Course Specifications

Institution: Najran Univeristy	Date of Report: 22 \ 8\ 1438
College : College of Nursing health nursing	Department : **Maternity and childhood**

A. Course Identification and General Information

1. Course title and code: pediatric nursing 433 nur-7
2. Credit hours : **7hrs (3 theory +4 practical)**
3. Program(s) in which the course is offered. **Nursing program** (If general elective available in many programs indicate this rather than list programs)
4. Name of faculty member responsible for the course: **Dr.Howaida moawad ahmed**
5. Level/year at which this course is offered: **7th level   -   4th year**
6. Pre-requisites for this course : **Medical Surgical Nursing (2)317 NUR-4**
7. Co-requisites for this course : Non
8. Location if not on main campus : **Najran university campus (Medical colleges for girls).**

9. Mode of Instruction (mark all that apply)

a. Traditional classroom	√	What percentage?	70
b. Blended (traditional and online)		What percentage?	
c. E-learning		What percentage?	
d. Correspondence	√	What percentage?	15
f. Other	√	What percentage?	15

Others as : presentation-self learning
Comments: Video-assignment-presentation-self learning

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B Objectives

1. What is the main purpose for this course? At the end of this course the students will be able to equip the essential knowledge, skills, and attitudes needed to provide competent care to children during health and illness from birth to adolescence. Demonstrate safe performance of the nursing skills in a simulated laboratory setting.. Apply principles of advocacy, empowerment, ethics, human rights, and gender issues to care provision.
2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field) - Using problem solving strategy for teaching the course to improve students' abilities for creative thinking. - Develop pediatric nursing skill lab with modern equipment and dolls. - Modify the course contents according to the results of new research in the pediatric nursing field. - Well-equipped lecture halls - Enough books and other information sources - Use internet and video during lecture

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Growth & development	1	3h
Care of the hospitalized child and special problem for children	1	3h
The normal new born	1	3h
The High Risk Neonate	1	3h
The infant	1	3h
Disorders of the Infant	1	3h
The Toddler	1	3h
Disorders of the toddler	1	3h
The preschool child	1	3h
Disorders of the preschool child	1	3h

The school age child	1	3h
Disorders of the school age child	1	3h
The adolescent	1	3h
Disorders of the adolescent	1	3h
Evidence based in pediatric nursing		3 h
Pediatric triage	1	
1 Topics to be Covered (practical (180hr)	No of Weeks	Contact hours
Physical examination of children	1	12h
Vital signs	1	12 h
Incubator care	2	12 h
bathing		12 h
Infant feeding	2	12h
Anthropometric measure		12 h
Oxygen therapy	2	12h
Neonatal resuscitation		12 h
Nebulizer	2	6 h
Blood samples (heel stick)		6 h
Urine and stool samples		6 h
Throat culture		6 h
Drug administration	3	36 h
Suction		12 h
Phototherapy	2	6 h
Restraint		6 h

2. Course components (total contact hours and credits per semester): 3 hours \ week
45 hours \ semester

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	45h hours		46h	134h		225 hours
Credit	3h		2h	2h		7 hours

3. Additional private study/learning hours expected for students per week.

3 hours

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	**Knowledge**		
1.1	• Detect early signs, causes, classifications &management according to evidence based and paediatric triageof different pediatric disorders.	-Lecture - Discussion - Brain storming.	* Written exam (Quiz midterm and final exam)
1.2	• Identify stages, characteristics, factors affecting growth & development & theories of development from new born to adolescent	-Lecture - Discussion - Brain storming	* Written exam (Quiz midterm and final exam)
2.0	**Cognitive Skills**		
2.1	• Design nursing care for children with different illness.	- Lectures - Discussion - Brain storming - Self learning - Cooperative learning	Written exam (Quiz midterm and final exam)
2.2	• Use appropriate evidence based nursing to make decisions regarding common pediatric clinical situations.	- Lectures - Discussion - Brain storming - Self learning - Cooperative learning	Written exam (Quiz midterm and final exam)
3.0	**Interpersonal Skills & Responsibility**		

3.1	1- Apply self-direct active learning and work group actively	- Cooperative learning - Self -learning - Active class room participation	Class and lab participation
4.0	**Communication, Information Technology, Numerical**		
4.1	- Demonstrate active oral and written communication skills. - Use computer assistive devices, basic software and electronic health record Participate effectively as a member of the health care team	- Self -learning - Cooperative learning	- Observation checklist to assess written and oral presentation. Documentation evaluation
5.0	**Psychomotor**		
5.1	Competently perform all procedures related to pediatrics nursing care.	- Demonstration and re-demonstration - Simulation -Role play	- Practical exams by using observation checklist. Area evaluation.

	5. Schedule of Assessment Tasks for Students During the Semester		
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	5th	5 %
2	Mid Term theoretical Exam	10th	12%
	Mid Term practical exam	9th	8%
3	Assignment-presentation	Continuous	5 %
4	Participation	Continuous	2%
5	Documentation	Continuous	6%
6	Area evaluation	Continuous	4%
7	Final Theory Exam	18th	35%
8	Final practical Exam	17th	23%

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D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week) - 2 office hours every week - Student encourage to communicate on e-mail or at office - Exam error analysis in class - Feedback for each student

E. Learning Resources

1.   List Required Textbooks   **Hockenberry, M,J., and Wilson,D., (2013):** Wong's Essentials of Pediatric Nursing,9th ,ed., Elsevier.
2.   List Essential References Materials (Journals, Reports, etc.) **Hockenberry,M ., Wilson,D.,and   Rodgers,C.,(2017):** Wong's Essentials of Pediatric Nursing, 10th Edition, Mosby.
3. List Recommended Textbooks and Reference Material (Journals, Reports, etc) - **Price,D,l., and Gwin,J,F., (2008):** pediatric nursing:an introductory text , 10th ed., Elsevier. - **Nettina, S.M.,(2006):** Lippincott Manual of Nursing Practice" 3rded., Williams and wilkins. - **Tiffany,L.,andJudy,E.W.,(2012)** :Child Health Nursing with nursing reviews and rationales"3rd ed.,
4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) -   http://www.nursepedi.blogspot.com - www.journal.elsevier.com - www.researchgate.net

- www.wiley.com/bw/journal.asp

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.   • Multimedia associated with the text books and the relevant websites

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)   - Lecture room suitable for 30 students. -Suitable light and air condition. - data show and lab for presentation
2. Computing resources (AV, data show, Smart Board, software, etc.)   - Computers, projectors and smart board.
3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)   -Prepare new labs (OSKY lab),(Sim baby), incubator, heater, ventilator, monitor and suction device   - Library is not prepared yet .   - develop and increase in learning resources.   - Supplying the library with updated books and journals.   - Activating the services of electronic learning lab.

G Course Evaluation and Improvement Processes

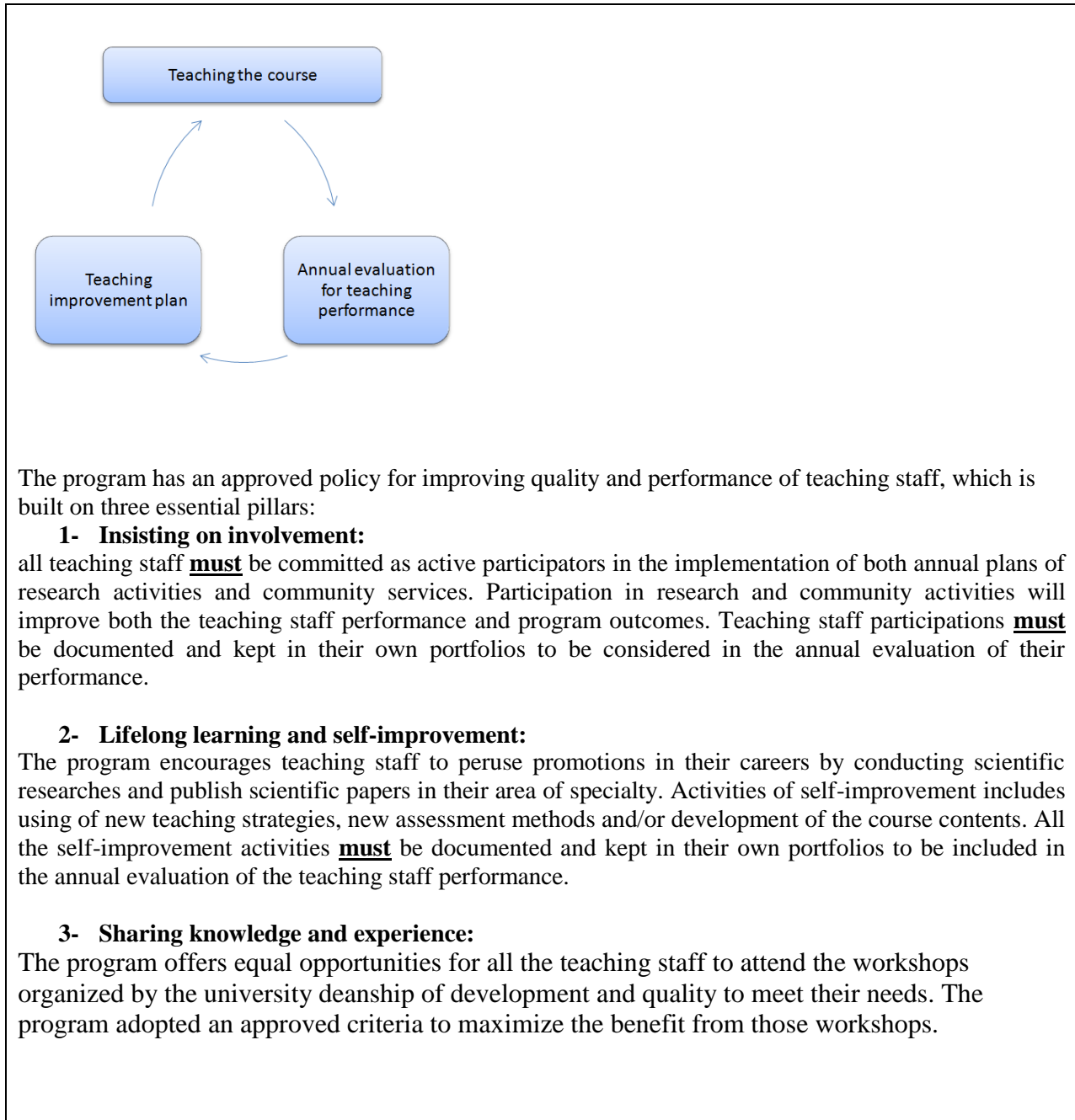| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

 - University questionnaire for evaluation of the course on web site. |
|---|
| 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor
 - Peer observing teaching process.
 - Program coordinator evaluation. |
| 3   Processes for Improvement of Teaching: |

The program has an approved policy for improving quality and performance of teaching staff, which is built on three essential pillars:

1- Insisting on involvement:

all teaching staff **must** be committed as active participators in the implementation of both annual plans of research activities and community services. Participation in research and community activities will improve both the teaching staff performance and program outcomes. Teaching staff participations **must** be documented and kept in their own portfolios to be considered in the annual evaluation of their performance.

2- Lifelong learning and self-improvement:

The program encourages teaching staff to peruse promotions in their careers by conducting scientific researches and publish scientific papers in their area of specialty. Activities of self-improvement includes using of new teaching strategies, new assessment methods and/or development of the course contents. All the self-improvement activities **must** be documented and kept in their own portfolios to be included in the annual evaluation of the teaching staff performance.

3- Sharing knowledge and experience:

The program offers equal opportunities for all the teaching staff to attend the workshops organized by the university deanship of development and quality to meet their needs. The program adopted an approved criteria to maximize the benefit from those workshops.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

عمليات التحقق من مستويات انجاز الطلبة (مثل: تدقيق تصحيح عينة من أعمال الطلبة من قبل أعضاء هيئة تدريس مستقلين، وتبادل تصحيح الاختبارات أو عينة من أعمال الطلبة بصفة دورية مع قبل أعضاء هيئة تدريس من مؤسسة أخرى)

- Exam papers and evaluation process are reviewed by the Exams' evaluation committee; reports are discussed in the program committee to take corrective actions.

1- For practical exams (to asses achievement of psychomotor, communication and interpersonal skills):

Students' performance is evaluated by the exam committee which involve at least two teaching staff members using the observation checklist.

2- For the final written exam (to assess knowledge and cognitive skills):

The exam committee is responsible for verifying the following:

- Compliance of the question paper with the rules approved by the faculty council.
- Compliance of the weight for each question and its relevant ILO and Domain of learning with the approved assessment matrix in manual of processes and procedures.

3 For overall achievement of the course ILOs

Indirect evaluation for student's overall achievement of the course ILO's is conducted by the end of the course and before final exams using self-assessment survey (to be filled by the students).

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5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement صف ترتيبات التخطيط للمراجعة الدورية لمدى فعالية المقرر الدراسي والتخطيط للتحسين :

By the end of each semester:

- Course report is submitted to the head of the department including the results of related surveys and reports, improvement plan is to be designed and implementation is to be monitored by the head of the department.

Committee of program review and improvement conducts a comprehensive study on:

- Performance of current cohort with previous cohorts at the level of all the specialty courses, results and trends are discussed at the level of faculty council and recommendations for improvement are to be considered in the improvement plan of the course.
- Effectiveness of all the specialty courses in achieving program ILOs, results and trends are discussed at the level of faculty council and recommendations for improvement are to be considered in the improvement plan of the course.

Faculty or Teaching Staff: Dr. Howaida moawad ahmed

Signature: *Dr. Howaida*   **Date Report Completed: 22 / 8/ 1438**

Received by: _____   **Dean/Department Head : Nahid khalil**

Signature: _____   **Date:** _____