatology: Surgery & Research

<https://www.journals.elsevier.com/orthopaedics-and-traumatology-surgery-and-research>

Subject Description Form

Subject Code	SN3180
Subject Title	Childbearing Family Nursing
Credit Value	3
Level	3
Pre-requisite	<ul style="list-style-type: none"> • Embryology, fetal development, anatomy and physiology of the newborn. (ABCT2326) • Comprehensive health assessment of an individual - history taking and physical examination. (SN2121 & SN2122) • Anatomy of Reproductive system; regional anatomy of abdomen and pelvis. (HSS2011)
Objectives	<p>The subject focuses on the fundamental knowledge and skills required for the care of clients and families with childbearing concerns. Critical thinking skills would be developed to explore, examine and analyse the contemporary issues about childbearing in Hong Kong and worldwide. This subject contributes to the achievement of the Programme Intended Learning Outcomes by providing learning opportunities and developing students' basic knowledge and skills to assess clients and families' health needs concerning childbearing issues (<i>PILO 1 & 2</i>). It would also facilitate students to acquire the skills in problem solving and therapeutic communication through problem based learning and clinical learning activities (<i>PILO 3</i>). The subject enables students to critically evaluate the nursing care provided to the childbearing family, the delivery of services and the professional roles of family nursing (<i>PILO 2</i>).</p>
Subject Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. describe the theories and general concepts to use in the family-as-client related to childbearing and family nursing, (<i>PILO 1.1, 1.6</i>) b. assist with the care of couples in relation to childbearing, (<i>PILO 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2, 3.1a-k</i>) c. assist with the care of infants in relation to childbearing, (<i>PILO 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2, 3.1a-k</i>) d. explain the process of reproduction, fetal growth and development, and the changes that occur with pregnancy and delivery, (<i>PILO 1.1, 1.4, 1.5, 1.6, 1.8, 3.1a-k</i>) e. demonstrate the understanding of knowledge and skills to perform assessments on the family, mother and neonate in the antenatal, perinatal and post-natal periods, (<i>PILO 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8</i>) f. explain the role of the nurse/midwife in the provision of care to the mother, child and the family throughout the period of pregnancy, delivery and postpartum, (<i>PILO 1.1 - 3.1k</i>) g. describe the general concepts in maternal and infant care using a family centered approach. (<i>PILO 1.1-1.8 & 3.1a-k</i>)

Indicative Syllabus	<ol style="list-style-type: none"> 1. The family system and its functions, and the concept of family centered nursing in reproduction and childbearing. 2. Sex and sexuality related to reproduction, pregnancy and childbirth. 3. Physical, psychological and sociological changes during pregnancy, childbirth, and parenthood. 4. Physical, psychological and sociological changes relating to problems in reproduction and childbearing. 5. Principles of obstetric care to the mother and fetus/neonate in the pre-natal, perinatal and post-natal period. 6. Care of clients with abnormalities in conception, pregnancy, childbirth and postnatal conditions, e.g. infertility, abortions, infections, postpartum haemorrhage, postnatal depression. <p>Principles of care to the family and its members in the childbirth process using a family centered approach.</p>																																																										
Teaching and Learning Methodology	<p><u>Lecture</u> Lectures with a variety of supporting media facilitate student learning with theoretical knowledge about childbearing issues focusing on the above mentioned syllabus.</p> <p><u>Tutorial/Seminar</u> Small group problem based learning tutorial activities provide effective educator-student interaction and shared responsibilities of active learning and critical thinking. go</p> <p><u>Laboratory</u> Six-hour laboratory sessions with a variety of manikins and simulators help consolidate student learning through practical demonstration and return demonstration activities.</p>																																																										
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" data-bbox="516 1121 1533 1612"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="7">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> </tr> </thead> <tbody> <tr> <td>1. Formative assessment</td> <td rowspan="2">80%*</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2. Summative assessment</td> <td></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>3. Seminar</td> <td>20</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="7"></td> </tr> </tbody> </table> <p>* Formative and Summative assessments are continuous assessment with a flexible weighting that contributes to 80% of the total assessment.</p> <p>Formative and Summative assessments They consist of assessment items testing students' understanding of the subject and their abilities to relate and apply the integrated knowledge of this subject into relevant aspect of care issues through MCQ and short questions (<i>PILO1.1-3.1k</i>).</p>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Formative assessment	80%*	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Summative assessment		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Seminar	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Total	100%							
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	<p>Seminar Seminar presentation assesses students on their ability to apply knowledge and synthesize new understanding and solutions on a case study with integrated clinical issues (<i>PILO 1.1 – 3.1k</i>).</p>	
Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial/Seminar	10 Hrs.
	Additional activity:	
	▪ laboratory and practices	Lab: 6 Hrs. SPS: 2 Hrs.
	Other student study effort:	
	▪ Self-directed learning / pre-reading	26 Hrs.
	▪ Preparation of seminar / group project	15 Hrs.
	▪ Preparation of test	26 Hrs.
Total student study effort:		111Hrs.
Reading List and References	<p>Textbook Davidson, M., London, M., & Ladewig, P. (2016). <i>Olds' maternal-newborn nursing & women's health across the lifespan</i> (10th ed.). NY: Pearson Prentice Hall.</p> <p>Lowdermilk, D. L., Perry, S. E., Cashion, K., Alden, K. R., & Olshansky, E. F. (2016). <i>Maternity women's health care</i> (11th ed.). St. Louis, MO: Elsevier Inc.</p> <p>Reference</p> <p>Blau, N., Duran, M., Gibson, K.M. & Dionisi-Vici, C. (2014). <i>Physician's guide to the diagnosis, treatment, and follow-up of inherited metabolic diseases</i> (2nd ed). Heidelberg-Berlin: Springer.</p> <p>Brunner, Lillian Sholtis., and Suzanne C. O'Connell. Smeltzer (2014). <i>Brunner & Suddarth's Textbook of Medical-surgical Nursing</i> (13th ed.) Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.</p> <p>Byrn, M. and Penckofer, S. (2015). The relationship between gestational diabetes and antenatal depression. <i>Journal of Obstetric, Gynecologic and Neonatal Nursing</i>, 44 (2), p. 246-255 <i>care</i> (4th ed.). Boston: Pearson Education.</p>	

Chan, W.K.Y. & Chow, J.C.K. (2014). Overview of Inborn Errors of Metabolism in Hong Kong. *The Hong Kong Medical Diary*, 19 (12), 14-16.

Cheung, P. Y., Sing, C. & Or, K. L. (2014). Journey to mother-baby-friendly care – Experiences of a public maternity unit. *Child Health Education And Advocacy Bulletin*, 4, 7-12.

Friedman, A. M., Ananth, C. V., Prendergast, E., D'Alton, M. E., & Wright, J. D. (2015). Variation in and factors associated with use of episiotomy. *JAMA*, 313 (2), 197-199.

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Hacker, A., Fung, E., & King, J. (2012). Role of calcium during pregnancy. *Maternal and fetal needs. Nutrition Reviews*, 70 (7), 397-409.

Hockenberry, M. J., Wilson, D., Rodgers, C. (2016). *Wong's essentials of paediatric nursing*. (10th ed.). St. Louis: Elsevier Mosby.

Huang, C. M., Hung, W. S., Lai, J. N., Kao, Y. H., Wang, C. L & Guo J. L. (2016). Maternity staff perspectives regarding resource demands of breastfeeding supportive practices in accordance with the baby-friendly hospital initiative accreditation: a Q methodology approach. *Journal of Advanced Nursing*, Vol 72 (6), p. 1301-1312.

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Kaakinen, J. (2015). *Family health care nursing: Theory, practice, and research* (5th ed.). Philadelphia : F.A. Davis Company

Ladewig, P., London, M., & Davidson, M. (2017). *Contemporary maternal-newborn nursing care* (9th ed.). Boston: Pearson.

Liu, Z., Qiu, L., Chen, Y., & Su, Y. (2011). Effect of milk and calcium supplementation on bone density and bone turnover in pregnant Chinese women: A randomized controlled trial. *Archives of Gynecology and Obstetrics*, 283 (2), 205-211.

Mak, C. M., Lam, C. W., Law, C. Y., Siu, W. K., Kwong, L. L. T., Chan, K. L., . . . Chan, A. Y. W. (2012). Parental attitudes on expanded newborn screening in Hong Kong. *Public Health*, 126 (11), 954-959. doi:10.1016/j.puhe.2012.08.002

Marshall, J., Raynor, M., & Myles, M. (2014). *Myles Textbook for Midwives*. (16th ed.). Edinburgh: Churchill Livingstone.

Murray, S. S., & McKinney E. S. (2014). *Foundations of maternal-newborn and women's health Nursing* (6th ed.). St. Louis: Elsevier Saunders.

Perry, S., Hockenberry, M., Lowdermilk, D., Wilson, D., & Wong, D. (2014). *Maternal child nursing care* (5th ed.). St. Louis: Elsevier Mosby.

Pillitteri, A. (2014). *Maternal & child health nursing: Care of the childbearing & childrearing family*. (7th ed). Philadelphia: Lippincott Williams & Wilkins.

Salari, P., & Abdollahi, M. (2014). The influence of pregnancy and lactation on maternal bone health: A systematic review. *Journal of Family & Reproductive Health*, 8 (4), 135-48.

Schubert, Müller, Norman, and Abdul-Khaliq. Transition from Fetal to Neonatal Life: Changes in Cardiac Function Assessed by Speckle-tracking Echocardiography. *Early Human Development* 89.10 (2013): 803-08.

Osborne, C. (2012). *Pre- and perinatal massage therapy: A comprehensive guide to prenatal, labor, and postpartum practice* (2nd ed). Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins.

Tarrant, M., Wu, K. M., Fong, D., Lee, I., Wong, E., Sham, A., Lam, C., and Dodgson, J. E. (2011). Impact of baby-friendly hospital practices on breastfeeding in Hong Kong. *Birth*, Vol 38 (3), p.238-245.

World Health Organization. (2016). *Sexually transmitted infections (STIs)*. Retrieved from <http://www.who.int/mediacentre/factsheets/fs110/en/>

Journals

American Journal of Obstetrics & Gynecology

Birth: Issues in Perinatal Care

Hong Kong Journal of Gynaecology, Obstetrics and Midwifery

International Journal of Gynecology & Obstetrics

Journal of Midwifery and Women's Health

Journal of Obstetric, Gynaecologic and Neonatal Nursing (JOGNN)

Maternal and Child Health Journal

Midwifery

Useful Websites

American College of Nurse-Midwives

<http://www.acnm.org>

Evidence Based practices

<http://www.cochranelibrary.com/cochrane-database-of-systematic-reviews/>

WHO

<http://www.who.int>

Midwives Council of Hong Kong

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

NICE National Institute for Health and Care Excellence guidelines,

<https://www.nice.org.uk/guidance/ng4>

The Royal College of midwives

<https://www.rcm.org.uk>

Videos

Aderhold, S., Perry, J., Baer, G., & Injoy Productions. (2011). *Pain management for childbirth*. [DVD] Longmont, Colo.: Injoy.

Brimdyr, K., Svensson, K., Widström, A., & Healthy Children Project. (2010). *Skin to skin in the first hour practical advice for staff after vaginal and cesarean birth*. [DVD] East Sandwich, Mass.: The Healthy Children Project.

Echols, D., Larson, D., Taylor, S., Roohk, B., TeleMedia Productions, MedVid Productions, & Concept Media, inc. (2007). *Nursing assessment of the newborn physical examination of the neonate*. [DVD] Irvine, CA: Concept Media [distributor].

Harrigan, J., McGinty, S., Mercer, L., Garcia, M., Classroom Productions, Medcom, inc, & TRAINEX. (2008). *Obstetrical nursing newborn stabilization and care* (Obstetrical nursing series). [DVD] Cypress, CA: Medcom Trainex.

Mangum, S., Delmar Learning, & Cengage Learning. (2011). *Assessment of the new mother and baby*. [DVD] KY: Delmar Cengage Learning.

Medcom, inc. (2014). *Obstetrical Nursing. Newborn Stabilization and Care* (Nursing education in video, 2014). Cypress, CA: Medcom. (Online)

Nylander, G., Stang, F., & Video Vital AS. (2008). *Breast is best*. [DVD] Norway: Video Vital AS.

Wellington, M., Concept Media, inc, & Cengage Learning. (2013). *Labor and vaginal delivery (Pregnancy, labor, and delivery)*. [DVD] Florence, Ky.: Delmar Cengage Learning.

Subject Description Form

Subject Code	SN3217
Subject Title	Child and Adolescent Health Nursing
Credit Value	3
Level	2
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject contributes to the achievement of 53055 Programme Intended Learning Outcomes by developing students' professional knowledge and skills to assess clients' health needs, plan and implement safe nursing interventions in healthcare settings (<i>PILO 1</i>). The subject focuses on the application of knowledge and skills required for the care of children and adolescent health problems and their families (<i>PILO 1, & 3</i>).
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none">a. Examine the normal and abnormal growth and development of children & adolescents (<i>PILO 1.4</i>)b. Assess common health conditions in children & adolescents, (<i>PILO 1.8</i>)c. Interpret the health needs of children and adolescents using a public health and epidemiology approach, (<i>PILO 1.4, 1.8</i>)d. Develop knowledge and skill of nursing assessment and intervention in child and adolescent health nursing, (<i>PILO 1.1, 1.2, 1.3, 1.4, 3.1a, 3.1i</i>)

<p>Subject Synopsis/ Indicative Syllabus</p>	<p><u>Introduction to Child and Adolescent Health Nursing</u></p> <ol style="list-style-type: none"> 1. Children and adolescents' growth and development: physical, psychological, social and cognitive development 2. Health concerns in children and adolescents: <ul style="list-style-type: none"> • Lifestyle behaviours (e.g. physical exercise, nutritional habits, health awareness, safety practices, identity awareness, stress management, interpersonal relationships, emotional awareness) • Health risk behaviours (e.g. obesity, substances abuse, teen pregnancy and HIV/ sexual transmitted diseases) • Cerebral/neuromuscular dysfunction (e.g. meningitis, encephalitis, head injury, cerebral palsy, hydrocephalus, seizures) • Deficit in physical development (e.g. esophageal atresia, teacheoesophageal fistula, congenital hip dysplasia, clubfoot, scoliosis, phimosis, hydrocele) • Gastrointestinal dysfunction (e.g. acute appendicitis, constipation, obstructive disorder- itussusception, hypertrophic pyloric stenosis, lactose intolerance) • Respiratory dysfunction & ENT dysfunction (e.g. influenza infection, URTI, croup, tonsillitis, otitis media, acute epiglottitis, bronchitis, asthma, pneumonia, respiratory distress) • Cardiovascular dysfunction (e.g. congenital heart disease, bacterial endocarditis, Kawasaki disease) • Renal dysfunction (e.g. UTI, nephritic syndrome, acute glomerulonephritis) • Accidents and injuries • Endocrine dysfunction (e.g. Type 1 diabetes, hypo/hyperparathyroidism) • Children with special needs (e.g. ADHD, autism, learning disability) • Family and social issues (e.g. child abuse, school bully) • Leukemia & blood dyscasia • Others: Contemporary health care issues: e.g. hand, mouth, food diseases, Enterovirus 71 infection, Coronavirus disease 3. Nursing assessment and intervention of children and adolescents with identified health concerns
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<p>Teaching/Learning Methodology</p>	<p><u>Lecture</u></p> <p>Lectures are used to deliver theoretical and factual knowledge about the growth and development of children and adolescents, and their health concerns, using a public health approach. The lectures are supplemented with short videos and case examples to stimulate students' learning and promote their understanding and application of theory into practice.</p> <p><u>Problem-based Learning Tutorial</u></p> <p>The case scenarios for the tutorial facilitate the students' critical thinking and integration of theoretical knowledge from lectures and internet to address health concerns of children, adolescents and their families. Case scenarios and simulated client situations are provided to mimic the "real- life problems". Students will be guided through the problem-based learning process to develop critical thinking, problem solving ability, teamwork, therapeutic communication and nursing skills required for child and adolescent health nursing care.</p>																												
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="539 850 1412 1213"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Seminar / tutorial</td> <td>30</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Final test</td> <td>70</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><u>Problem-based Learning Tutorial</u></p> <p>Problem-based learning (PBL) involves learning by tackling relevant problems. It guides students towards self-directed learning behaviour to search for information and knowledge on answers to a proposed assumption. (PILO 1.1, 1.3, 1.6 1.7, 1.8, 2 & 3)</p> <p>PBL in Groups: Students are required to divide the work of searching for relevant information and learning materials for classroom sharing and discussion.</p> <p><u>Quiz</u></p> <p>It is used to assess students' learning at the (recall / comprehension / application / analysis) level(s), making them adaptable for a wide range of content and learning outcome (PILO1 & 2).</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Seminar / tutorial	30	✓	✓	✓	✓	2. Final test	70	✓	✓	✓	✓	Total	100 %				
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																									
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1. Seminar / tutorial	30	✓	✓	✓	✓																								
2. Final test	70	✓	✓	✓	✓																								
Total	100 %																												

Student Study Effort Required	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial and Seminar	11 Hrs.
	▪ Laboratory	2 Hrs.
	Other student study effort:	
	▪ Pre-reading	15 Hrs.
	▪ Preparation for quizzes	40 Hrs.
	▪ Preparation for tutorial activity	20 Hrs.
	Total student study effort	114 Hrs.

<p>Reading List and References</p>	<p>Textbooks:</p> <p>Ball, J.W., Bindler, R.C. & Cowen, K.J. (2019). <i>Child health nursing: partnering with children and families</i> (3rd ed.). Upper Saddle River, N.J.: Pearson Prentice Hall.</p> <p>Bowden, V., & Greenberg, Cindy Smith. (2016). <i>Pediatric nursing procedures</i> (4th ed.). Philadelphia: Wolters Kluwer Health.</p> <p>Hockenberry, M. & Wilson, D. (2019). <i>Wong's Nursing Care of Infants and Children</i> (11th ed.). Columbia: Mosby</p> <p>Reading List:</p> <p>Bowden, V. R. & Greenberg, C.S. (2014). <i>Children and Their Families: The continuum of nursing care</i>. (3rd ed). Philadelphia: Lippincott Williams & Wilkins. Edelman C, Kudzma EC, eds. <i>Health Promotion : Throughout the Life Span</i> . Tenth edition. Elsevier; 2022. https://julac-hkpu.alma.exlibrisgroup.com/leganto/public/852JULAC_HKPU/citation/40612334690003411?auth=SAML</p> <p>Silbert-Flagg, J., & Pillitteri, A. (2017). Maternal and Child Health Nursing (8th Edition). Wolters Kluwer Health. https://julac-hkpu.alma.exlibrisgroup.com/leganto/public/852JULAC_HKPU/citation/36700512690003411?auth=SAML</p> <p>Perry, S.E (2023). <i>Maternal child nursing care</i>. (7th ed.). Maryland Heights, Mo.: Mosby. https://julac-hkpu.alma.exlibrisgroup.com/leganto/public/852JULAC_HKPU/citation/40613208650003411?auth=SAML</p> <p>Miall, L., Rudolf, M. & Smith D (2012). <i>Paediatrics at a Glance</i>. (3rd ed). West Sussex. Wiley-Blackwell.</p> <p>Suggested readings:</p> <p>Li, H. C. W., Chung, O. K. J., Ho, K. Y. E., Chiu, S. Y., & Lopez, V. (2012). A descriptive study of the psychosocial well-being and quality of life of childhood cancer survivors in Hong Kong. <i>Cancer Nursing</i>, 35(6), 447. doi:10.1097/NCC.0b013e31823fcb53</p> <p>Goddard, A. T., & Gilmer, M. J. (2015). The role and impact of animals with pediatric patients. <i>Pediatric nursing</i>, 41(2), 65.</p> <p>Lawrence, P. R., Feinberg, I., & Spratling, R. (2021). The Relationship of Parental Health Literacy to Health Outcomes of Children with Medical Complexity. <i>Journal of Pediatric Nursing</i>, 60, 65-70. doi:https://doi.org/10.1016/j.pedn.2021.02.014</p>
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Subject Description Form

Subject Code	SN3303
Subject Title	Public Health and Infection Control
Credit Value	3
Level	3
Pre-requisite	Nil
Objectives	<p>This subject contributes to the achievement of the Programme Intended Learning Outcomes:</p> <ul style="list-style-type: none"> - To help students in developing knowledge and analytical understanding of concepts relevant to infection prevention and control, public health (PILO 1) - To enable students to critically inquire the impacts of different types of communicable and non-communicable disease, the public health concerns (PILO 2) <p>To strengthen students' capacity in the promotion of healthy lifestyle, diseases prevention and the application of relevant knowledge in local community settings and organizations (PILO 3)</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Demonstrate understanding of the concepts relevant to public health, infection prevention and control and epidemiology (<i>PILO 1.1, 1.2 & 1.8</i>) b. Access and interpret data and information for public health purposes (<i>PILO 3</i>) c. Demonstrate understanding of the general principles of public health (<i>PILO 1.1, 1.2 & 1.3</i>) d. Discuss public health management and infection control measures of communicable and non-communicable diseases (<i>PILO 1.2, 1.6 & 3</i>) e. Recognize the public health needs of population and discuss reasons for the differences in health status (<i>PILO 1.3 & 2.1</i>) f. Identify health determinants for the occurrence of disease in populations and discuss the management method of risk factors (<i>PILO 1.5 & 3</i>) g. Explore the methods of investigation and control of disease outbreaks (<i>PILO 1.7 & 2.1</i>) h. Identify the function of organizations deliver public health services (<i>PILO 1.8, & 3</i>) i. Introduce means of health promotion in the community (<i>PILO 1.4, 1.8 & 3</i>)
Indicative Syllabus	<ol style="list-style-type: none"> 1 Philosophy and purpose of public health 2 Determinants of public health 3 Epidemiological concepts applied to assess public health needs

	<p>4 Modes of diseases transmission and general principles of infection control in disease outbreaks</p> <p>5 Role of government in public health, professional public health organization</p> <p>6 Promotion of health in the community</p>																																						
<p>Teaching/ Learning Methodology</p>	<p>Lecture, tutorial and self-directed learning.</p> <p>Lecture, tutorial and self-directed learning will be aligned with the intended learning outcomes.</p>																																						
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="542 537 1513 909"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Group Project</td> <td>40</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Final test</td> <td>60</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation on the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessment method is designed to assess student knowledge and evaluate their ability to apply concepts learned in the subject.</p> <p><u>Reading</u> Students are required to study the references as recommended by the teacher and to explore information related to public health issues and current infection control practices (<i>PILO 1.1, 1.3 & 3</i>)</p> <p><u>Project presentation</u> Students are required to prepare a group presentation of topic on a selected public health issue & is expected to relate the knowledge and concepts they learned from the subject area in order to demonstrate their understanding of public health & infection control in practice (<i>PILO 1.1, 1.5, 1.6, 1.7, 1.8, 2.1 & 3</i>)</p> <p><u>Test</u> It is used to assess student knowledge and analytical skills related to public health and prevention and control of infection diseases. . (<i>PILO 1.1, 1.6 & 1.8</i>)</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Group Project	40	✓	✓	✓	✓	✓	✓	2. Final test	60	✓	✓	✓	✓	✓	✓	Total	100%						
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2. Final test	60	✓	✓	✓	✓	✓	✓																																
Total	100%																																						

Student Study Effort Expected	Class contact:	
	▪ Lectures	26 Hrs.
	▪ Seminar	13 Hrs.
	Additional activities:	
	▪ Online learning	3Hrs.
	Other student study effort:	
	▪ Project preparation	65 Hrs.
	▪ Suggested reading and individual tutorial record preparation	
	Total student study effort:	
Reading List and References	<p>Suggested Textbook:</p> <p>Woolf, S.H., Jonas, S. & Kaplan-Liss, E. (2007). <i>Health promotion and disease prevention in clinical practice</i>. (2nd ed). Philadelphia: Wolters Kluwer Health/Lippincott Williams. (E-book)</p> <p>Gordis, L. (2008). <i>Epidemiology</i>. (4th ed.). Philadelphia, Pennsylvania: Elsevier Saunders.</p> <p>Reference:</p> <p>Kennamer, M. (2007). <i>Basic infection control for health care providers</i> (2nd ed) Clifton Park, NY: Thomson Delmar Learning</p> <p>Lombardo, J.S. & Buckeridge, D.L. (2007). <i>Disease surveillance: a public health informatics approach</i>. N.J.: Wiley.</p> <p>Mayhall, C. G. (2012). <i>Hospital epidemiology and infection control</i>. (4th ed). Philadelphia: Wolters Kluwer Health/Lippincott Williams.</p> <p>Nies, M.A. & McEwen, M. (2011). <i>Community/public health nursing: promoting the health of populations</i> (5th ed). St. Louis: Elsevier/Saunders.</p> <p>Turnock, B.J. (2012). <i>Essentials of public health</i> (2nd ed) Sudbury Mass: Jones & Bartlett Learning.</p> <p>Wald, N. (2004). <i>The epidemiological approach: an introduction to epidemiology in medicine</i>. London: Royal Society of Medicine Press.</p> <p><u>Journal</u> <i>American Journal of Infection Control</i> <i>American Journal of Public Health</i></p>	

*Public Health and Epidemiology Bulletin, Department of Health. Hong Kong:
Hong Kong Printer.*

On-line resources

Agency for Healthcare Research and Quality
<http://www.ahrq.gov>

Centre for Disease Control and Prevention
<http://www.cdc.gov/>

Centre for Health Protection
<http://www.chp.gov.hk/epidemiology/>

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

The Association for Professionals in Infection Control and Epidemiology
<http://www.apic.org//AM/Template.cfm?Section=Home>

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

Subject Description Form

Subject Code	SN3490
Subject Title	Nursing Therapeutics I
Credit Value	3
Level	3
Pre-requisite	Fundamentals of Nursing Therapeutics I (SN2121)
Objectives	This subject aims to develop the students' ability to integrate nursing concepts, professional knowledge, psychomotor skills and problem solving capacity in the promotion of health and management of disorders. (<i>PILO 1 & 3</i>) Therapeutic communications and empathy would be emphasized when formulating holistic care for the clients. In addition, decision making capacity would be built through keeping abreast in advance and evidence-based practice as well as lifelong learning. (<i>PILO 3</i>)
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. recognize the human responses to altered pathophysiology related to clients with the selected health problems (<i>PILO 1.1 & 3</i>) b. adopt pharmacological principles & concepts in identifying safe and effective administration of common drug regimens prescribed to selected health conditions (<i>PILO 1.1, 1.3, 1.4, 1.6 & 1.8 & 3</i>) c. adopt a clinical reasoning approach to develop nursing care to adult clients and of different cultural, ethnic, religious and socioeconomic backgrounds, and various developmental states (<i>PILO 1.1, 1.3, 1.4, 1.6 & 1.8 & 3</i>) d. assess, identify, and address the physiological, psychological, emotional, social, and spiritual needs of clients & their families (<i>PILO 1.1, 1.2, 1.3, 1.4, 1.6, 1.8 & 3</i>) e. interpret the investigations and treatment / therapeutic practices based on a holistic care concept for those who are experiencing an alteration in selected body function (<i>PILO 1.1, 1.2, 1.3, 1.4, 1.6, 1.8 & 3</i>) f. identify pertinent client information relevant to level of setting in which health care is provided. Discover the advancement and application of technology in client management and care in diverse health care settings (<i>PILO 1.1 & 1.4</i>) g. Justify appropriate nursing interventions for clients & their families with altered functional health from a holistic perspective (<i>PILO 1.1 & 1.2</i>) h. incorporate a family-based approach to developing individualized care plan for clients with functional health problem and a variety of concerns (<i>PILO 1.2 & 1.3</i>) i. formulate and evaluate care plans to assist the client in achieving adaptation, restoration, and/or maintenance of optimal health and evaluate the effectiveness of care provided (<i>PILO 1.2, 1.3 & 1.4</i>) j. evaluate relevant client's behaviours or responses with the therapeutic interventions or/and health education (<i>PILO 1.1</i>)

	<p>k. explain appropriate principles to fostering effective communication and collaboration with the client and among healthcare professionals in formulating a plan of care (<i>PILO 1.2 & 1.3</i>)</p> <p>l. select health education/promotion strategies when addressing health care needs of the client and family (<i>PILO 1.3, 1.4 & 1.8</i>)</p> <p>m. formulate plan to resolve client's health problem by incorporating skills and techniques of clinical problem solving, decision making, reflective practice and therapeutic relationship building and patient management approaches (<i>PILO 1.1, 1.3, 1.4, 1.6, 1.8 & 3</i>)</p> <p>n. discuss the communicable disease related to respective systems (<i>PILO 1.1, 1.4, 1.8 & 3</i>)</p>																																																																														
<p>Indicative Syllabus</p>	<p>Therapeutic care of adults experiencing disturbances of</p> <ol style="list-style-type: none"> oesophagus, stomach and intestine liver, biliary tract and pancreas. endocrine and metabolic systems. end stage of life. 																																																																														
<p>Teaching/ Learning Methodology</p>	<ol style="list-style-type: none"> Pedagogical input Laboratory and supervised practice sessions with demonstrations, return demonstrations, technology-based and simulated clinical experiences Scenario-based assessment Online activities, e.g. multiple choice quizzes 																																																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<table border="1" data-bbox="589 1035 1511 1507"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="14">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th>f</th><th>g</th><th>h</th><th>i</th><th>j</th><th>k</th><th>l</th><th>m</th><th>n</th> </tr> </thead> <tbody> <tr> <td>1. Scenario-based assessment</td> <td>60</td> <td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td> </tr> <tr> <td>2. Examination</td> <td>40</td> <td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>Total</td> <td>100</td> <td colspan="14"></td> </tr> </tbody> </table> <p><u>(Students are required to pass the written examination to pass the subject as a whole)</u></p> <p><u>Scenario-based assignment</u> It is used to assess students' data collection, interpretation, analysis of a case scenario or a real patient and application of relevant nursing interventions for medical and surgical health problems. It also enables peer learning, exchange of opinions and teamwork (<i>PILO 1.1, 1.3, 1.4, 1.6, 1.8 & 3</i>)</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)														a	b	c	d	e	f	g	h	i	j	k	l	m	n	1. Scenario-based assessment	60	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2. Examination	40	✓	✓	✓	✓	✓	✓	✓	✓							Total	100														
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1. Scenario-based assessment	60	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																																																																
2. Examination	40	✓	✓	✓	✓	✓	✓	✓	✓																																																																						
Total	100																																																																														

	<p><u>Examination</u> It is used as summative assessment to examine students' ability to recall, comprehend, analyze and apply the theoretical knowledge for medical and surgical nursing care (<i>PILO 1.1, 1.3, 1.4, 1.8 & 3</i>)</p>	
Student Study Effort Expected	Class contact:	
	▪ Lecture	26 Hrs
	▪ Laboratory, Seminars and simulated session	16 Hrs
	Other student study effort:	
	▪ Pre-reading and preparation for tutorials	15 Hrs
	▪ Preparation for written assignment	25 Hrs
	▪ Preparation for examination	30 Hrs
	Total Study effort:	112 Hrs
Reading List and References	<p>Textbook: Hinkle JL & Cheever KH (2014). Brunner & Suddarth's textbook of Medical-Surgical Nursing. (13th Ed). Lippincott Williams and Wilkins.</p> <p>Reading List: Adams, H., Urban, H., Leland N., & Urban, C. Q. (2020). Pharmacology for nurses: A pathophysiologic approach (6th ed.). Pearson. Alfaro-LeFevre, R. (2014). <i>Applying nursing process: The foundation for clinical reasoning. (8th ed.)</i>. Lippincott Williams & Wilkins. Carpenito-Moyet, L. J. (2017). <i>Nursing diagnosis: Application to clinical practice. (15th ed.)</i>. Wolters Kluwer Health/Lippincott Williams & Wilkins. Jarvis, C. (2020). <i>Physical examination & health assessment. (8th ed.)</i>. Elsevier. Levett-Jones, T. (Ed.). (2018). <i>Clinical reasoning: Learning to think like a nurse. (2nd ed.)</i>. Pearson Australia. McCance, K. L. & Huether, S. (2019). <i>Pathophysiology: The biologic basis for disease in adults & children. (8th ed.)</i>. Mosby. Nettina, S. M. (2019). <i>The Lippincott manual of nursing practice. (11th ed.)</i>. Lippincott.</p>	

Skidmore-Roth, L. (2021). *Mosby's 2021 nursing drug reference. (34th ed.)*. Elsevier.

Wallach, J. (2021). *Wallach's interpretation of diagnostic tests. (11th ed.)*. Lippincott Williams & Wilkins.

Useful web sites

American Cancer Society
<http://www.cancer.org>

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

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

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

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

Center for Health Protection, Hong Kong
<http://www.chp.gov.hk>

Hospital Authority, Hong Kong
<http://www.ha.org.hk>

National Center for Complementary and Integrative Health
<http://nccih.nih.gov>

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

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

United Ostomy Associations of America
<http://www.ostomy.org>

Centers for Disease Control and Prevention
<http://www.cdc.gov>

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

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

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

U.S. National Library of Medicine: Medline Plus
<http://www.nlm.nih.gov/medlineplus/healthtopics.html>

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

Subject Description Form

Subject Code	SN3705
Subject Title	Mental Health Nursing Therapeutics II
Credit Value	3
Level	3
Pre-requisite	Nil
Objectives	This subject contributes to the achievement of 53482 Programme Intended Learning Outcomes by developing students' professional competence to practice in mental health care settings (PILO 1.1). The subject enables the students to acquire professional knowledge on various mental health problems and skills to conduct comprehensive assessment, planning, implementation and evaluation of psychiatric nursing interventions (PILO 1.2 & 1.3). It provides students the opportunities to understand the working mechanisms between the mental health services and the clients (PILO 1.5 & 1.8). The learning process of the subject can also strengthen student's problem solving skills, critical thinking, teamwork and leadership attributes and communication and interpersonal skills (PILO 3a, 3b, 3h & 3i).
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (Please refer to Appendices A & D) a. Demonstrate their understanding on various mental health problems. (PILO 1.1 & 1.2) b. Identify the principles of mental health nursing care for specific clientele including child and adolescents, learning disabilities, drug and alcohol dependence and clients with personality disorders. (PILO 1.3, 1.5, 3a & 3i) c. Identify the principles of mental health care for clients experiencing specific problems including sleep disorders, sexual dysfunction, metabolic and endocrine disorders, and psychological and psychiatric problems associated with pregnancy & childbirth. (PILO 1.3, 1.5, 3a & 3i) d. Identify the role of psychiatric/ mental health liaison nurse in general hospitals. (PILO 1.8) e. Discuss the legal and ethical issues in forensic nursing. (PILO 3a, 3b, 3h & 3i)
Indicative Syllabus	<ol style="list-style-type: none"> 1. Care of child and adolescents with various mental health problems (e.g. autistic spectrum disorder, attention deficit and hyperactivity disorders) with a holistic focus on bio-psycho-social-spiritual needs 2. Care of clients with learning disability and various deficits and impairment (e.g. behaviour problem, self-care deficit, cognitive impairments, social and communication impairments, and psychomotor impairments) 3. Care of clients with drug and alcohol dependence 4. Care of clients with personality disorders 5. Care of clients with dissociation disorders and somatoform disorders 6. Care of clients with specific problems (e.g. sleep disorders, sexual and gender disorders, and eating disorders) 7. Care of clients with psychological and psychiatric problems associated with pregnancy & childbirth 8. Psychiatric/ mental health liaison nursing 9. Forensic nursing and forensic psychiatry
Teaching/Learning Methodology	<p><u>Lecture</u> Lectures are delivered to provide students with theoretical knowledge about various mental health problems. Assessment, planning, nursing interventions, legal & ethical issues of mental health care, and the nature of liaison services in general nursing services will be taught. The lectures will be supplemented with various case scenarios to motivate students' interest and facilitate their understanding and application of theoretical knowledge into clinical situations.</p> <p><u>Tutorial</u> The tutorials engage students' learning by discussing relevant mental health issues or phenomenon in small groups. Case scenarios related to various mental health related topics</p>

	are provided to enable students to clarify complex concepts in mental health. It is hoping that students will develop critical thinking skills and sound problem solving ability, effective communication and interpersonal skills, and psychiatric nursing skills at the end of the subject.																																	
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Role Play</td> <td>40</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Written Test</td> <td>60</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td colspan="5"></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	1. Role Play	40	✓	✓	✓			2. Written Test	60	✓	✓	✓	✓	✓	Total	100%					
	Specific assessment methods/tasks			% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																													
		a	b		c	d	e																											
	1. Role Play	40	✓	✓	✓																													
	2. Written Test	60	✓	✓	✓	✓	✓																											
Total	100%																																	
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:																																		
<p><u>Role Play</u> Role play aims at encouraging group cohesion and team effort among students. Students will develop effective communication skills and problem-solving skills through various complex clinical scenarios given. Skills enhancement in various psychiatric nursing procedures will also be facilitated. The ultimate goal of the role play is used to assess student's ability to apply, integrate relevant knowledge and concepts and intervene in various mental health problems in a holistic manner. (PILO 1.2, 1.3,1.4,1.5,1.8, 1.9, 1.10, 1.11, 1.12 &1.13)</p>																																		
<p><u>Written Test</u> It is used to examine students' ability to recall, comprehend, analyze and apply the theoretical knowledge in mental health nursing care. (PILO 1.2, 1.5,1.6,1.9&1.11)</p>																																		
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Reading List and References	<p>Textbooks: American Psychiatric Association (2013). <i>Diagnostic and Statistical Manual of Mental Disorders</i> (5th ed.). DSM-5. Arlington, VA.</p> <p>Bickley, L. S. (2013). <i>Bates' Guide to physical examination and history taking</i> (11th ed.) Wolters Kluwer. Lippincott Williams & Wilkins.</p>																																	

	<p>Boyd, M. A. (2012). <i>Psychiatric nursing: contemporary practice</i> (5th ed.). Philadelphia: Lippincott Williams & Wilkins.</p> <p>Burton, N. (2010). <i>Psychiatry</i> (2nd ed.). Wiley-Blackwell.</p> <p>Carpenito-Moyet., & Juall, L. (2010). <i>Nursing diagnosis: Application to clinical practice</i>. Philadelphia: Wolters Kluwer Health / Lippincott Williams & Wilkins.</p> <p>Fist, M. B., & Tasman, A. (2010). <i>Clinical guide to the diagnosis and treatment of mental disorders</i> (2nd ed.). Chichester, UK; Hoboken, NJ: Wiley-Blackwell.</p> <p>Fontane, K. L. (2009). <i>Mental health nursing</i> (6th ed.). Upper Saddle River, N. J. Pearson Prentice Hall.</p> <p>Frisch, N. C., & Frisch, L. E. (2010). <i>Psychiatric mental health nursing</i> (4th ed.) Delmar, USA.</p> <p>Geddes, J. (2012). <i>Psychiatry</i> (4th ed.). Oxford University Press. Oxford; New York.</p> <p>Gelder, M. G. et al (2009). <i>New oxford textbook of psychiatry</i> (2nd ed). Oxford University Press.</p> <p>Kneisl, C. B. (2013). <i>Contemporary psychiatric-mental health nursing</i> (3rd ed.). Boston: Pearson.</p> <p>McCarron, R. M. et al (2009). <i>Lippincott's primary care psychiatry</i>. Philadelphia: Lippincott Williams and Wilkins.</p> <p>Mohr, W. K. (2009). <i>Psychiatric mental health nursing: Evidence-based concept, skills, and practices</i> (7th ed.). Philadelphia: Wolters Kluwer Health / Lippincott Williams & Wilkins.</p> <p>O'Brien, P. G., Kennedy, W. Z., & Ballard, K. A. (2008). <i>Psychiatric mental health nursing: an introduction to theory and practice</i>. Sudbury: Jones and Bartlett Publishers.</p> <p>Sadock, B. J., Sadock, V. A., and Ruiz, R. (2015). <i>Kaplan & Sadock's Synopsis of Psychiatry: Behavioural Sciences/Clinical Psychiatry</i> (11th ed.). Wolters Kluwer.</p> <p>Shives, L. R. (2012). <i>Basic concepts of psychiatric-mental health nursing</i> (8th ed.). Philadelphia: Wolters Kluwer Health / Lippincott Williams and Wilkins.</p> <p>Stuart, G. W., & Laraia, M. T. (2009). <i>Principles and practice of psychiatric nursing</i> (9th ed.). St. Louis: Elsevier Mosby. Philadelphia: Lippinott Williams & Wilkins.</p> <p>Townsend, M. C. (2011). <i>Essentials of psychiatric mental health nursing: concepts of care in evidence-based practice</i> (5th ed.). F.A. Davis Company.</p> <p>Vallerand, A. H., Sanoski, C. A., Deglin, J. H. (2015). <i>Davis's Drug Guide for Nurses</i> (14th ed.). F.A. Davis Company. (e-book) (available at uCentral at http://www.unboundmedicine.com/ucentral)</p> <p>Videbeck, S. D. (2014). <i>Psychiatric mental health nursing</i> (6th ed.). Wolters Kluwer Health / Lippincott Williams & Wilkins.</p> <p><u>Evidenced-based information links</u> The Cochrane Collaboration: http://www.cochrane.org The Joanna Briggs Institute: http://www.joannbriggs.edu.au/</p> <p><u>Suggested journals for further readings:</u></p> <ul style="list-style-type: none"> - Australian and New Zealand Journal of Psychiatry - BMC Nursing - British Journal of Psychiatry - Hong Kong Journal of Mental Health
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- International Journal of Mental Health Nursing
- Issues in Mental Health Nursing
- Journal of Advanced Nursing
- Journal of Clinical Nursing
- Journal of Clinical Psychiatry
- Journal of Psychiatric and Mental Health Nursing
- Journal of Psychosocial and Mental Health Services
- Nursing Research
- Psychiatric Bulletin
- Schizophrenia Bulletin
- The Lancet
- The American Journal of Psychiatry

Useful web sites

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
<https://www.ranzcp.org/Home.aspx>

Subject Description Form

Subject Code	SN380
Subject Title	Ethical & Legal Aspects in Health Care
Credit Value	3
Level	3
Pre-requisite	Nil
Objectives	This subject aims to expand the students' intellectual capacity by exploring the pressing ethical and legal issues related to healthcare delivery. It would also facilitate the students to acquire moral reasoning ability in making clinical decision. With the acquired theory, knowledge and application, students are empowered to understand the importance of maintaining the standards of care and to recognize and challenge questionable practices. <i>(PILO 1, 2 & 3)</i>
Subject Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. Appraise critically the complexity of ethical and legal requirements for healthcare professionals in practice situations. <i>(PILO 1.8)</i> b. Synthesizetheir ideas coherently and critically on the ethical and legal issues in practice contexts. <i>(PILO 1.8, 2, 3.1b & i)</i> c. EvaluateRecognize the moral and legal obligations in the context of professional practice. <i>(PILO 1.5 & 1.8)</i> d. Apply their comprehension on the principles of bioethics and law and how they can be applied in specific healthcare situations. <i>(PILO 1.3, 1.5 & 1.8)</i>
Indicative Syllabus	<ol style="list-style-type: none"> 1. Ethical Aspect in health care <ol style="list-style-type: none"> 1.1 Values inquiry: personal, social, moral, and professional values 1.2 Ethical theories and concepts, and implications in ethical decision making: <ul style="list-style-type: none"> • Theories such as consequence-based, obligation-based, rights-based theories, and virtual-based ethics. • Ethical principles such as autonomy, non-maleficence, beneficence, and justice 1.3 Discourse on issues in healthcare ethics: <ul style="list-style-type: none"> • Treatment-limiting decision-making in end-of-life care, • Informed consent and clinical trial, • Technological advances, individual versus human good, e.g. genetic therapy, reproductive technology, organ transplantation • Information disclosure/nondisclosure and public interests • Individual rights and community goods • Non-maleficence and distributive justice • Personal responsibility and public health • Risk and vulnerability in work place, and professional responsibility 1.4 Implications of the ethics discourse in healthcare practice.

	<p>2. Principles of law and its relevance to healthcare professional practice.</p> <p>2.1 The nature and functions of law.</p> <p>2.2 A brief overview of the legal system in Hong Kong.</p> <p>2.3 Principles of tort law and its implication in healthcare practices.</p> <ul style="list-style-type: none"> • Tort of negligence • Vicarious liability • Assault and battery • Informed consent • False imprisonment, • Personal data protection • Defamation <p>2.4 Common practical legal issues in the healthcare context.</p> <p>2.5 The Mental Health Ordinance.</p>
<p>Teaching and Learning Methodology</p>	<p>A blended mode of teaching and learning is employed by integrating lectures, tutorials, seminars, online interacting activities and discussion paper.</p> <p><u>Lectures</u> They are conducted to provide students with the principles and theories of ethics and law related to health care delivery, including but not limited to: the approaches to address some ethical dilemmas in practice, the responsibilities of nurses for morally and legally justifiable clinical practice. Recent studies and cases will be used to increase students' learning interests and to facilitate their application of knowledge into clinical practice.</p> <p><u>Online interacting activities</u> Online discussion forum, peer group reviews and quizzes are structured in such a way that students can access any time within the schedule.</p> <p><u>Tutorial / Seminar</u> Students' active participations are encouraged with the aid of videos and discussion of ad-hoc ethical and legal issues. And with group discussion and presentations, students also learn the spirit of teamwork, effective communications and interpersonal skills, which are all essential elements in professional nursing care.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weight ing	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Seminar Presentation	40	✓	✓	✓	✓
	2. Written Test	60		✓	✓	✓
	Total	100%				
<p>(Students are required to pass both the written test/alternative assessment and the continuous assessments in order to obtain a pass in this subject.)</p> <p><u>Seminar Presentation</u> The students will be assessed on their ability to appraise others' stance as well as the ability in expressing their ideas / arguments on the ethical and legal issues at stake. This calls for their full cooperation as a team which enables peer learning. <i>(PILO 1.1, 1.2, 1.3, 3.1a, 3.1 & 3.1h)</i></p> <p><u>Written Test</u> Students will be assessed on their ability to analyze and apply ethical and legal principles in resolving relevant issues in the context of professional practice, the knowledge acquainted in the course pertaining to the relevant principal issues in clinical ethics and law, and their ability to critically analyze relevant ethical and legal concerns of nursing practice as healthcare professionals. <i>(PILO 1.8, 2, 3.1b & i)</i></p>						
Student Study Effort Expected	Class contact:					
	▪ Lecture		26 Hrs.			
	▪ Tutorial / Case Studies / Seminar		12 Hrs.			
	Online Teaching and Learning Activities		8 Hrs.			
	Other student study effort:					
	▪ Pre-reading / study		12 Hrs.			
	▪ Study for quizzes, test and online discussion		10 Hrs.			
	▪ Preparation for seminar presentation and written paper		20 Hrs.			
	Total student study effort		88 Hrs.			

Reading List and References

Reading List

Dimond, B. (2015). Legal Aspects of Nursing (7th ed.). England: Pearson.

Dobinson, I., & Roebuck, D. (2001). Introduction to law in the Hong Kong SAR (2nd ed.). Hong Kong: Sweet & Maxwell.

Laurie, G.T., Harmon, S.H.E., Dove, E.S. (2019). Mason and McCall Smith's Law and Medical Ethics (11th ed.). Oxford: Oxford University Press.

Beauchamp, T. L., & Childress, J. F. (2019). Principles of Biomedical Ethics (8th ed.). New York: Oxford University Press.

Berthold, M. (2003). Hong Kong data privacy law: territorial regulation in a borderless world. Hong Kong: Sweet & Maxwell Asia.

Fremgen, B. (2012). Medical Law & Ethics (4th ed.). New Jersey: Upper Saddle River, Pearson.

International Council of Nurses. (2012). Code of Ethics for Nurses. Available at: <http://www.icn.ch/about-icn/code-of-ethics-for-nurses/>

[Lo, B. \(2013\). Resolving ethical dilemmas: a guide for clinicians \(5th ed.\). Philadelphia: Wolters Kluwer.](#)

Pang, M.C.S., Yahiro, M., Chan, Y.L.H. (2009). "Knowing the patient and being a good nurse", in A contemporary Nursing Process: The (Un)bearable Weight of Knowing in Nursing, edited by RC Loosin & Purness (Chapter 22, pp. 445-467). Springer Publishing Co.

Pellegrino, E.D. (1995). Toward a virtue-based normative ethics for the health professions. Kennedy Institute of Ethics Journal, 5(3), 253-277.

The Nursing Council of Hong Kong (2015). Code of Professional Conduct and Code of Ethics for Nurses in Hong Kong. Available at www.nchk.org.hk

Tingle, J., & Cribb, A. (2013). Nursing law and ethics (4rd ed.). Malden MA: Blackwell.

UNESCO. (2005). Universal Declaration on Bioethics and Human Rights. Available at: <http://www.unesco.org/new/en/social-and-human-sciences/themes/bioethics/bioethics-and-human-rights/>

文思慧及梁美儀 (2000)。專業交點 — 專業倫理的理念與實行。香港：青文書屋。

梁秉中 (1998)。醫德漫談。香港：八方文化。

Journals

American Journal of Law & Medicine
Chinese & International Philosophy of Medicine
Hastings Center Report
Issues in Law & Medicine
Journal of Clinical Ethics
Journal of Medical Ethics
Nursing Ethics
中國醫學倫理

Useful web sites

Boston College School of Nursing
The site provides abstracts of nursing ethics texts and useful links to other sources.
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/>

Hong Kong SAR Laws Information System
Site provides the Statutes enacted in Hong Kong
<http://www.legislation.gov.hk/index.htm>

International Council of Nurses
Site contains resources relevant to nursing ethics, including links, etc.
<http://www.icn.ch/>

LexisNexis Butterworths
Site contains various legal cases
<http://www.lexisnexis.com/uk/legal>

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/>

	<p>The University of Minnesota's Center for Bioethics http://www.med.umn.edu/bioethics/ http://www.research.umn.edu/consent/orientation.html</p>
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Universal Declaration on Bioethics and Human Rights, UNSECO
<http://www.unesco.org/new/en/social-and-human-sciences/themes/bioethics/bioethics-and-human-rights/>

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	SN2A05
Subject Title	Fundamentals of Emergency Care and Critical Response
Credit Value	3
Level	2
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<ol style="list-style-type: none"> 1. To enhance students' understanding of the concept of emergency care and critical responses. 2. To develop students' ability to strengthen life-saving skills towards emergency and critical situations. 3. To develop students' ability to recognise, understand and provide initial support to individuals who are experiencing signs and symptoms of mental illness.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able:</p> <ol style="list-style-type: none"> a. Understand the principles of emergency response management. b. Gain an enhanced first-aid awareness for oneself and others c. Demonstrate basic life-saving skills in emergency situations. d. Apply first aid management in commonly seen injuries and emergencies (e.g. cardiopulmonary resuscitation (CPR)). e. Develop a plan for emergency care and critical response for their family and the community to address specific needs. f. Understand the fundamentals of mental health and principles of mental health first aid g. Develop an action plan for mental first aid (ALGEE) as necessary to help someone with mental health symptoms or at risk of mental health crisis h. Demonstrate mental health first aid skills to assist someone experiencing a mental health crisis. i. Develop a sense of caring for others and being ready to help.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ol style="list-style-type: none"> I. Apply social responsibility theory to emergency response <ul style="list-style-type: none"> • Social responsibility on mass causality event • Risk assessment of emergency • Accountability, ethics and moral requirements of being a rescuer • Local and international response system II. Demonstrate effective life-saving skills in emergency situations: <ul style="list-style-type: none"> • Principles & Practice of First Aid • Anatomy and pathophysiology of the cardiovascular, and respiratory systems • Management of sudden cardiac arrest

	<ul style="list-style-type: none"> • Management of airway obstruction in adults and infants • Management of wounds and injuries • Fire safety • Emergency escape and evacuate <p>III. Demonstrate the Mental Health First Aid Action Plan (ALGEE) to mental health crises:</p> <ul style="list-style-type: none"> • Common mental health problems and related crises • Mental health first aid action plans • Intervening and managing various mental health crises before professional help • Identify the resources available in the local community <p>IV. Develop a group report for an individual/ community-based emergency and critical responses to sudden or unanticipated events on physical injuries or mental health crises.</p>
<p>Teaching/Learning Methodology (Note 3)</p>	<p>Lectures</p> <p>To provide theoretical knowledge of first aid, fundamentals of mental health and main classifications of mental disorders, mental first aid and basic essential skills. The lectures are supplemented with short videos to promote their understanding of applying principles into practice. The following topics lecture will be used:</p> <ul style="list-style-type: none"> • Application of emergency response framework • Anatomy and pathophysiology of the cardiovascular, and respiratory systems • Social responsibility therapy • Accountability, ethics and moral standard in an emergency situation • Principle of basic life support and mental health first aid action plan • Fire safety • Common mental health crises <p>Laboratory /seminars</p> <p>Laboratory work aims to give students time for hands-on practice with the knowledge and skills that have been conceptually presented in lectures. Students are expected to perform the mental health skill satisfactorily to obtain a certificate of mental health first aid course.</p> <p>Role play in laboratory sessions can enhance students’ motivation in their learning of knowledge and skills. These sessions will be used to assess and facilitate students’ ability to engage in active learning and problem-solving from simple to complex course contents in different situations of emergency and critical responses.</p> <p>Some laboratory sessions will be conducted in collaboration with the <i>Fire and Ambulance Service Academy of the Hong Kong Fire Services Department (FSD)</i>.</p> <p>Videos, case scenario or journal articles would adopt in the seminars. Students will be guided through small group discussion and sharing to develop deeper understanding of aetiology and signs and symptoms of mental health disorders.</p>

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)								
		a	b	c	d	e	f	g	h	i
1. Continuous assessment: • First Aid and MHFA skills	30		✓	✓	✓	✓	✓	✓	✓	✓
2. Group poster project	30	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. Reflective report	40	✓	✓	✓	✓	✓	✓	✓	✓	✓
Total	100 %									

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Continuous assessment: allow students to demonstrate their mastery of the contents and skills through consolidating their newly acquired knowledge and skills in simulated authentic scenarios.

Group poster presentations enable students to integrate the concepts learned in this subject to design response plans for emergency events and for individuals with physical and/or mental health crisis in the community.

The presentation requires students to analyse local and/or international emergency events and demonstrate the application of the subject contents to develop the emergency response program.

Reflective report testify to the student’s reflection on their learning experience and the breadth and depth of their learning. The report can assess students’ understanding of the academic contents of the subject and the ability to apply their knowledge to specific emergency and/or critical situations with a sense of caring for self and others.

Student Study Effort Expected

Class contact:	
▪ Lectures	24 Hrs.
▪ Laboratory	15 Hrs.
Other student study efforts:	
▪ Pre-reading	30 Hrs.
▪ Laboratory and assessment preparation	45 Hrs.
Total student study effort	114 Hrs.

Reading List and References

Core Reading list:

- Cao, J., Zhu, L., Han, H., & Zhu, X. (2017). Modern Emergency Management. In *Illumina TPD EconLit - unstructured* (pp. xii–290). Springer Singapore Pte. Limited. <https://doi.org/10.1007/978-981-10-5720-5>
- El-Den, S., Moles, R., Choong, H. J., & O'Reilly, C. (2020). Mental Health First Aid training and assessment among university students: a systematic review. *Journal of the American Pharmacists Association*, 60(5), e81-e95.
- First aid manual : the authorised manual of St. John Ambulance, St. Andrew's First Aid and the British Red Cross. (Rev. 9th ed.). (2011). Dorling Kindersley.
- Kelly, C. M., Jorm, A. F., & Kitchener, B. A. (2010). Development of mental health first aid guidelines on how a member of the public can support a person affected by a traumatic event: a Delphi study. *BMC Psychiatry*, 10(1), 1-15.
- Rossi, A. S. (2001). *Caring and doing for others : social responsibility in the domains of family, work, and community*. University of Chicago Press.

Reference list:

- Candlin, S. (2008). *Therapeutic communication: A lifespan approach*. Pearson Education Australia.
- Egan, G. (2013). *The skilled helper: A problem-management and opportunity-development approach to helping*. Cengage Learning.
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- Heidenreich, P. A., Bozkurt, B., Aguilar, D., et al... (2022). 2022 AHA/ACC/HFSA Guideline for the Management of Heart Failure: A Report of the American College of Cardiology/American Heart Association Joint Committee on Clinical Practice Guidelines. *Circulation (New York, N.Y.)*, 145(18), E895–E1032. <https://doi.org/10.1161/CIR.0000000000001063>
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- Morgan, A. J., Ross, A., & Reavley, N. J. (2018). Systematic review and meta-analysis of Mental Health First Aid training: Effects on knowledge, stigma, and helping behaviour. *PLoS one*, 13(5), e0197102.
- New Economics Foundation (2022). Five ways to wellbeing. <https://neweconomics.org/2008/10/five-ways-to-wellbeing>
- Wong, D. F., Lau, Y., Kwok, S., Wong, P., & Tori, C. (2017). Evaluating the effectiveness of mental health first aid program for Chinese people in Hong Kong. *Research on Social Work Practice*, 27(1), 59-67.
- World Health Organization (2017). *Emergency response framework (ERF)*. (2th Ed.). Geneva: World Health Organization.
- World Health Organisation. Mental Health. https://www.who.int/health-topics/mental-health#tab=tab_1

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

(Form AR 140) 8.2020