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The Hashemite University

Faculty of Nursing

(FON)

**Course Syllabus**

**Approved by the Faculty Board on June 6th, 2021**

**Course Name**

**Child Health Nursing (Clinical)**

**Course Number**

**150703372**

**FACULTY OF NURSING (FON)**

**COURSE SYLLABUS**

**DEPARTMENT:**  **Adult Health Nursing**

**[Second Semester 2021-2022]**

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**The Mission of The Hashemite University**

As a youthful and prominent higher education institution, Hashemite University is committed to actively participating in achieving the goals of comprehensive national development. Through preparing loyal Men and Women who are technically competent in their professional fields and life-long learners who have a breadth of vision, loyalty to their nation, and a sense of civic and moral responsibility and devotion to the fundamental values of human life.

**The Vision of The Faculty of Nursing**

The Faculty of Nursing will be a benchmark in nursing education and research at the national and international levels. Our graduates will be creative, skillful, caring, knowledgeable nurses who will lead for excellence in health care and health promotion of individuals, families, and communities in collaboration with other health disciplines.

**The Mission of The Faculty of Nursing**

To offer a quality undergraduate program in nursing that prepare life-long competent, skillful, and adaptive leaders to develop, disseminate, and perform the latest evidence-based quality nursing knowledge in promoting and protecting the health and well-being of all individuals, families, and communities, improving the nursing profession and developing health care system.

**Core Values of The Faculty of Nursing**

Our values are derived from the Islamic Arabic heritage and the nursing profession, including r***espect, Integrity, Professionalism, Caring, Excellence, Leadership Discipline****.*

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| **1** | **Course Title** | **Child Health Nursing (Clinical)** |
| **2** | **Course Number** | 150703372 |
| **3** | **Credit Hours** (theory, practical) | 3 Credit Hours (Clinical) |
| **Contact Hours** (theory, practical) | (4X3)12 hours weekly |
| **4.** | **Time / Class Room** | Clinical Setting  Section 1 S&T 8-2 pm  Section 2M&W 8-2pm |
| **5.** | **Prerequisites**/co-requisites | 150703371# Child Health Nursing theory or concurrent |
| **6.** | **Program Title** | Bachelor's Degree in Nursing |
| **7.** | **Awarding Institution** | The Hashemite University |
| **8.** | **School** | Faculty of Nursing |
| **9.** | **Department** | Maternal, Child and Family Health Care Nursing |
| **10.** | **Level of Course** | Third year |
| **11.** | **Other departments (s) involved in teaching the course** | None |
| **12.** | **Language of Instruction** | English |
| **13.** | **Learning(teaching) Methods** | ☒Face to face ☐ Blended (Face to face + Online learning) ☐ Full online learning |
| **14.** | **If the course is blended or full online;**  **Forms(models) of Learning**  (See Teaching Methods) | ☐ 2+1: 2 Synchronous and 1 Asynchronous  ☐ 1+2: 1 Synchronous and 2 Asynchronous  ☐1+1: 1 Synchronous and 1 Asynchronous |
| **15.** | **Electronic Platform(s)** | ☒Moodle ☒Microsoft Teams ☐Skype ☐Zoom  ☐Others………… |
| **16.** | **Date of production/revision** | 2021-2022 |

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| **Course Coordinator:** | **Dr. Manal Al-Kloub, PhD, RN** |
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| **Other Instructors:** | **Dr. Murad Sawalha, PhD, RN** |
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| **Other Instructors:** | **Ms. Elham Zeidan** |
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| **Other Instructors:** | **Ms. Sajeda mohamed** |
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| **Other Instructors:** | **Ms. Wesam Awwad** |
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| **17. Course Description:** |

This course focuses on practical application of theoretical knowledge and basic skills in providing holistic and quality nursing care for children from infancy to adolescence and their families. Instructions throughout the course focuses on the use of nursing process, critical thinking skills and evidence-based decisions to develop plans to solve health problems and achieve best outcomes for children and their families. This course also strengthening students' abilities to communicate, collaborate, and work effectively with multi-disciplinary health care team to promote and maintain health of children and their families

1. **Course general objective and outcomes:**
2. **General objective:**

The Aim of this course is to provide the students with the basic knowledge & skills

required for the provision of nursing care to children & their families in health & illness

1. **Student Learning Outcomes (SLOs):** Upon successful completion of this course, students will be able to:

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| **Student Learning Outcomes (SLO's)** | |
| **SLO 1**: Utilize the nursing process to promote health, prevent diseases and provide holistic care of diverse individuals, families, and populations in various health care settings. | |
| Specific Course Objectives | * **Utilize** the nursing process to assess, plan, implement, and evaluate the appropriate nursing care to pediatric children/patients and their families appropriate for their stage of growth and development. * **Integrate** evidence-based knowledge from nursing, medicine, & other sciences to meet the health needs of pediatric clients and their families * **Demonstrate** a high level of fundamental skills required for functioning effectively and safely as a pediatric care nurse. * **Demonstrate** increasing levels of critical thinking and integrate evidence-based knowledge, skills, moral and ethical issues in decision making when providing care for children/patients and their families * **Develop** strategies for health promotion as well as disease and injury prevention for families and their children utilizing available cost-effective resources |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 2**: Person-Centered Care  **Domain 3:** Population Health  **Domain 5:** Quality & Safety  **Domain 9:** Professionalism |
| Relevant JNC Standard & Core-Competencies | **1. Performance:**  Professional Practice, Holistic Care  **2. Knowledge:**  Evidence-Based Knowledge, Critical Thinking |
| JNC Program Outcome Competencies | 1. Safe and effective care environment 35%  2. Health Promotion\prevention and maintenance 15%  3. Physiological Integrity 35%  4. Psychosocial Integrity 10%  5. Global health and health economics 5% |
| Evaluation Methods | * Case Presentation /Seminar * Clinical Performance * Focused Care Plan * Final Written exam * Final Clinical exam * Written Assignment |
| **SLO 2**: Demonstrate competency and safety in providing professional, ethical and evidence-based nursing care to individuals, families and populations across life span and health continuum. | |
| Specific Course Objectives | * **Demonstrate** the standards of nursing care, the scope of practice, the codes of ethics and the national safety goals of practice while providing care to children ill patients. * **Making and applying** ethically health care decisions and practices taking into consideration patients' rights of privacy, confidentiality and dignity * **Use** therapeutic verbal and non-verbal communication techniques that are effective in the care of pediatric patients and their families taking into considerations legal, ethical, and cultural issues * **Understanding** the influence of cultural practices on children and adolescents' health and their families * **Define and apply** preventive measures associated with each health problem * **Apply** current evidence-based knowledge into the nursing care plan of the children and their families. |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 2**: Person-Centered Care  **Domain 3:** Population Health  **Domain 4:** Scholarship for Nursing Discipline  **Domain 5:** Quality & Safety  **Domain 9:** Professionalism |
| Relevant JNC Standard & Core-Competencies | **1. Performance:**  Professional practice, Ethics, Accountability, Safety  **2. Knowledge:**  Evidence-Based Knowledge, Critical Thinking |
| JNC Program Outcome competencies | 1. Safe and effective care environment 35%  2. Health Promotion\prevention and maintenance 15%  3. Physiological Integrity 35%  4. Psychosocial Integrity 10%  5. Global health and health economics 5% |
| Evaluation Methods | * Case Presentation / Seminar * Clinical Performance * Focused Care Plan * Final Written exam * Final clinical exam * Written Assignment |
| **SLO 3**: Demonstrate critical thinking and problem-solving skills in clinical decision making, planning, implementing, and evaluating evidence-based nursing practice | |
| Specific Course Objectives | * **Utilize** knowledge derived from the nursing literature to provide safe competent decision-making and apply evidence-based practice to achieve best practice outcomes for the child and their family. * **Think critically**, make decisions based on sound rationale, and attain the necessary skills to become a caring nurse and develop plans to solve health problems of children and their families * **Utilize** interdisciplinary approach to achieve best clinical decision to achieve best practice outcomes for the child and their family. * **Use** current evidence-based research to achieve best practice outcomes for the child and their family. |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 2:** Person-Centered Care  **Domain 4:** Scholarship for Nursing Discipline  **Domain 5:** Quality and Safety |
| Relevant JNC Standard & Core-Competencies | **1. Performance**  **2. Knowledge:**  Evidence-Based Knowledge, Critical Thinking |
| JNC Program Outcome Competencies | 1. Safe and effective care environment 35%  3. Physiological Integrity 35%  4. Psychosocial Integrity 10% |
| Evaluation Methods | * Case Presentation / Seminar * Clinical Performance * Focused Care Plan * Final Written exam * Final clinical exam * Written Assignment |
| **SLO 4**: Apply leadership principles, management skills and quality improvement techniques within the scope of professional practice to ensure quality client-centered care. | |
| Specific Course Objectives | * **Demonstrate** confidence, leadership, and problem-solving skills while performing various roles of the pediatric nurse. * **Manage** time effectively while achieving pre-planned and written objectives. * **Identify** legal and ethical issues related to childcare. * **Administer** medications and other therapies safely * **Implement** safety-oriented health care for children and families. This includes applying the principles of infection prevention and isolation precautions, protective care, and fall prevention. * **Recognize** life-threatening situations and *know* protective and management interventions |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 6:** Interprofessional Partnerships  **Domain 7:** Systems-Based Practice  **Domain 9:** Professionalism  **Domain 10:** Personal, Professional, and Leadership Development |
| Relevant JNC Standard & Core-Competencies | **5. Leadership and Management:**  Leadership and Management  **1.Performance**  **2. Knowledge** |
| JNC Program Outcome Competencies | 1. Safe and effective care environment 35%  3. Physiological Integrity 35%  4. Psychosocial Integrity 10% |
| Evaluation Methods | * Case Presentation / Seminar * Clinical Performance * Focused Care Plan * Final Written exam * Final clinical exam * Written Assignment |
| **SLO 5:** Communicate, collaborate, and work effectively with individuals, families, communities, and members of the multi-disciplinary health care team to promote health. | |
| Specific Course Objectives | * **Recognize** nursing role as part of an interdisciplinary team * **Utilize** effective communication skills in an interdisciplinary team * **Perform** safe and quality technical and nursing procedures while establishing a therapeutic relationship with the child and family. * **Educate and promote** the health of children and their families. * **Establish** an empathetic and respectful relationship with children and families that is consistent with the children health condition and developmental stages. |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 6:** Interprofessional Partnerships  **Domain 9:** Professionalism |
| Relevant JNC Standard & Core-Competencies | **3. Relationship:**  Communication, Therapeutic relationship, Collaboration, Coordination  **1. Performance**  **2. Knowledge** |
| JNC Program Outcome competencies | 1. Safe and effective care environment 35%  2. Health Promotion\prevention and maintenance 15% |
| Evaluation Methods | * Case Presentation / Seminar * Clinical Performance * Focused Care Plan * Final Written exam * Final clinical exam * Written Assignment |
| **SLO 6**: Utilize appropriate, cost-effective resources and use information and health care technologies in a variety of health care settings. | |
| Specific Course Objectives | * **Utilize** appropriate resources and sources of information to achieve the best outcomes for children and their families. * **Apply** up-to-date and evidence-based knowledge into the nursing care plan of the children and their families. * **Communicate** up-to-date and evidence-based knowledge to the children and their families by using the principles of effective health education |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 7:** Systems-Based Practice  **Domain 8:** Informatics and Healthcare Technologies  **Domain 10:** Personal, Professional, and Leadership Development |
| Relevant JNC Standard & Core-Competencies | **6. Resource Utilization:**  Evaluate safety, effectiveness, availability and cost benefits, Allocation of resources, Manage human, equipment and technologies resources  **1. Performance**  **2. Knowledge**  **3. Relationship**  **4. Leadership and Management** |
| JNC Program Outcome competencies | 1. Safe and effective care environment 35%  3. Physiological Integrity 35%  4. Psychosocial Integrity 10%  5. Global health and health economics 5% |
| Evaluation Methods | * Case Presentation / Seminar * Clinical Performance * Focused Care Plan * Final Written exam * Final clinical exam * Written Assignment |
| **SLO7**: Demonstrate ability for professional growth and lifelong learning | |
| Specific Course Objectives | * **Use** the nursing process for comprehensive assessments of health and illness parameters in pediatric patients using developmentally, and culturally, appropriate approaches * **Provide** safe, holistic, family-centered care, across the health-illness continuum, for children and their families using state-of-the-art methodologies, and in all pediatric care settings. * **Engage** in dialogue about contemporary issues in healthcare, effectively advocate in the interest of children and their families, and lead others in the professional nursing role. * **Integrate** research and reliable clinical evidence to inform their nursing practice; |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 9:** Professionalism |
| Relevant JNC Standard & Core-Competencies | **4. Professional Development:**  Promotes quality improvement program, Professional development, Continuing competence  **1. Performance**  **2. Knowledge** |
| JNC Program Outcome competencies | 1. Safe and effective care environment 35%  3. Physiological Integrity 35%  4. Psychosocial Integrity 10% |
| Evaluation Methods | * Case Presentation / Seminar * Clinical Performance * Focused Care Plan * Final Written exam * Final clinical exam * Written Assignment |

1. **Teaching Methods and Assignments:**

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| **Teaching Methodologies:**  The following approaches that Adult Learning Theory guides will be used to achieve course objectives and related to the SLOs: | |
| **Instructional Methods** | **Learning Activities (Examples)** |
| • Indirect Instruction | * Evidence-based articles * Case Study-based method * Activities and tasks such as watching educational videos |
| • Interactive Instruction | * Structured orientation lectures and lab training * Skills and procedures demonstrations (using Course procedure checklist) * Clinical Education and case presentations and seminars * E-learning using Moodle |
| • Independent Study | • Experiential learning in a clinical setting   * Simulation assisted learning |

1. **Evaluation Methods and Course Requirements:**

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| 1. **Evaluation Methods** | |
| **Exams** | **Assigned Points** |
| Post lab Exam | 5% |
| Case Presentation (bedside) | 5% |
| Nursing Care Plan | 10% |
| Comprehensive Evaluation (hospital) | 25% |
| Comprehensive Evaluation (MCH) | 5% |
| Inservice Learning project | 5% |
| Evidence-Based Presentation (Seminar) | 10% |
| Nursing Note (SOPIE) | 5% |
| Final Clinical Exam | 15% |
| Final Written Exam | 15% |
| **Total** | **100%** |

1. **Textbooks and Study Resources**

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| **Required Text Book** | |
| **Title** | **Maternal & Child Health Nursing: Care for the Childbearing and Childrearing Family** |
| **Author(s)** | [JoAnne Silbert-Flagg](https://www.amazon.com/s/ref=dp_byline_sr_ebooks_1?ie=UTF8&field-author=JoAnne+Silbert-Flagg&text=JoAnne+Silbert-Flagg&sort=relevancerank&search-alias=digital-text)., Adele Pillitteri |
| **Publisher** | **‎**Wolters Kluwer Health; |
| **Year** | 2017 |
| **Edition** | 8th Ed |

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| **Evidence-Based Articles** |  |
| * Duignan, S., Doyle, SL., &McMahon, CJ. (2019). Refractory Kawasaki disease: diagnostic and management challenges. Pediatric Health Med Ther; 10:131–9. * Shi, P., Zhang, X., Liu, L., Tang, L., Li, J., Wang. L, et al (2020). Age- and gender-specific trends in respiratory outpatient visits and diagnoses at a tertiary pediatric hospital in China: a 10-year retrospective study. BMC Pediatr ;20(1):115. * Abukari, A.S.& Acheampong, A.K. (2021). Feeding the critically ill child in intensive care units: a descriptive qualitative study in two tertiary hospitals in Ghana. *BMC Pediatr* **21,**395. https://doi.org/10.1186/s12887-021-02854- | |
| **Available university services that support achievement in the course:**   1. Computers with internet access 2. E-library and electronic resources 3. Library resources 4. Audiovisual aid and well-equipped teaching halls | |

1. **Grading Scale**

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| 1. **Grading Scale**   Note. In-course assessment mark is provided in two decimal points and the final exam marks in one decimal. | | | |
| Letter Grade | Numeric Value | Range | Description |
| A+ | 4.00 | > 88.0% | Exceptional performance |
| A | 3.75 | 84.0 – 87.9 |
| A - | 3.50 | 80.0 - 83.9 |
| B + | 3.25 | 76.0 - 79.9 | Very good performance |
| B | 3.00 | 73.0 - 75.9 |
| B - | 2.75 | 70.0 - 72.9 |
| C + | 2.50 | 65.0 - 69.9 | Satisfactory performance |
| C | 2.25 | 60.0 - 64.9 |
| C - | 2.00 | 57.0 - 59.9 |
| D + | 1.75 | 54.0 - 56.9 | Minimally acceptable performance |
| D | 1.50 | 50.0 - 53.9 |
| F | 0.0 | < 50.0 | Unacceptable performance |

1. **Course Policies**

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| **Code of Ethics:** |
| * Academic misconduct is defined as using dishonest means to gain some academic advantage or benefit. This can take many forms, including but not limited to the following:   1. **Examinations**      1. Copying, or attempting to copy, from another student's work, or permitting another student to copy from your work.      2. Using notes of whatever kind in the formation of answers in a closed book examination.      3. Impersonation of another student in an examination, seminar, or another form of presentation.      4. Disrupting the conduct of examinations by illegally obtaining access to examination papers or answers and/or distribution of this material to others.   2. **Assignments**  1. *Copying:* Copying another person's answers in a paper, assignment, essay, etc., and presenting it as the student's work. 2. *Collusion:* Incorporating material into your work that results from working with others on an assignment intended to be an individual assignment. 3. *Plagiarism:* Using the thoughts, ideas, words, results, etc., of another person in a written assignment, without recognizing the source, as if it were the student's work. 4. *Falsification:* altering data or Inventing data that have been obtained from legitimate sources    1. **Forging University Documents**    * Submitting or using forged academic documents or signatures for personal gain or fraud. If a student commits an act of academic misconduct, whether defined above or of different nature, it may be documented, and then one or more of the following penalties may be applied:    1. Written warning.    2. Deducting of an assignment or examination.    3. A 'Zero' grade is given to the assignment or examination.    4. An 'F' grade was given to the course.    5. Suspension from the University for a Specified Period.    6. Dismissal from the University. |
| **Attendance, Preparation, and Participation Policy** |
| 1. It is the student's responsibility to attend all classes. Per Hashemite University's rules and regulations, the student's total absences must not exceed 15% of the total class hours. 2. Failure to attend classes without prior approval for whatever reason is considered as part of the percentage missed. 3. Students bear full responsibility for checking their attendance records. Attendance records are kept. 4. Compulsory attendance is required for all in-course assessments and final examinations. The examination will not be postponed for any student without an emergency reason or approved medical certificates. 5. Compulsory participation in discussions, written assignments, case scenarios, and e-learning. Moodle) is expected to complete the course requirements. 6. Students should interact with the teacher on Moodle for discussion related to the content taught in the classroom. Students should register for the course work on Moodle and use it frequently for the teaching-learning sessions and instructions. The students should be actively involved in these interactive classrooms and online learning sessions. 7. Absenteeism: Students who remain absent should meet the Course Coordinator. Those who are sick will produce a medical certificate certified by the University's Medical Center and submit it. |
| **Clinical Policies** (if applicable) |
| 1. **Attendance:** students are expected to attend all classes and practice days. If a student cannot attend a class session or practice day, the instructor must be notified prior to that. Per Hashemite University's rules and regulations, the student's total absences must not exceed 15% of the total class hours. This is equal to one day clinical. In addition, students are expected to take written and clinical exams when scheduled. If a student cannot attend a testing session, the faculty must be notified prior to the scheduled examination. Please refer to Hashemite University's Student Handbook for further explanation. Also, please note that it is a new university policy that if a student fails to take an examination as scheduled, there will be one make-up examination. A committee of three examiners will present the students with oral and written essay-type questions. Only students with acceptable reasons (i.e., urgent medical condition approved by the University Health Center, death of a first-degree relative, etc.) for absence will have the opportunity for a make-up examination.  2. **Practice:** There are guidelines for practical training that will also be provided to each student on a separate sheet to keep with them at hospitals. These guidelines include:   1. Practical training starts at 8:00 and ends at 2:00. 2. The student has to manage his/her transportation to the hospital except for   those trained in specific areas (will be announced), a university bus will be  provided.  C. The student has to wear the specified uniform and shoes at all times while at the hospital. In addition, the uniform must be clean and ironed properly.  D. All students have to maintain a professional appearance. This includes shaving for male students who do not grow their beards, a good haircut, and tied hair for female students and those who wear a scarf.  E. It is the student's responsibility to maintain good personal hygiene.  F. Jean pants are not allowed, and colored scarves other than cream or page.  G. Students are not allowed to chew gum or smoke in the clinical areas.  H. Students should have their break time as scheduled and not exceed that.  The following items are prohibited at clinical training: bracelets rings other than the wedding ring, high heels or sandals, nail polish, long nails, and improper make-up.  J. Every student must have the following on a clinical day: a pocket-size notebook, a pen, scissors, a torch, and a stethoscope.  K. The student has to inform either the nurse in charge or the instructor when leaving his/her assigned clinical area.  L. Clinical seminars and case studies will start according to the schedule. Therefore, students are expected to report to these learning activities on time.  M. Students are expected to use proper communication skills and cooperate with their instructors, colleagues, and other health team members.  N. **Students Must NOT perform the following:**  1. Perform a venipuncture. 2. Take verbal orders or phone orders from physicians or laboratory reports. 3. Act as a witness to signing documents (surgical permits, etc.) 4. Carry medication/narcotic keys. 5. Give any medications IV push 6. Add anticoagulant or insulin to IV solutions. 7. Insert or remove intestinal decompression tubes. 8. Insert or remove small lumen feeding tubes such as feeding tubes |

1. **Course Outlines**

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| **Week** | **Clinical Area Rotations** | **Instructor** | **Achieved ILOs** | **Evaluation Methods** |
| **1-2 weeks**  27/2 to 9/03/2022 | **Course Orantation at faculty Labs**  -Mediaction adminstartion,fluid and Electrolytes  - newborn physiacl exam  - Immunization  - growth and development (Milestones)  - Pain assessment tools  -Common pediatric disorders (problem based learing senareio such as Urinary tarct infection,Pneumeonia,Gastroentrities  -Standard precautions  -Simulation lab | All clinical instructors | **ILOs 1-7** | Clinical Evaluation using Appendix (2,3,4,5,6,7,8) Assignments  Quizzes  Presentation  Clinical oral exams  Final written exam |
| **First Rotation**  3-7 weeks  13-30/03/2022 | **Medical Wards:**  - Case-discussion  -Physical exam for children  -Growth Parameters measurement  -Vital signs for children  -Communicate with children &family  -Oxygen therapy  -Chest physiotherapy  -Safety and fall prevention  - Calculation medication+ IV Formula  -Nursing care plan | All clinical instructors | **ILO1-7** | Clinical Evaluation using Appendix (2,3,4,5,6,7,8) Assignments  Quizzes  Presentation  Clinical oral exams  Final written exam |
| **Second Rotation**  8-11weeks  3-21/04/2022 | **Surgical wards ,**,**Nursery**,**PICU /NICU,ER**  - Pre-and post- operative care for child undergoing suugery  -Speciemen collection  - case discussion - care of unconscious child/neonate care,newborn neurologic assessment  -Cardiac monitor / ventilators | All clinical instructors | **ILOs 1-7** | Clinical Evaluation using Appendix (2,3,4,5,6,7,8) Assignments  Quizzes  Presentation  Clinical oral exams  Final written exam |
| **Third Rotation**  12-13 weeks  24-27/4 and  8-11/05/2022 | **MCHC:**  -Physical exam of child (newborn)  - immunity and immunization report  - Growth & development  -Health education  - Screening test (PKU, congenital hypothyroidism, G6pD) | All clinical instructors | **ILOs 1-7** | Clinical Evaluation using Appendix (2,3,4,5,6,7,8) Assignments  Quizzes  Presentation  Clinical oral exams  Final written exam |
| 14 week  15-19/05/2022 | **Evidence base presentaion at the faculty classrooms**  -Children with Autism  -ADHD (Attention deficit hyperactive disorder)  - Urinary incontinence, child abuse  - Eating Disorders  -Pediatric Emergency (Poisoning) | All clinical instructors | **ILOs 1-7** | Assignments  Quizzes  Presentation  Clinical oral exams  Final written exam |
| 15-16 week  22/5 to  3/06/2022 | **FINAL EXAM**  **Oral exam (clinal seeting)**  **Written exam** | All clinical instructors | **ILOs 1-7** | **Appendix 8** |

**25. Additional informatio**