|  |
| --- |
| **Suggested Form No. (2) Course Description** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Faculty** | **Princess Aisha Bint Al-Hussein College for nursing and health sciences** | | | | |
| **Department** | **Nursing** | | | **Level in Framework** | 7 |
| **Course Name** | Pediatric health nursing | **Number** | 0901331 | **Prerequisite** | 0901228 |
| **Credit Hours** | 3 | **Theoretical** | 3 | **Practical** | **-** |
| **Course Coordinator** |  | **Email** |  | | |
| **Teachers Educators** |  | **Emails** |  | | |
| **Lecture Time** |  | **Place** |  | **Attendance Type** | Face to face |
| **Semester** |  | **Preparation Date** |  | **Modification Date** |  |

|  |
| --- |
| Abridged Course Description |
| This course provides an in-depth exploration of pediatric health nursing, focusing on the unique aspects of caring for children from infancy through adolescence. Students will examine the distinctions between pediatric and adult health nursing, applying pediatric nursing principles across various wellness and illness contexts. The course covers common and complex health conditions affecting children throughout their lifespan, emphasizing family-centered care and the nursing process.  Students will learn to develop evidence-based nursing care plans that address both the physiological and psychosocial needs of children and their families. Critical analysis of research literature will enable students to support nursing practices with current evidence, fostering a deep understanding of the multifaceted issues influencing pediatric health. |
| Course Objectives |
| 1. Describe to the students the differences between pediatric health nursing and adult health nursing and apply the principles of pediatric nursing within various wellness and illness contexts. 2. Explain to the students the various health conditions that affect children’s health across the life span. 3. Enable students to build evidence-based nursing care plans for various health conditions affecting children's health within the framework of nursing process and family centered care to maintain children and family physiological and psychosocial wellbeing. 4. Direct students to utilize research knowledge to extract evidence from literature to support understanding of various issues affecting children’s health. |

|  |
| --- |
| **CILOs (Learning Outcomes)** |
| **Knowledge** |
| a1. Determine the factors that affect children’s health at global, regional and national levels.  a2. Define the concepts of family centered care, atraumatic care, ethical decision making, evidence-based practice, and quality of care.  a3. Describe the physiological and developmental differences between adults and children and within children of various age groups and discuss the implications of these differences on children’s health.  a4. Discuss risk factors, etiology, signs and symptoms, diagnostic tests and procedures of various health conditions affecting children’s health. |
| **Skills** |
| b1. Use the knowledge from assessment findings for developing evidence based and family centered nursing care plan for children with different health conditions.  b2. Analyze case studies to understand the complexities of managing children's health conditions in various contexts |
| **Competences** |
| **c1.** Integrate evidence from multiple research studies to form a comprehensive understanding of specific health issues affecting children. |
| **Teaching & Learning Methods** |
| 1. Lecture based learning 2. Class discussion 3. Concept maps 4. Flipped classroom 5. Case based learning |
| **Assessment Tools** |
| **1.**Quizzes and exercises  2.Written examinations  3.Written Assignments (issue related to pediatric nursing L.R)  4.Case studies  5.Group working |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Content** | | | | | | |
| **Week** | **Hours** | **Outcomes** | **Subjects** | **Resource** | **Teaching & Learning Methods** | **Assessment Tools** |
| **1** | 3 | a 1, a 2 | **Perspectives of pediatric nursing****:**   * + Health care for children   + The art of pediatric nursing:   \*role of pediatric nurse (self-reading)   * + Clinical reasoning & nursing process.   + Quality outcome measures | **Chapter #1** | * Lecture based learning * Class discussion | Quizzes and exercises |
| **2** | 6 | a 3,a 4,b1, b 2,c1 | * **Child with respiratory dysfunction:** * Tonsillitis * Otitis Media * Croup syndromes * Respiratory Syncytial Virus and Bronchiolitis * Bacterial and viral pneumonia * Asthma * Cystic fibrosis **(case based)** | **Chapter #26** | * Lecture based learning * Class discussion * Concept maps * Flipped classroom * Case-based learning | 2.Written examinations  3.Written Assignments (issue related to pediatric nursing L.R)  4.Case studies  5.Group working |
| **3** | **Chapter #26** |
| **4** | 3 | a 3, a 4,b1,c1 | •**Dehydration** | **Chapter #23** | * Lecture based learning * Class discussion * Concept maps * Flipped classroom * Case-based learning | 2.Written examinations  3.Written Assignments (issue related to pediatric nursing L.R)  4.Case studies  5.Group working |
| **5** | 6 | a 3,a 4,b1, b 2,c1 | * **Child with gastrointestinal dysfunction** * Clift lip and cleft palate * Gastroesophageal reflux disease * Diarrhea * Hirschsprung disease * Intussusception * Malrotation * Celiac disease (case based) | **Chapter #8**  **Chapter #25** | * Lecture based learning * Class discussion * Concept maps * Flipped classroom * Case-based learning | 2.Written examinations  3.Written Assignments (issue related to pediatric nursing L.R)  4.Case studies  5.Group working |
| **6** | **Chapter #25** |
| **7** | 6 | a 3,a 4,b1, b 2,c1 | * **Child with renal dysfunction** * Urinary tract infection * Acute glomerulonephritis * Nephrotic syndrome | **Chapter #24** | * Lecture based learning * Class discussion * Concept maps * Flipped classroom   Case-based learning | 2.Written examinations  3.Written Assignments (issue related to pediatric nursing L.R)  4.Case studies  5.Group working |
| **8** | **Chapter #24** |
| **9** | 6 | a 3,a 4,b1, b 2,c1 | * **Child with cardiac dysfunction** * Congenital heart disease * Heart failure * Hypoxia * Endocarditis * Rheumatic fever * Kawasaki disease (**case based)** | **Chapter #27** | * Lecture based learning * Class discussion * Concept maps * Flipped classroom   Case-based learning | 2.Written examinations  3.Written Assignments (issue related to pediatric nursing L.R)  4.Case studies  5.Group working |
| **10** | **Chapter #27** |
| **11** | 6 | a 3,a 4,b1, b 2,c1 | * **Child with cerebral dysfunction** * Meningitis **(case based)** * Seizures * Hydrocephalu * Neural Tube Defects | **Chapter #30** | * Lecture based learning * Class discussion * Concept maps * Flipped classroom * Case-based learning | 2.Written examinations  3.Written Assignments (issue related to pediatric nursing L.R)  4.Case studies  5.Group working |
| **12** | **Chapter #30** |
| **13** |  |  | **Hematological disorders (Ch1: P1-13)**  -Iron deficiency anemia  -Sickle cell anemia  **-**B-Thalassemia  -Thrombocytopenia  -Hemophilia | **Chapter #28** | * Lecture based learning * Class discussion * Concept maps * Flipped classroom * Case-based learning | -Written examinations  -Written Assignments (issue related to pediatric nursing L.R)  -Case studies  -Group working |
| **14** |  | a 3, a 4,b1,c1 | **High risk neonates (Ch1: P1-13)**   * + Definition of high-risk neonates   + Classification of high-risk neonates   + Nursing care of high-risk neonate   + RDS **(case based)**   + Developmental Dysplasia of the Hip (DDH) | **Chapter #8**  **Chapter #9** | * Lecture based learning * Class discussion * Concept maps * Flipped classroom   Case-based learning | -Written examinations  -Written Assignments (issue related to pediatric nursing L.R)  -Case studies  -Group working |
| **15** |  |  | **The Child with Endocrine and**   * DM * Metabolic disorder * Congenital hypothyroidism | **Chapter #31** | * Lecture based learning * Class discussion * Concept maps * Flipped classroom   Case-based learning | -Written examinations  -Written Assignments (issue related to pediatric nursing L.R)  -Case studies  -Group working |
| **16** |  | a2, a3,a4, b1, b2. | Final exam |  |  |  |

|  |  |
| --- | --- |
| **Constituents Components** | |
| Hockenberry, M., & Wilson, D. (2018). Wong’s nursing care of infants and children. (11th ed.). St. Louis, MO: Mosby Elsevier | **Textbook** |
| Moorhouse, M.F. and Murr, A.C. (2019) Nurse’s Pocket Guide: Diagnoses, Prioritized Interventions and Rationales (Nurse’s Pocket Guide: Diagnoses, Interventions & Rationales). 15th Edition | **References** |
| Ball, J. W., Bindler, R. C., & Cowen, K. J. (2019). Child Health Nursing: Partnering with Children and Families (4th Edition). Pearson. | **Recommended for reading** |
| AHU electronic library: <https://ahulibrary-coe.app.deepknowledge.io/>  -Journal of Pediatric Nursing: <https://www.sciencedirect.com/journal/journal-of-pediatric-nursing>  -Pediatrics  <https://publications.aap.org/pediatrics?autologincheck=redirected> | **Electronic material** |
| -American Academy of Pediatrics (AAP): <https://www.aap.org>  -Centers for Disease Control and Prevention (CDC) – Child Health: <https://www.cdc.gov/childrenshealth>  -World Health Organization (WHO) – Child Health: <https://www.who.int/health-topics/child-health> | **Other sites** |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Assessment Plan** | | | | | | | | | |
| **Assessment tools** | | **Grade** | **Outcomes** | | | | | | |
|  | | a1. | a2. | a3. | a4. | b1. | b2. | c1. |
| First examination (Mid) | | 30 |  | 5 | 5 | 5 | 15 |  |  |
| Second examination (If any) | | ---- | | | | | | | |
| Final examination | | 50 |  | 5 | 5 | 20 | 10 | 10 |  |
| Semester works | |  |  |  |  |  |  |  |  |
| **Semester Work Assessment** | Written assignment | 5 |  |  |  |  |  |  | 8 |
| Case study | 5 |  |  |  |  |  | 5 |  |
| Quizzes | 5 | 5 |  |  |  |  |  |  |
| Group working | 5 |  |  |  |  |  |  | 2 |
| Total | 100 | 5 | 10 | 10 | 30 | 25 | 15 | 10 |
|  | |  |  |  |  |  |  |  |  |

**Assignment evaluation Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Criteria** |  |  | | --- | |  | | **Excellent (4)** | **Good (3)** | **Needs Improvement (2)** | **Poor (1)** |
| **Use of Research Evidence** | Uses **multiple** relevant and high-quality research studies to support understanding. | Uses **some** relevant research studies, but may lack variety. | Uses **few** research studies, or some may not be relevant. | Uses **little or no** research evidence. |
| **Integration of Evidence** | Combines research findings smoothly, showing clear connections between studies. | Connects research studies well, but some ideas may need better explanation. | Lists research studies but does not fully connect them. | Research is not connected or is presented separately. |
| **Understanding of Pediatric Health Issue** | Clearly explains how research helps understand pediatric health issues. | Explain the topic well but may miss some details. | Shows some understanding, but explanation is unclear. | Shows little or no understanding of the topic. |
| **Clarity and Organization** | Ideas are well-organized and easy to follow. | Mostly organized, but some parts may be unclear. | Somewhat disorganized, making it hard to follow. | Poorly organized, making it difficult to understand. |
| **Use of Citations** | Uses proper APA citations and references with no errors. | Few minor mistakes in APA citations. | Several APA mistakes or missing citations. | Many APA errors or no citations. |

**Scoring Guide:**

* **16-20 (Excellent):** Strong use of research, clear connections, and well-organized writing.
* **11-15 (Good):** Good research integration but may need more clarity or organization.
* **6-10 (Needs Improvement):** Some research used, but weak connections and organization.
* **1-5 (Poor):** Little research, lack of understanding, and poor structure.