

Nursing Students' Satisfaction with the Integration of Clinical Fiqh in Their Curriculum

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Dear Editor,

This letter aims to highlight the profound impact and significance of integrating Clinical Fiqh into nursing education, focusing specifically on nursing students' satisfaction with this innovative curriculum component at the Kulliyyah of Nursing, International Islamic University Malaysia (IIUM). Clinical Fiqh, which refers to the application of Islamic jurisprudence (Fiqh) to healthcare and clinical practices, represents a pioneering approach to harmonising religious principles with professional healthcare standards. As the first institution in Malaysia to offer this subject, IIUM's initiative addresses the urgent need for culturally competent care that resonates with patients' ethical and spiritual values, particularly in Muslim-majority settings. Understanding students' satisfaction with this integration is vital as it influences their learning outcomes and prepares them to deliver comprehensive and ethically sound care to diverse patient populations (1).

Including Clinical Fiqh in the nursing curriculum is a timely response to the growing demand for healthcare professionals who can navigate complex ethical dilemmas while respecting religious beliefs. Prior research has highlighted the importance of integrating religious ethics into medical education to enhance students' competence in addressing sensitive issues such as end-of-life care, patient modesty, and informed consent (2). Despite its importance, limited studies have explored nursing students' perceptions of this integration. The research seeks to fill this gap by evaluating students' satisfaction with various aspects of the curriculum, including

its relevance to modern nursing practice, the effectiveness of teaching methods, faculty expertise, and the applicability of Clinical Fiqh principles during clinical placements. Preliminary findings indicate that students highly appreciate the curriculum's ability to align Islamic values with modern nursing practices, enhancing their confidence and decision-making skills in ethically complex scenarios.

Clinical placements that incorporate Clinical Fiqh principles have been particularly well-received. Students report a heightened sense of preparedness and confidence in addressing religiously sensitive issues during patient care. This observation is consistent with findings from previous study, which demonstrated that structured Islamic input in medical training significantly improved students' knowledge, attitude, and practice, especially in handling ethically and religiously sensitive clinical situations (4). The integration of Islamic ethics into practical scenarios has not only improved students' competence but also strengthened their ability to provide holistic care that respects patients' spiritual and cultural needs. Clinical Fiqh provides specific legal-maxim-based guidance that helps Muslim nurses navigate real-life clinical dilemmas. For example, the principle of "*al-darurat tubih al-mahzurat*" (necessity permits the prohibited) can be applied when male nurses care for female patients in emergency situations, which would otherwise be discouraged without a mahram present. Another example is related to the obligation of prayer during illness: nurses trained in Clinical Fiqh are taught how to assist patients in performing *salah* through tayammum (dry

ablution) and modifications in posture based on the patient's ability. Similarly, guidance on managing *aurah* (modesty) while performing wound care or catheterisation is grounded in Clinical Fiqh, ensuring that religious boundaries are respected without compromising medical standards. These practical applications enable nurses to deliver ethically congruent care while accommodating patients' spiritual and legal concerns.

Additionally, faculty support and the availability of culturally relevant learning resources are crucial in influencing students' satisfaction levels (3). However, challenges remain, including the need for more practical examples, enhanced faculty training, and increased access to resources that can support the consistent delivery of Clinical Fiqh principles across different clinical settings. Addressing these challenges is essential to optimise the effectiveness of this integration and ensure its sustainability in various healthcare environments.

Moreover, the integration of Clinical Fiqh into the nursing curriculum has broader implications for nursing education in multicultural societies. It emphasises the importance of cultural competence and religious sensitivity as core components of nursing professionalism. This is supported by previous findings that identified cultural and religious sensitivity as essential competencies expected of undergraduate nursing students to provide person-centred and ethically appropriate care in diverse healthcare settings (3). This curriculum fosters a more inclusive healthcare environment by equipping students with the knowledge and skills to handle ethical dilemmas informed by Islamic jurisprudence. Such an approach benefits Muslim patients and sets a precedent for integrating religious ethics into healthcare education in other contexts. The positive feedback from students underscores the need for policymakers and educational institutions to consider expanding this model to other nursing programs within and beyond Malaysia (4,5).

In conclusion, integrating Clinical Fiqh into nursing education represents a significant advancement in preparing culturally competent nurses who can deliver care that aligns with Islamic ethical principles (6,7). The

positive reception from students highlights the curriculum's effectiveness in enhancing their clinical competence and ethical decision-making abilities. Future studies should explore the long-term outcomes of this integration, focusing on its impact on professional practice and patient care quality. Insights from these studies can guide policymakers and educators in refining the curriculum to ensure that it continues to meet the evolving needs of nursing students and the communities they serve.

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