



**University:** Port Said  
**Faculty:** Nursing  
**Department:** Pediatric Nursing

## Program Specification (2019-2020)

### A. Basic Information

1. **Program Title:** Master degree

2. **Program Type:**

Single  Double  Multiple

3. **Department:** Pediatric Nursing

4. **Last date of program specifications approval:** / /

### B. Professional Information

#### 1- Program Aim:

1/1- To graduate competent professional nurses able to provide holistic nursing care independently and in collaboration with members of health team in a variety of pediatric health services, and develop skill to function as an independent midwifery practitioner. It will further enable the student to function as educator, manager and researcher in the field of pediatric nursing.

#### 2- Intended Learning Outcomes (ILOs):

**By the end of the program the post graduate student should be able to:**

#### 2/1 Knowledge and Understanding:

a.1	Acquire knowledge of the basic and behavioral sciences, and the humanities in order to make professional judgments that will help in caring for neonates and children with selected health problems
a.2	Identify the principles and techniques when providing comprehensive care for neonates and children during different stages based on research findings.
a.3	Discuss risks in clinical practice related to pediatric branch
a.4	Explain the role of nurse in caring and teaching the children and their caregivers related to selected health problems



a.5	Describe the role and effect of the nursing profession on providing a healthy environment for the client.
a.6	Discuss the legal and ethical issue pertaining to pediatric nursing.
a.7	Explain basic knowledge of research sciences and statistics to be utilized in various health care settings.
a.8	Discuss the population dynamics and indicators of neonate and child health
a.9	Identify principles and concepts of quality assurance in professional practice.
a.10	Discuss the new trends and issues related to nursing especially pediatric field.

### **2/2 Intellectual Skills:**

b.1	Analyze theories of nursing to deliver appropriate nursing care for children in different stages.
b.2	Utilize knowledge from nursing and related sciences to identify and prioritize health needs of children and their caregivers.
b.3	Use methods of enquiry to collect and interpret data in order to provide information that would inform or benefit in caring of children in different stages
b.4	Use specific and innovative nursing interventions to assist child, and their caregivers to adapt to the physiological and psychological changes during different stages.
b.5	Utilize critical thinking to provide holistic and continuous nursing care to neonates and children in normal and emergency conditions.
b.6	Collaborate effectively with the multidisciplinary team to provide quality care to child and their caregivers.
b.7	Measure critically the outcomes of nursing care during provision of care
b.8	Utilize guidelines concerning the rights of children in all health care settings.
b.9	Interpret and present numerical and narrative data gained from the research findings
b.10	Select health education program to meet the child needs
b.11	Analyze the new trends and issues related to the field of nursing especially pediatric nursing.
b.12	Summarize professional scope of practice and make referrals where appropriate.
b.13	Use principles of nursing to deliver appropriate nursing care for children in different stages.
b.14	Utilize decision making in all health care setting.
b.15	Incorporate evidence based nursing practice into the field of pediatric nursing
b.16	Classify factors that place neonates and children at risk and determine strategies for appropriate response

### **2/3/1 Professional Skills:**

c.1	Utilize scientific intervention according to the situation and the childrens'
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	health needs.
c.2	Utilize problem solving technique in the field of pediatric nursing
c.3	Formulate specific plans for meeting needs and problems of children during different stages.
c.4	Apply levels of prevention in the field of pediatric nursing
c.5	Accurately document and evaluate the outcomes of nursing and other interventions.
c.6	Conduct research and other scholarly activity in the field of pediatric nursing.
c.7	Provide safe personalized care based on principles of safety and environment within the reality of specific situation.
c.8	Use different and appropriate teaching methods according to individual or group abilities
c.9	Participate in activities that contribute to the ongoing development of the profession's body of knowledge.
c.10	Apply safety and infection control measures during practice.
c.11	Improve professionally specialized language

### 2/3/2 General Skills:

d.1	Use effective and appropriate technological communication skills in clinical, educational, and professional contexts.
d.2	Demonstrate the ability to work in team and lead team effectively.
d.3	Use recent available evidence of nursing standards to evaluate the level of nursing care and its outcomes.
d.4	Contribute to the professional development of self and other to enhance nursing care practice.
d.5	Effectively manages time and resources and set priorities.
d.6	Use Information technology skills and display mature computer literacy.
d.7	Demonstrate leadership ability in conducting and managing the scientific seminars.
d.8	Motivate self-learning and continuous self-evaluation
d.9	Demonstrate an ability to use resources effectively and adapt where necessary to meet changes in demand on pediatric nursing
d.10	Present information clearly in written, electronic and oral forms using appropriate language.



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### **3-Program Academic Standards: National Academic Reference Standards for Post graduate Master Program**

#### **a.1: Knowledge and understanding**

By the end of the postgraduate master program the candidate should be able to explain the following:

- a.1.01 Theories, basic and specific knowledge related to specialty as well as basic sciences related to practice in field .
- a.1.02 Exchangeable effect of professional practice and its reflection on the environment
- a.1.03 Most up-to-date information related to specialty .
- a.1.04 Basic of ethics and medico legal aspects of professional practice, related to the specialty.
- a.1.05 Basis and principles of quality assurance in professional practice related to the specialty.
- a.1.06 Basis and ethics of scientific researches .

#### **b.2: Intellectual Skills**

By the end of the postgraduate master program the candidate should be able to:

- b.2.01 Analyze and evaluate knowledge to solve problems related to his specialty .
- b.2.02 Solve specific problems with insufficient data .
- b.2.03 Integrate different information to solve professional problems .
- b.2.04 Perform scientific research or write scientific background for a research problem .
- b.2.05 Risk assessment in professional practices .
- b.2.06 Plan to improve performance related to specialty .
- b.2.07 professional decision making in relation to different professional sequences .

#### **C.3: Practical and Clinical Skills**

By the end of the postgraduate master program the candidate should be able to:

- c.3.01 Demonstrate essential practical skills related to his specialty
  - c.3.02 Write and evaluate professional reports
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c.3.03 Evaluate different methods and tools available related to specialty

#### **d.4:General and transferable skills**

By the end of the postgraduate master program the candidate should be able to :

d.4.01 Communicate ideas and arguments effectively .

d.4.02 Use information technology to serve in the development of professional practice .

d.4.03 Perform self-evaluation and specify own educational needs .

d.4.04 Use different resources to obtain knowledge and information.

d.4.05 state regulations and outcomes for evaluation of others .

d.4.06 Work effectively within team and lead a team effectively indifferent professional situations.

d.4.07 Manage time effectively .

d.4.08 Adopt the principles of self and lifelong learning .

مواصفات الخريج لمرحلة الماجستير:

خريج برنامج الماجستير فى اى تخصص يجب ان يكون قادرا على :

- ١- اجادة تطبيق اساسيات ومنهجيات البحث العلمى واستخدام ادواته المختلفة .
- ٢- تطبيق المنهج التحليلى واستخدامه فى مجال التخصص.
- ٣- تطبيق المعارف المتخصصة ودمجها مع المعارف ذات العلاقة فى ممارسته المهنيه .
- ٤- اظهار وعيا بالمشاكل الجارية والرؤى الحديثه فى مجال التخصص .
- ٥- تحديد المشكلات المهنية وايجاد حلول لها .
- ٦- اتقان نطاق مناسب من المهارات المهنية المتخصصة واتخدام الوسائل التكنولوجية المناسبة بما يخدم ممارسته المهنية .
- ٧- التواصل بفاعلية والقدرة على قيادة فرق العمل .
- ٨- اتخاذ القرار فى سياقات مهنية مختلفة .
- ٩- توظيف الموارد المتاحة بما يحقق اعلى استفادة والحفاظ عليها .
- ١٠- اظهار الوعى بدورة فى تنمية المجتمع والحفاظ على البيئة فى ضوء المتغيرات العالمية والاقليمية .
- ١١- التصرف بما يعكس الالتزام بالنزاهة والمصدقية والالتزام بقواعد المهنة .
- ١٢- تنمية ذاته اكاديميا ومهنيا وقادرا على التعلم المستمر .



## ١- المعايير القياسية العامة

### أ- المعرفة والفهم

- بانتهاء دراسه برنامج الماجستير يجب ان يكون الخريج على فهم ودراية بكل من :
- ١- النظريات والاساسيات المتعلقة بمجال التعلم وكذا فى المجالات ذات العلاقة .
  - ٢- التأثير المتبادل بين الممارسة المهنية وانعكاسها على البيئة .
  - ٣- التطورات العلمية فى مجال التخصص .
  - ٤- المبادئ الاخلاقية والقانونية للممارسة المهنية فى مجال التخصص .
  - ٥- مبادئ واساسيات الجودة فى الممارسه المهنية فى مجال التخصص .
  - ٦- اساسيات واخلاقيات البحث العلمى .

### ب-المهارات الذهنية

- بانتهاء دراسه برنامج الماجستير يجب ان يكون الخريج قادرا على:
- ١- تحليل وتقييم المعلومات فى مجال التخصص والقياس عليها لحل المشاكل .
  - ٢- حل المشاكل المتخصصة مع عدم توافر بعض المعطيات .
  - ٣- الربط بين المعارف المختلفة لحل المشاكل المهنية .
  - ٤- اجراء دراسه بحثية و/او كتابة دراسه علمية منهجية حول مشكلة بحثية .
  - ٥- تقييم المخاطر فى الممارسات المهنية فى مجال التخصص .
  - ٦- التخطيط لتطوير الاداء فى مجال التخصص .
  - ٧- اتخاذ القرارات المهنية فى سياقات مهنية متنوعة .

### ت-المهارات المهنية

- بانتهاء دراسه برنامج الماجستير يجب ان يكون الخريج قادرا على:
- ١- اتقان المهارات المهنية الاساسية والحديثة فى مجال التخصص
  - ٢- كتابة وتقييم التقارير المهنية
  - ٣- تقييم الطرق والادوات القائمة فى مجال التخصص .

### ث-المهارات العامة والمنتقلة

- بانتهاء دراسه برنامج الماجستير يجب ان يكون الخريج قادرا على:
- ١- التواصل الفعال بأنواعه المختلفة
  - ٢- استخدام تكنولوجيا المعلومات بما يخدم الممارسة المهنية .
  - ٣- التقييم الذاتى وتحديد احتياجه التعليمية الشخصية.
  - ٤- استخدام المصادر المختلفة للحصول على المعلومات والمعارف
  - ٥- وضع قواعد ومؤشرات تقييم أداء الاخرين
  - ٦- العمل فى فريق وقيادة فرق فى قياسات مهنية مختلفة .
  - ٧- ادارة الوقت بكفاءة
  - ٨- التعلم الذاتى والمستمر .

## 4-Benchmarks:

## 5- Program Structure and Contents:



**a. Program duration:**

1<sup>st</sup> , 2<sup>nd</sup> , and 3<sup>rd</sup> semester , each semester 14 weeks

Student in order to get a master's degree in nursing science must successfully crossed (48 study credit hours), 42 credit hours for the curriculum + 6 credit hours for the thesis.

**b. Program structure:**

• **No. of hours:**

**Preparatory:**

Theory: 14 credit	Practical: 0	Total: 14
Compulsory: 10	Selective: 4	Optional: NA

**Specialty:**

Theory: 25	Practical: 7	Total: 32
Compulsory: 17	Selective: 8	Optional: NA

• **Basic science courses:**

4 subjects in 2<sup>nd</sup> semester (7 hours theory) + (0 hours practical)

total = (7 credit hours)

3 subjects in 3<sup>rd</sup> semester (6 hours theory) + (0 hours practical)

total = (6 credit hours)

• **Specialty courses:**

3 subjects in 2<sup>nd</sup> semester (6 hours theory) + (0 hours practical)

total = (6 credit hours)

3 subjects in 3<sup>rd</sup> semester (6 hours theory) + (1 hours practical)

total = (7 credit hours)

• **Others courses (preparatory courses) :**

7 subjects in 1<sup>st</sup> semester (14 hours theory) + (0 hours practical)

total = (14 credit hours)

1 subjects in 2<sup>nd</sup> semester (2 hours theory) + (0 hours practical)

total = (2 credit hours)



1 subjects in 3<sup>rd</sup> semester (2 hours theory) + (0 hours practical)  
total = (2 credit hours)

- **Field work**

3 hours in 2<sup>nd</sup> semester + 3 hours in 3<sup>rd</sup> semester = 6 credit hours)

**c- Credit hours:**

**Level I/First Semester (No of Units )**

Compulsory: 5          Selective: 2          Optional: NA

**Level II/Second semester (No of Units )**

Compulsory: 12 c.hr          Selective: 4c.hr          Optional: NA

: 6 subjects                                  : 2 subjects

**Level III/Third semester (No of Units )**

Compulsory: 12 c. hr          Selective: 4c.hr          Optional: NA

: 5 subjects                                  : 2 subjects

**d. Program Courses:**

**a. Compulsory**

Code No.	Course Title (Preparatory/Specialty)	No. of Units	No of Hours/Week		Grade &level	Semester
			Lect.	Exercise/Clinical field/lab		
GEN 911	Research methodology	—	2	—	Preparatory	First
GEN 912	Teaching strategies in nursing	—	2	—	Preparatory	First
GEN 913	Biostatic	—	2	—	Preparatory	First
GEN 914	New issue and trend in nursing	—	2	—	Preparatory	First
GEN 915	Information technology in nursing	—	2	—	Preparatory	First





Code No.	Course Title (Preparatory/Specialty)	No. of Units	No of Hours/Week		Grade &level	Semester
			Lect.	Exercise/Clinical field/lab		
PED721	Advanced Pediatric Nursing I	—	2	—	Specialty	Second
PED722	Pediatric nursing practice 1	—	—	3	Specialty	Second
PED 723	pathophysiology	—	2	—	Specialty	Second
PED 724	Child psychology	—	2	—	Specialty	Second
PED 725	Pediatric pharmacology	—	1	—	Specialty	Second
PED 726	: Pediatric medicine	—	2	—	Specialty	Second
PED 731	:Advanced Pediatric Nursing II	—	2	—	Specialty	Third
PED 732	Pediatric nursing practice 2	—	—	3	Specialty	Third
PED 733	Pediatric intensive care	—	2	1	Specialty	Third
PED 734	Pediatric Surgery	—	2	—	Specialty	Third
PED 735	Seminars in pediatric nursing	—	2	—	Specialty	Third

***b .Selective***

***The student should select 4 credit hours in first semester, 2 credit hours in second semester, and 2 credit hours in third semester***

Code No.	Course Title	No. of Units	No of Hours/Week		No of Hours/Week	Semester
			Lect.	Exercise/Clinic al field/lab		



Code No.	Course Title	No. of Units	No of Hours/Week			No of Hours/Week	Semester
			Lect.	Exercise/Clinical field/lab			
GEN 916	Educational psychology	—	2	—		Preparatory	First
GEN 917	Community study and health problem	—	2	—		Preparatory	First
GEN 918	Health education I	—	2	—		Preparatory	First
GEN 919	Human relations	—	2	—		Preparatory	First
GEN 920	Scientific writing	—	2	—		Preparatory	First
PED 727	seminars in pediatric nursing	—	2	—		Specialty	Second
PED 728	Accidents in children	—	2	—		Specialty	Second
PED 736	Applied nutrition	—	2	—		Specialty	Third
GEN 921	Ethical issues in nursing	—	2	—		Specialty	Third

*c. Optional (NA)*

Code No.	Course Title	No. of Units	No of Hours/Week			Grade & level	Semester
			Lect.	.lab	.Exercise		
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**5- Courses' content:** Refer to courses specification

**Course Code :**

**Course title :**

**Course content:** According to postgraduate (Master) bylaw



## 6. Program Admission Requirements:

- A- The student must have a bachelor's degree in nursing science at least a rate (C) or a good grade in the Egyptian universities or an Equivalent degree from a faculty or a scientific institute recognized by the Supreme Council of Universities at least a rate (C) or a good grade in the subject of specialization.
- B- The faculty council based on the recommendations of the department council accept the student's enrollment for a master's degree if he/she holds the bachelor of nursing science at a rate (D) or grade less than a good in addition to one of postgraduate diploma from a nursing faculties recognized by the Supreme Council of Universities colleges at a rate (B) or very good grade at least.
- C- The College council may on the recommendation of the department concerned council accept the non-Egyptians students who obtained the degree bachelor of Nursing Science from any college or a recognized scientific institute of the Supreme council of universities in condition of receiving a D or the rate of appreciation in an acceptable and The rate of C or grade good in subject of specialization.
- D- The area of specialization is required to master for registration conformable to bachelor degree that obtained by the student in advance. Therefore, if bachelor's field of specialty was contrary, it is required to obtain diploma's degree in the master's specialty intended for registration as paragraph (B) mentioned previously.



E- Student should be free to study for at least two days a week and for a period of two academic years.

### **7. Regulations for progression and program completion:**

- 1- Attend courses and clinical training in satisfactory manner and success in it.
- 2- Successfully pass prescribed testes in Article (30) of these Regulations.
- 3- Pass an English language exam (TOEFL) with minimum score of 450 not to have been more than two years on the last evaluation
- 4- The student should conduct research on agreed topic by the postgraduate and research counsel of the university based on the suggestions of department and the agreement of faculty counsel, after finishing preparatory and specialty study courses.
- 5-However, it isn't agreed to present the thesis at least one year from the acknowledgement of registering the research topic by faculty counsel.
- 6-The student should publicate a new scientific paper in one of the specialized scientific journals.

### **8. Methods and rules of student's evaluation**

<b>Methods</b>	<b>Program Intended Learning Outcomes</b>
Written exam	Knowledge & understanding, intellectual skills
Practical Exam ( OSCE)	practical skills
Semester work (Seminars &oral presentation, clinical fieldwork) in addition to thesis.	Transferable, professional & practical skills

### **Evaluation system**



100 score is calculated for each course and must break the score to the nearer score and is distributed as follows:-

1. theoretical course that doesn't contain practical parts

- 20 % semester work
- 20 % mid-term exam
- 60% final written exam

2. Courses, which contain practical parts

- 10% semester work
- 20% the mid- term exam
- 20 % final practical exam
- 50% final written exam

3. Clinical / field Courses

- 20 % semester work
- 20 % mid-term exams
- 60% final exam

In all cases, the student must get 60% of the theoretical final exam's score in theoretical courses that contain or don't contain practical parts, and the final exam for clinical / field courses.

Each exam's hour is specialized for each credit hour so that at least two hours and not more than 3 hours.

### 9. Evaluation of Program Intended Learning Outcomes

Evaluator	Tool	Sample
1. Senior candidate	Questionnaire	70-100%
2. Alumni	Questionnaire	70-100%
3. Stakeholders	Questionnaire ( Structured interview)	30-50%
4-External Evaluator	Questionnaire	1-3
5. Other	----	---

**Program Coordinator:**



**Signature:**

**Date:** / /

Course content (Preparatory/Specialty)	Knowledge And Understanding	Intellectual skills	Practical skills	General and Transferable skills
Research methodology	a.1,a.2,a.7	b.2,b.3,b.9,b.15	c.6,c.9	d.8
Teaching strategies in nursing	a.1,a.4	b.2,b.4	c.8,c.9	d.8
Biostatic	a.1,a.7	b.2,b.9	c.9	d.8
New issue and trend in nursing	a.1,a.9,a.10	b.2,b.11	c.9	d.8
Information technology in nursing	a.1	b.2	c.9	d.6,d.8,d.10
<b>Program Matrix</b>				
Advanced Pediatric Nursing I	(Nursing sciences of master degree) c.9			d.8
Pediatric nursing practice 1	a.1,a.2,a.3,a.4,a.6,a.10	b.1,b.2,b.4,b.5,b.6,b.7,b.8,b.10,b.12,b.13,b.14,b.15,b.16	c.1,c.2,c.3,c.4,c.5,c.7,c.8,c.9,c.10	d.1,d.2,d.3,d.4,d.5,d.7,d.8,d.9
pathophysiology	a.1	b.2	c.9	d.8
Child psychology	a.1	b.2	c.9	d.8
Pediatric pharmacology	a.1	b.2,b.4,b.5	c.9	d.8
: Pediatric medicine	a.1,a.2,a.3,a.8	b.2,b.4,b.5	c.1,c.2,c.3,c.4,c.5,c.7,c.8,c.9,c.10	d.8
:Advanced Pediatric Nursing II	A1,a.2,a.3	b.2,b.4,b.5	c.9	d.8
Pediatric nursing practice 2	a.1,a.2,a.3,a.4,a.6,a.10	b.1,b.2,b.4,b.5,b.6,b.7,b.8,b.10,b.12,b.13,b.14,b.15,b.16	c.1,c.2,c.3,c.4,c.5,c.7,c.8,c.9,c.10	d.1,d.2,d.3,d.4,d.5,d.7,d.8,d.9
Pediatric intensive care	a.1	b.2	c.9	d.8
Pediatric Surgery	a.1	b.2	c.9	d.8
Seminars in pediatric nursing	a.1,a.2,a.3	b.2,b.4,b.5,b.6,	c.1,c.2,c.3,c.4,	d.8



Educational psychology	a.1	b.7,b.8 b.2	c.5,c.8,c.9,c.10 c.9	d.8
Community study and health problem	a.1,a.5,a.8	b.2	c.7,c.9	d.8
Health education I	a.1,a.10	b.2,b.4,b.6	c.9	d.1,d.2,d.3,d.4, d.5,d.7,d.8,d.9
Human relations	a.1	b.2	c.9	d.8
Scientific writing	a.1,a.7	b.2,b.3	c.9,c.11	d.8
seminars in pediatric nursing	a.1,a.2,a.3	b.2,b.4	c.7,c.9	d.1,d.2,d.3,d.4, d.5,d.7,d.8,d.9
Accidents in children	a.1,a.3,a.10	b.2,b.4,b.6,b.7, b.10	c.1,c.2,c.3,c.4, c.5,c.8,c.9,c.10	d.1,d.2,d.3,d.4, d.5,d.7,d.8,d.9
Applied nutrition	a.1	b.2,b.4	c.9	d.8
Laws and ethics in nursing	a.1,a.6	b.2	c.9	d.8

**Program coordinator:**

**Head of the department:** Dr/ Mohamed El-Mazahy



**44 gb4University:** Port Said  
**Faculty:** Nursing  
**Department:** Pediatric Nursing  
**Year:** 2019-2020

## ***COURSE SPECIFICATION***

<b><i>1- Course data</i></b>		
<b>Code:</b> PED721	<b>Course title :</b> Advanced Pediatric Nursing I	<b>Academic year / Level :</b> specialty 2nd semester
<b>Specialty:</b> Master degree	<b>No. of hours :</b> 28 hr	<b>Theory:</b> 2 Credit hrs <b>Practice:</b>

<b>2– Overall Aim of Course:</b>	The course focuses on expanding master student knowledge and attitude toward pediatric nursing strategies, health and illness, growth monitoring, family dynamics and children health promotion and rearing and emphasized as well as children’s physical assessment and electrolyte balance and imbalance.
<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course each student will be able to;	
<b>a-Knowledge and Understanding:</b>	<ul style="list-style-type: none"> <li>a.1-Recognize current concepts in pediatric nursing</li> <li>a.2-Describe growth and development of children from infancy to adolescence stage</li> <li>a.3-Discuss current health promotion at various age group.</li> <li>a.4- Recognize family dynamics</li> <li>a.5- Identify the different issues in child rearing</li> <li>a.6-Describe physical assessment of children from birth through adolescence</li> <li>a.7-Describe fluids and electrolytes balance.</li> <li>a.8- Describe children different stress.</li> <li>a.9-Identify the main concepts of different nursing</li> </ul>





	theories
<b>b-Intellectual Skills</b>	<p>b.1-Describe the current trends in children's health care.</p> <p>b.2-Compare the growth and development at different groups.</p> <p>b.3- Interpret the finding of growth monitoring and development assessment.</p> <p>b.4-Explain different children's health promotion at various age groups</p> <p>b.5-Discuss the relation between family dynamic and its influences on child rearing</p> <p>b.6-Interpret fluids and electrolytes balance and imbalance in pediatric emergencies.</p> <p>b.7-Discuss the various stress facing children in different settings.</p> <p>b.8-Contrast the basic concepts of the main nursing theories</p>
<b>c-Professional and Practical Skills</b>	.
<b>d-General and Transferable Skills</b>	<p>d.1-Practice proper communication and counseling to children and their family.</p> <p>d.2-Encourage children's independence.</p> <p>d.3-Practice team work and positive participation.</p> <p>d.4-Promote the child –family coping practices during illness</p>
<b>4- Course Contents</b>	Current concepts of pediatric nursing.
	Growth monitoring and developmental assessment.
	Family dynamics.
	Physical Assessment
	Fluid and electrolytes balance and imbalance.
	Stress and Coping.
	Child Rearing.
Nursing theories. (Orem and Johnson theories).	



<b>5- Teaching and Learning Methods</b>	<ol style="list-style-type: none"> <li>1. Seminars presentation</li> <li>2. Group discussion..</li> <li>3. Reading assignments.</li> <li>4. Internet/Online learning methods</li> <li>5. Textbooks and periodicals available at the library.</li> </ol>								
<b>6- Teaching and Learning Methods for learning disability students:</b>	<p>-----</p>								
<b>7-Students assessment</b>									
a- Student Assessment Methods	<ol style="list-style-type: none"> <li>1. Seminar presentations</li> <li>2. Midterm written examination</li> <li>3. Final written exam</li> </ol>								
b- Time	<ol style="list-style-type: none"> <li>1. First assessment(quiz):AT 5th week</li> <li>2. Second assessment (mid-term examination):At 9th week</li> <li>3. Third assessment (final examination):At 15th week</li> </ol>								
c. Weighting of Assessments	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Seminar presentations</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>2. Midterm written examination</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>3. Final written exam</td> <td style="text-align: right;">60 %</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: right;">100 %</td> </tr> </table>	1. Seminar presentations	20%	2. Midterm written examination	20%	3. Final written exam	60 %	Total	100 %
1. Seminar presentations	20%								
2. Midterm written examination	20%								
3. Final written exam	60 %								
Total	100 %								
<b>8- List of References</b>									
a- Course Note	Hand out								
b- Essential Books (Text Books)	<p>Wong DC, Hockenberry MJ. Nursing care of infants and children 10th ed, Philadelphia .Mosby;2015.</p> <p>Marlow DR, Redding BA. Textbook of Pediatric Nursing 11th ed, Philadelphia; WB Saunders co;2000</p>								
c- Recommended Books	<p>James S,Nelson K.AshwillJ.Nursing Care of Children Principles and practice .4thed.Philadelphia Inc.;2013</p> <p>Thurston C.Essential Nursing Care for Children and Young people .London:Routledge.;2013</p> <p>Osborn LM,Dewitt TG,First LR,Zenel JA.Pediatric Philadelphia:Mosby Inc.;2005</p>								



	<p>Wong ,Hockenberry M,Winkelstein M.Essential of pediatric Nursing .7th ed.St .Louis:Mosby Inc.;2005.</p> <p>Madkour AA.Essentials of pediatrics,5th edition,Alexandria:Ayad Press;2003.</p> <p>BehrmanRD,Kliegman RM.Nelson Essential of Pediatrics.4th ed.london:W.B.Saunders CO.;2002.</p> <p>Fox J.Primary Health Care OF infants,Children and Adolescents 2nded.:Mosby Inc.;2002</p> <p>AshwillJW,DroskeSC.Nursing care of Children .Principles and practice,London:W.B.Saunders Co.;2002</p> <p>Williams C,AsquithJ,FletcherM.Pediatric intensive care nursing .london:Churchill Livingstone;2000</p>
d- Periodicals, Web Sites, ... etc	<p>Journal of nursing research</p> <p>Journal of nursing times</p>

**Head of department:**  
**Dr / Mohamed Al-Mazahy**

**Dean of the Faculty:**  
**Dr / Amal Khalil**



## Course Matrix

Course content	Teaching methods	Evaluation methods	Knowledge and understanding	Intellectual skills	General sk
1. Current concepts of pediatric nursing.	<ul style="list-style-type: none"> <li>• Seminars presentation</li> <li>• Group discussion..</li> <li>• Reading assignments.</li> <li>• Internet/Online learning methods</li> <li>• Textbooks and periodicals available at the library</li> </ul>	<ul style="list-style-type: none"> <li>- Seminar presentations</li> <li>-Midterm written exam</li> <li>-Final written exam</li> </ul>	a(1)	b(1)	d(1, 2, 3, 4)
2. Growth monitoring and developmental assessment.	<ul style="list-style-type: none"> <li>-Seminars presentation</li> <li>-Group discussion..</li> <li>-Reading assignments</li> <li>Textbooks and periodicals available at the library</li> </ul>	<ul style="list-style-type: none"> <li>- Seminar presentations</li> <li>-Midterm written exam</li> <li>-Final written exam</li> </ul>	a(2)	b(2, 3)	d(1, 3, 4)
3. Family dynamics.	<ul style="list-style-type: none"> <li>-Seminars presentation</li> <li>-Group discussion..</li> <li>-Reading assignments</li> <li>Textbooks and periodicals available at the</li> </ul>	<ul style="list-style-type: none"> <li>- Seminar presentations</li> <li>-Midterm written exam</li> <li>-Final written exam</li> </ul>	a(3)	b(4)	d(1, 3, 4)



	library					
4. Physical Assessment	-Group discussion.. -Reading assignments Textbooks	- Seminar presentations -Final written exam	a(6)	b(6)	d(1)	3, 4)
5. Fluid and electrolytes balance and imbalance.	-Seminars presentation -Group discussion.. -Reading assignments Textbooks and periodicals available at the library	Seminar presentations -Final written exam	a(4)	b(5)	d(1)	3, 4)
5. Stress and Coping.	-Seminars presentation -Group discussion.. -Reading assignments Textbooks and periodicals available at the library	Seminar presentations -Final written exam	a(7)	b(6)	d(1)	3, 4)
7. Child Rearing.	-Seminars presentation -Group discussion.. -Reading assignments Textbooks and periodicals available at the library	Seminar presentations -Final written exam	a(8)	b(7)	d(1)	3, 4)
3. Nursing theories. (Orem and Johnson theories).	-Seminars presentation -Group discussion..	Seminar presentations -Final written exam	a(5,9)	b(5,8)	d(1)	3, 4)



	-Reading assignments Textbooks and periodicals available at the library				
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**Head of department:**  
Dr / Mohamed Al-Mazahy

**Dean of the Faculty:**  
Dr / Amal Khalil

**University:**Port Said  
**Faculty:** Nursing  
**Department:** Pediatric Nursing  
**Year:** 2019-2020

### ***COURSE SPECIFICATION***

<b>1- Course data</b>	
<b>Code:</b> PED722	<b>Course title:</b> Pediatric Nursing I(clinical) <b>Grade / Level:</b> Specialty 2nd semester
<b>Specialty:</b> Master degree	<b>No. of units:</b> 14 weeks <b>Theory:</b> 0 <b>Practice:</b> 3 credit hours/week <b>Total:</b>
<b>2- Overall Aim of Course:</b>	By the end of this course the master students will be able to provide competent care to sick children of different age groups at various pediatric health settings
<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course each student will be able to;	
<b>a-Knowledge and Understanding:</b>	-----
<b>b-Intellectual Skills :</b>	-----
<b>c-Professional Skills :</b>	c.1 Perform complete growth and development assessment of sick neonates, infants and children.
	c.2 Perform physical assessments of sick infants and children in various pediatric clinical settings.
	c.3 Interpret motor, cognitive, emotional and social developments in infants, children and adolescent according to standard milestones and recognize abnormalities.



	<p>c.4 Perform appropriate anthropometrics assessments for the nutritional status of infants and children</p> <p>c.5 Manipulate nursing care plan to overcome the child problems</p> <p>c.6 Administer medication for the children in different routes.</p> <p>c.7 Provide nursing care for the children following safety measures</p> <p>c.8 Performing feeding (formula -gavages) through a better understanding of these procedure resulting in expanded patient care.</p>
<b>d-General Skills :</b>	<p>d.1 Conduct proper communication and counseling to children and their families.</p> <p>d.2 Promote child rights to autonomy, respect, privacy, dignity and access to information.</p> <p>d.3 Practice team work and positive participation.</p>
<b>4- Course Contents:</b>	<p>a. Lab:</p> <ol style="list-style-type: none"> <li>1. Revision of Growth parameters and development assessment/ monitoring of children at different age groups.</li> <li>2. Revision of Physical examination of children at different age groups.</li> <li>3. Medication administration: Enteral                      Intravenous Cardiovascular, Endotracheal.</li> <li>4. Hemodynamic monitoring: Insertion Intra- arterial pressure.</li> <li>5. Hemodynamic monitoring: peripheral catheters.</li> <li>6. Blood gas sampling and monitoring.</li> <li>7. Tube <ul style="list-style-type: none"> <li>✓ Nasogastric tube</li> <li>✓ Gavages feeding</li> </ul> </li> <li>8. Pain Assessment.</li> <li>10. wound care &amp; wound flushing</li> </ol> <p>b. Clinical Settings</p> <p>Provide competent nursing care to children at:</p> <ul style="list-style-type: none"> <li>- Newborn Care settings</li> <li>- Medical Units</li> </ul>



	- Surgical Units								
<b>5- Teaching and Learning Methods:</b>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Problem solving</li> <li>- Group Discussion</li> <li>- Lab</li> <li>- Clinical field</li> <li>- Models</li> <li>- Video</li> <li>- Assignment</li> </ul>								
<b>6- Teaching and Learning Methods for learning low achievable students:</b>	<b>Not applicable</b>								
<b>7- Student Assessment:</b>									
<b>a-Student Assessment Methods :</b>	<ol style="list-style-type: none"> <li>1 Semester clinical work</li> <li>2 Midterm practical exam</li> <li>3 Final practical exam</li> </ol>								
<b>b-Time</b>	<ol style="list-style-type: none"> <li>1 First assessment : during course</li> <li>2 Second assessment: final practical exam)</li> </ol>								
<b>c-Weight</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">1. Semester work</td> <td style="text-align: right;">20 %</td> </tr> <tr> <td>2. Midterm exam</td> <td style="text-align: right;">20 %</td> </tr> <tr> <td>3. <u>Final oral/Practical exam</u></td> <td style="text-align: right;">60 %</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><b>100 %</b></td> </tr> </table>	1. Semester work	20 %	2. Midterm exam	20 %	3. <u>Final oral/Practical exam</u>	60 %	<b>Total</b>	<b>100 %</b>
1. Semester work	20 %								
2. Midterm exam	20 %								
3. <u>Final oral/Practical exam</u>	60 %								
<b>Total</b>	<b>100 %</b>								
<b>8- List of References</b>									
<b>a- Course Notes :</b>	<b>Hand out</b>								
<b>b- Essential Books (Textbooks) :</b>	Not applicable								
<b>c- Recommended Books :</b>	<ul style="list-style-type: none"> <li>• Kyle,T.(2013): Pediatric Nursing Clinical Guide 2nded., WolterKlumer Lippincott Williams&amp;.</li> <li>• Zorc J.J. (2013): Clinical Handbook of Pediatric 5th., WolterKlumerLippincott.</li> <li>• Rennie J.M.(2013): A Manual of Neonatal Intensive Care. 5th ed. CRC Press</li> <li>• HayjR.W.,Levin M.J.,&amp;Deterding RR., etal.,(2012):Current Diagnosis &amp;Treatment 21thed ., The Mcgraw Hill Companies. New York, NY</li> <li>• Achlert, B.(2012):Pediatric Advanced Life Support 3rd ed. Jones&amp;Bartlett learning book. Fulfilled by Amazon</li> <li>• Lodha,R.(2014):Pediatric Procedures,</li> <li>• Satish Kumar Jain For CBS Publisher.INDIA</li> <li>• Kavitha,K.(2015):A ComprehensiveManual of</li> <li>• Pediatric Nursing Procedures. Japee Brother Medical. india on Amazc</li> </ul>								





	<ul style="list-style-type: none"> <li>• Shastry ,B.A.(2014):Manipal Manual of Clinical Medicine2nd ed., Satish Kumar Jain for CBS Publisher. East Delhi, Delhi, India</li> <li>• Padmaja, A.M.(2014):Pediatric Nursing Procedure Manual. Japee Brother Medical. Austin</li> <li>• Rajalakshmi,K. Suresh,S.(2015):Child Health Nursing Process Approach, Japee Brother Medical, India.</li> <li>• Varghese,S.&amp;Susmitha, A.(2015):Textbook of Pediatric Nursing, Japee Brother Medical.</li> </ul>
<b>d- Periodicals, Web Sites, ... etc :</b>	<ul style="list-style-type: none"> <li>• www.nursing center.com</li> <li>• www.rn .com</li> <li>• www.nurslinx.com</li> <li>• www.who.int</li> <li>• <a href="https://sites.google.com/site/themetalibrary/library-genesis">https://sites.google.com/site/themetalibrary/library-genesis</a></li> </ul>

**Head of department:**  
Dr / Mohamed Al-Mazahy

**Dean of the Faculty:**  
Dr / Amal Khalil

Course content	Teaching methods	Evaluation methods	c-Professional Skills :	General skills
Revision of Growth parameters and development assessment/ monitoring of children at different age groups.	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Problem solving</li> <li>- Group Discussion</li> <li>- Lab</li> <li>- Clinical field</li> <li>- Models</li> <li>- Video</li> </ul> Assignment	<ul style="list-style-type: none"> <li>-Semester clinical work</li> <li>-Midterm practical exam</li> <li>-Final practical exam</li> </ul>	c(1,2,3,4)	d(1, 2, 3)
Revision of Physical examination of children at different age groups.	<ul style="list-style-type: none"> <li>-Group discussion.</li> <li>- Lab</li> <li>- Clinical field</li> <li>- Models</li> <li>- Video</li> <li>- Assignment</li> </ul>	<ul style="list-style-type: none"> <li>-Semester clinical work</li> <li>-Midterm practical exam</li> <li>-Final practical exam</li> </ul>	c(1,2,3,4)	d(1, 2, 3)



Medication administration: Enteral intravenous Cardiovascular, Endotracheal.	-Group discussion. - Lab - Clinical field - Models - Video Assignment	-Semester clinical work -Midterm practical exam -Final practical exam	c(5)	d(1, 2, 3)
Hemodynamic monitoring: Insertion intra- arterial pressure.	-Group discussion. - Lab - Clinical field - Models - Video Assignment	-Semester clinical work -Midterm practical exam -Final practical exam	c(5,6,7)	d(1, 2, 3)
Hemodynamic monitoring: peripheral catheters.	-Group discussion. - Lab - Clinical field - Models - Video Assignment	-Semester clinical work -Midterm practical exam -Final practical exam	c(5,6,7)	d(1, 2, 3))
Blood gas sampling and monitoring	-Group discussion. - Lab - Clinical field - Models - Video Assignment	-Semester clinical work -Midterm practical exam -Final practical exam	c(6,7)	d(1, 2, 3, 4)
Tube Nasogastric tube Gavages feeding	-Group discussion. - Lab - Clinical field - Models - Video Assignment	-Semester clinical work -Midterm practical exam -Final practical exam	c(8)	d(1, 2, 3, 4)
Pain Assessment.	-Group discussion.	-Semester clinical work	c (7)	d(1, 2, 3)



	<ul style="list-style-type: none"> <li>- Lab</li> <li>- Clinical field</li> <li>- Models</li> <li>- Video</li> </ul> Assignment	-Final practical exam		
wound care & wound dressing	-Group discussion. <ul style="list-style-type: none"> <li>- Lab</li> <li>- Clinical field</li> <li>- Models</li> <li>- Video</li> </ul> Assignment	-Semester clinical work -Final practical exam	c(5,6,7)	d(1, 2, 3)
Clinical Settings Provide competent nursing care to children in: Newborn Care settings Medical Units Surgical Units	-Group discussion. <ul style="list-style-type: none"> <li>- Lab</li> <li>- Clinical field</li> <li>- Models</li> <li>- Video</li> </ul> Assignment	-Semester clinical work -Final practical exam	c (1,2,3,4,5,6,7)	d(1, 2, 3)



**University:**Port Said  
**Faculty:** Nursing  
**Department:** Pediatric Nursing  
**Year:** 2019-2020

### ***COURSE SPECIFICATION***

<b><i>1- Course data</i></b>		
<b>Code:</b> <i>PED 724</i>	<b>Course title:</b> <i>Child Psychology</i>	<b>Academic year / Level :</b> specialty 2nd semester
<b>Specialty:</b> <i>master degree</i>		<b>Theory:</b> <i>2 credit hrs</i> <b>Practice:</b> <i>28 credit hrs</i>

<b>2- Overall Aim of Course:</b>	This course expands master students knowledge about psychosexual, psychosocial, cognitive, language, moral and spiritual development of children with emphasis on application in their nursing practices. Knowledge about behavior theories and modification as well as self-concept, body image will be emphasized.
<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course each student will be able to;	
<b>a-Knowledge and Understanding:</b>	a.1-Determine the common concepts addressed by theories of child development a.2-Recognize the nature of prenatal development



	<p>a.3-Describe the theories of different developmental aspects of children from infancy to adolescence.</p> <p>a.4-Determine self-concept and self-esteem.</p> <p>a.5-Describe the development of body image</p> <p>a.6- Describe attachment theory and separation</p> <p>a.7-Identify projective techniques</p>
	<p>b.1-Discuss the psychoanalytic theories of Freud</p> <p>b.2-Explain cognitive developmental theory</p> <p>b.3-Explain moral and spiritual developmental theories</p> <p>b.4-Discuss social learning theory</p> <p>b.5- Compare child's language development through the various developmental stages</p> <p>b.6-Interprate separation in the light of attachment theory</p> <p>b.7-Interprate children's and their behavior modification</p> <p>b.8-Explain body image</p>
<b>c-practical skills</b>	-----
<b>d-General and Transferable Skills</b>	<p>d1-Use verbal communication skills to explain developmental stage.</p> <p>d2-Discuss to the caregivers how can they can enhance different development aspects of their children.</p>
<b>4- Course Contents</b>	<p>Perspectives of child psychology</p> <p>Prenatal Development</p> <p>Psychoanalytic Theories (Freud)</p> <p>Psychosocial Developmental Theory (Erikson)</p> <p>Cognitive Developmental Theory (Piaget)</p> <p>Language Development of children.</p> <p>Social-learning Theory (Sears)</p> <p>Moral Developmental Theory (Kolberg)</p> <p>Spiritual Developmental Theory (Fowler)</p>



	<p>Self-Concept/ Self-Esteem.</p> <p>Body Image</p> <p>Attachment/ Mother-Child Bonding</p> <p>Separation - Individuation.</p> <p>Projective Techniques.</p> <p>Behavioral theories / behavior modification</p>								
<b>5- Teaching and Learning Methods</b>	<p>Seminars presentation</p> <p>group discussion</p> <p>Reading assignments.</p> <p>Handout, data show, slides and films</p> <p>Textbooks and periodicals available at the library.</p> <p>Internet/Online learning methods.</p>								
<b>6- Teaching and Learning Methods for learning disability students:</b>									
<b>7-Students assessment</b>									
<b>a. Student Assessment Methods</b>	<ol style="list-style-type: none"> <li>1. Semester work</li> <li>2. Midterm written exam</li> <li>3. Final Written exam</li> </ol>								
<b>b- Time</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">1. Semester work</td> <td>During the course</td> </tr> <tr> <td>2. Midterm exam</td> <td>During 6<sup>th</sup> to 7<sup>th</sup> week</td> </tr> <tr> <td>3. Final Written exam</td> <td>During 15<sup>th</sup> week</td> </tr> </table>	1. Semester work	During the course	2. Midterm exam	During 6 <sup>th</sup> to 7 <sup>th</sup> week	3. Final Written exam	During 15 <sup>th</sup> week		
1. Semester work	During the course								
2. Midterm exam	During 6 <sup>th</sup> to 7 <sup>th</sup> week								
3. Final Written exam	During 15 <sup>th</sup> week								
<b>c. Weighting of Assessments</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">1. Semester work</td> <td style="text-align: right;">20 %</td> </tr> <tr> <td>2. Midterm written exam</td> <td style="text-align: right;">20 %</td> </tr> <tr> <td>3. Final Written exam</td> <td style="text-align: right;">60 %</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><b>100 %</b></td> </tr> </table>	1. Semester work	20 %	2. Midterm written exam	20 %	3. Final Written exam	60 %	<b>Total</b>	<b>100 %</b>
1. Semester work	20 %								
2. Midterm written exam	20 %								
3. Final Written exam	60 %								
<b>Total</b>	<b>100 %</b>								
<b>8- List of References</b>									
<b>a- Course Notes</b>	<p>Kalpan PS.A Childs Odyssey.Child and Adolescent Development.SanFrancisco:West Publication Co.;2002</p>								
<b>b- Essential Books (Text Books)</b>	<p>Wong DC, Hockenberry MJ. Textbook of Pediatric Nursing 10<sup>th</sup>ed, Philadelphia .Mosby;2015</p> <p>Marlow DR, Redding BA. Textbook of Pediatric Nursing 11<sup>th</sup>ed, Philadelphia; WB Saunders co;2000</p>								



<p><b>c- Recommended Books</b></p>	<p>Feldman RS.Essentials of Understanding Psychology.5th ed.london:McGraw Hill Company,2003</p> <p>WeitenW.Psychology Themes and Variation.5th ed:Thomason learning Inc.;2001</p> <p>VastaR,HaithM,MillerSA.ChildPsychology:TheModern Science 2nd ed. :Sons Co.;1995</p>
	<p>www.cdc.com</p>

**Head of department:**  
Dr / Mohamed Al-Mazahy

**Dean of the Faculty:**  
Dr / Amal Khalil

### Course Matrix

Course content	Teaching Methods	Evaluation Methods	Knowledge and skills	Intellectual skills	General a transfera skills
Perspectives of child psychology	Seminars presentation group discussion Handout, data show, Textbooks and periodicals available at the library. Internet/Online learning methods	<ol style="list-style-type: none"> <li>Semester work</li> <li>Midterm written exam</li> <li>Final Written exam</li> </ol>	a(1)	-	d (1,2)
Prenatal development	Reading assignments group discussion	<ol style="list-style-type: none"> <li>Semester work</li> <li>Midterm written exam</li> <li>Final Written exam</li> </ol>	a2	-	d (1,2)
Psychoanalytic theories(freud)	Seminars presentation group discussion Handout, data show,. Internet/Online learning	<ol style="list-style-type: none"> <li>Semester work</li> <li>Midterm written exam</li> <li>Final</li> </ol>	a(1)	b(1)	d (1,2)



	methods	Written exam			
Psychosocial development theory(erikson)	group discussion Handout, data show, Internet/Online learning methods	1. Semester work 2. Midterm written exam 3. Final Written exam	a(1)	-	d (1,2)
Cognitive developmental theory(piaget)	Seminars presentation group discussion  Internet/Online learning methods	1. Semester work 2. Midterm written exam 3. Final Written exam	a(1)	b(2)	d (1,2)
Language development	Reading assignments	1. Semester work 2. Midterm written exam 3. Final Written exam	a(1)	b(5)	d (1,2)
Social-learning Theory (Sears)	group discussion	1. Semester work 2. Final Written exam	a(1)	b(4)	d (1,2)
Moral developmental theory(Kohlberg)	Seminars presentation group discussion  Internet/Online learning methods	1. Semester work 2. Final Written exam	a(1)	b(3)	d (1,2)
Spiritual developmental theory(fowler)	Seminars presentation  Internet/Online learning methods	1. Semester work 2. Final Written exam	a(1)	b(3)	d (1,2)
Self concept and self-esteem	Seminars presentation group discussion  Internet/Online learning methods	1. Semester work 2. Final Written exam	a(4)	-	d (1,2)
body image	Seminars presentation group discussion  Internet/Online learning methods	1. Semester work 2. Final Written exam	a(5)	b(8)	d (1,2)





Attachment theory/mother-child bonding	group discussion Internet/Online learning methods	1. Semester work 2. Final Written exam	a(3)	b(6)	d (1,2)
Separation individuation	Seminars presentation Internet/Online learning methods	1. Semester work 2. Final Written exam	a(3)	b(6)	d (1,2)
Projective techniques	Seminars presentation group discussion Internet/Online learning methods	1. Semester work 2. Final Written exam	a(6)	-	d (1,2)
Behavior theory Behavior modification	Seminars presentation group discussion Internet/Online learning methods	1. Semester work 2. Final Written exam		b(7)	d (1,2)

**Head of department: Dean of the Faculty:**  
**Dr / Mohamed Al-Mazahy / Dr / Amal Khalil**



**University:** Port Said  
**Faculty:** Nursing  
**Department:** Pediatric Nursing  
**Year:** 2019-2020

### ***COURSE SPECIFICATION***

<b>1- Course data</b>		
<b>Code:</b> PED 725	<b>Course title:</b> Pediatric Pharmacology	<b>Grade / Level:</b> Master / 2 <sup>rd</sup> semester
<b>Specialty:</b> Master degree	<b>No. of units:</b> 14 weeks	<b>No. of hours:</b> 14 Credit hours <b>Theory:</b> 1 Credit hours/week (14 hours)

<b>2- Overall Aim of Course:</b>	This course will synthesize pharmacological concepts including an overview of the history of drugs along with current issues. Pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions for prototype drugs for multiple body systems will be discussed
<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course the students will be able to;	
<b>a-Knowledge and Understanding skills:</b>	a1-Identify principles of pediatric pharmacotherapy in neonates, infants and children.. a2- Recognize golden rules in pediatric drug therapy a3- Describe commonly used pediatric drug groups in relation to their actions, uses, side effects, and nursing implications.
<b>b-Intellectual Skills</b>	b1-Differentiate between the different pediatric pharmacological groups use, actions and side-effects. b2-Discuss the appropriateness of the drugs to particular child. b3-Calculate drug dosage according to age groups. b4-Examine evidence-based research to explore drugs actions for children.



<b>c-Professional and Practical Skills:</b>	b5-Evaluate the outcome of the drugs on children's health status. c -----
<b>d-General and Transferable Skills:</b>	d1- Use appropriate interpersonal communication skills.. d2- Work with a team effectively d3- Manage the time effectively according to the priority and resources. d4- Use information technology.
<b>4- Course Contents</b>	1. Principles of pediatric pharmacotherapy in neonates, infants and children 2. Therapeutic drug monitoring 3. Certain golden rules in pediatric drug therapy 4. Emergency drugs in neonates. 5. Drug dosage in neonates 6. Conventional and new vaccines for routine use Analgesics/ Antipyretics/ Non-Steroidal Anti Inflammatory Drugs (NSAIDs). 7. Anti-Asthma drugs (Bronchodilators) 8. Antihistamines 9. Nasal Decongestants 10. Antitussives 11. Gastrointestinal tract drugs 12. Cardiovascular drugs (Cardiotonics) 13. Diuretics 14. Anticoagulants 15. Vitamins 16. Antitoxins 17. Immunoglobulin 18. Pediatric medication administration 19. General pediatric pharmacology review
<b>5- Teaching and Learning Methods</b>	1- -Seminars presentation 2- Group discussion. 3- Reading assignments. 4- Textbooks and periodicals available at the library. 5- Internet/Online learning methods.



<b>6- Teaching and Learning Methods for under achieving students:</b>	<p>-----</p>								
<b>7-Students assessment:</b>									
<b>a- Student Assessment Methods:</b>	<ol style="list-style-type: none"> <li>1. Semester work</li> <li>2. Midterm written exam</li> <li>3. Final Written exam</li> </ol>								
<b>c. Weighting of Assessments</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">1. Semester work</td> <td style="text-align: right;">20 %</td> </tr> <tr> <td>2. Midterm written exam</td> <td style="text-align: right;">20 %</td> </tr> <tr> <td>3. <u>Final Written exam</u></td> <td style="text-align: right;"><u>60 %</u></td> </tr> <tr> <td style="text-align: center;"><b>Total</b></td> <td style="text-align: right;"><b>100 %</b></td> </tr> </table>	1. Semester work	20 %	2. Midterm written exam	20 %	3. <u>Final Written exam</u>	<u>60 %</u>	<b>Total</b>	<b>100 %</b>
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2. Midterm written exam	20 %								
3. <u>Final Written exam</u>	<u>60 %</u>								
<b>Total</b>	<b>100 %</b>								
<b>8- List of References</b>									
<b>a- Course Notes</b>	<b>Hand out</b>								
<b>b- Essential Books (Text Books)</b>	<ul style="list-style-type: none"> <li>• Gupte, N. and Smith, R. (2014): Pediatric Drug Directory, 8<sup>th</sup> ed., Jaypee Brothers, Medical Publishers, Ltd, New Delhi, London, Philadelphia, Panama.</li> <li>• Phelps, S. J., Hagemman, T. M., Lee, K. R., and Thompson, A. j. (2014): Pediatric Injectable Drugs, 9<sup>th</sup> ed., American society of health system pharmacist, Bethesda, Maryland.</li> </ul>								
<b>c- Recommended Books</b>	<ul style="list-style-type: none"> <li>• Gray, A., Wright, G., Goodey, V. and Bruce, L. (2011): Injectable Drug Guide, pharmaceutical press.</li> <li>• Lea, D. H., Cheek, D., Brazeau, D. and Brazeau, G. (2015): Mastering Pharmacogenomics: A Nurses Handbook for Success, Indianapolis, IN: Sigma Theta Tau International Honor Society of Nursing.</li> </ul>								
<b>d- Periodicals, Web Sites, ... etc</b>	<ul style="list-style-type: none"> <li>✓ <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4341411/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4341411/</a></li> <li>✓ <a href="https://www.slideshare.net/umiami/pediatrics-pharmacology">https://www.slideshare.net/umiami/pediatrics-pharmacology</a></li> <li>✓ <a href="https://www.fda.gov/downloads/drugs/guidances/ucm425885.pdf">https://www.fda.gov/downloads/drugs/guidances/ucm425885.pdf</a></li> <li>✓ <a href="http://www.jpeds.com/article/S0022-3476(65)80001-4/abstract">www.jpeds.com/article/S0022-3476(65)80001-4/abstract</a></li> <li>✓ <a href="http://www.openpediatrics.org/OPENPediatrics">www.openpediatrics.org/OPENPediatrics</a></li> </ul>								



Head of department: Dean of the Faculty:  
Dr / Mohamed Al-Mazahy / Dr / Amal Khalil

### Course Matrix

Topic	Teaching Methods	Evaluation methods	General and transferable skills	Intellectual skills	Knowledge and skills
1, Orientation of the course Syllabus					
Principles of pediatric pharmacotherapy in neonates, infants and children 2. Therapeutic drug monitoring	-Seminars presentation -Group discussion. -Reading assignments. -Internet/Online learning methods	-Semester work -Midterm written exam -Final Written exam	a.(1),		d.(1,2,3,
3. Certain golden rules in pediatric drug therapy 4. Emergency drugs in neonates	-Group discussion. -Reading assignments. Internet/Online learning methods	-Semester work -Midterm written exam -Final Written exam	a.(2,3)	b.(1,2,3,5),	d.(1,2,3,
5. Drug dosage in neonates 6. Conventional and new vaccines for routine use	presentation -Group discussion. Internet/Online learning methods	-Semester work -Midterm written exam -Final Written exam	a.(2,3)	b.(1,2,3),	d.(1,2,3,
7. Analgesics/ 8. Antipyretics/ Non-Steroidal Anti Inflammatory Drugs (NSAIDs). 9. Anti-Asthma drugs	-presentation -Group discussion. Internet/Online learning methods	-Semester work -Midterm written exam -Final Written exam	a.(2,3)	b.(1,2,4,5),	d.(1,2,3,



(Bronchodilators)					
10. Antihistamines 11. Nasal Decongestants 12. General pediatric pharmacology review	-Presentation -Group discussion. Internet/Online learning methods	-Semester work -Final Written exam	a.(2,3)	b.(1,2,3,4,5)	d.(1,2,3,
13. Antitussives 14. Gastrointestinal tract drugs 15. Pediatric medication administration	-Seminars presentation -Group discussion. -Reading assignments	-Semester work -Final Written exam	a.(2,3)	b.(1,2,3,4,5)	d.(1,2,3,
16. Cardiovascular drugs (Cardiotonics) 17. Diuretics 18. Immunoglobulin	-Presentation -Group discussion. -Reading assignments	-Semester work -Final Written exam	a.(2,3)	b.(1,2,3,4,5)	d.(1,2,3,
19. Anticoagulants 20. Vitamins 1. Antitoxins	Group discussion. Internet/Online learning methods	-Semester work -Final Written exam	a.(2,3)	b.(1,2,3,4,5)	d.(1,2,3,

**Head of department:**  
**Dr / Mohamed Al-Mazahy**

**Dean of the Faculty:**  
**Dr / Amal Khalil**



**University:**Port Said  
**Faculty:** Nursing  
**Department:** Pediatric Nursing  
**Year:** 2019-2020

### ***COURSE SPECIFICATION***

2- <i>Course data</i>		
<b>Code:</b> PED726	<b>Course title:</b> Pediatric Medicine	<b>Grade / Level:</b> 2nd Semester
<b>Specialty:</b> Master degree	<b>No. of units:</b> 14 week	<b>Theory:</b> 2 Credit hours/week <b>Practice ...</b>

<b>2– Overall Aim of Course:</b>	This course extends the master students with the essential knowledge about the common medical problems of children at different developmental stages.
<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course each student will be able to;	
<b>a-Knowledge and Understanding:</b>	a.1 Describe normal growth and development of children from newborn through adolescence. a.2 Identify etiology, clinical manifestations, diagnosis and complications of common disease in children in different age groups.. a.3 Recognize medical care for the children with common health problems in different age groups.



<b>b-Intellectual Skills :</b>	<p>b.1 Explain the relation between growth rate and factors affecting it.</p> <p>b.2 Interpret the most important symptoms and signs of disease in pediatric patients.</p> <p>b.3 Discuss suitable treatment of the common pediatric medical problems of the different body systems according to evidence based medicine.</p>
<b>c-Professional Skills :</b>	c -----
<b>d-General Skills :</b>	<p>d.1 Use appropriate interpersonal communication skills.</p> <p>d.2 Apply basic principles of health education and counseling children and their families in relation to children's health.</p>
<b>4- Course Contents:</b>	<ol style="list-style-type: none"> <li>1. Normal growth and development of children from newborn through adolescence (newborn, infant, toddler, Preschool, school, adolescence)</li> <li>2. Gastrointestinal disorders (gastroenteritis, dehydration)</li> <li>3. Respiratory disease <ul style="list-style-type: none"> <li>• Upper respiratory diseases (common cold-tonsillitis-otitis media)</li> <li>Lower respiratory diseases (Asthma-pneumonia)</li> </ul> </li> <li>4. Blood disorders (Iron deficiency anemia-sickle cell anemia – thalassemia)</li> <li>5. Cardio vascular system disorders (rheumatic fever, heart failure)</li> <li>6. Renal system disorders (acute glomerulonephritis – nephritic syndrome, renal failure)</li> <li>7. Endocrine disorders (Hypo/ Hyperthyroidism Diabetes mellitus),.</li> <li>8. Central nervous system disorders (meningitis, seizures, encephalitis)</li> </ol>
<b>5- Teaching and Learning Methods</b>	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- brainstorming</li> <li>- Role Play</li> <li>- Group discussion</li> </ul>
<b>6- Teaching and Learning Methods for under achieving students:</b>	<ul style="list-style-type: none"> <li>- Co- operative learning</li> <li>- Office hours redundant.</li> <li>- Student leadership.</li> <li>- Academic advising.</li> </ul>
<b>7-Students assessment:</b>	
<b>a- Student Assessment Methods:</b>	<ol style="list-style-type: none"> <li>1. Semester work</li> <li>2. Midterm written exam</li> <li>3. Final written exam</li> </ol>





<b>b- Time</b>	<table> <tr> <td><b>4. Semester work</b></td> <td><b>During the course</b></td> </tr> <tr> <td><b>5. Midterm written exam</b></td> <td><b>During 7<sup>th</sup> week</b></td> </tr> <tr> <td><b>6. Final Written exam</b></td> <td><b>During 15<sup>th</sup> week</b></td> </tr> </table>	<b>4. Semester work</b>	<b>During the course</b>	<b>5. Midterm written exam</b>	<b>During 7<sup>th</sup> week</b>	<b>6. Final Written exam</b>	<b>During 15<sup>th</sup> week</b>		
<b>4. Semester work</b>	<b>During the course</b>								
<b>5. Midterm written exam</b>	<b>During 7<sup>th</sup> week</b>								
<b>6. Final Written exam</b>	<b>During 15<sup>th</sup> week</b>								
<b>c. Weighting of Assessments</b>	<table> <tr> <td><b>1. Semester work</b></td> <td><b>20 %</b></td> </tr> <tr> <td><b>2. Midterm exam</b></td> <td><b>20 %</b></td> </tr> <tr> <td><b>3. Final Written exam</b></td> <td><b>60 %</b></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> </tr> </table>	<b>1. Semester work</b>	<b>20 %</b>	<b>2. Midterm exam</b>	<b>20 %</b>	<b>3. Final Written exam</b>	<b>60 %</b>	<b>Total</b>	<b>100 %</b>
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<b>3. Final Written exam</b>	<b>60 %</b>								
<b>Total</b>	<b>100 %</b>								
<b>8- List of References</b>									
<b>a- Course Notes :</b>	<b>Hand out</b>								
<b>b- Essential Books (Text Books) :</b>	<ul style="list-style-type: none"> <li>• <b>Kliegman R . , Behrma R .Genson H.(2010):</b> Nelson Text book of pediatrics .8<sup>th</sup> ed. Philadelphia : Saundres,co</li> <li>• <b>Kenner C . , Lott G. (2010):</b> Comprehensive neonatal care .4<sup>th</sup> ed. Philadelphia : Saunders co,</li> <li>• <b>Ronald M.perkin James D.swift ,DaleA.Newton ,nick G.Anos(2011)</b> Pediatric hospital medicine 2<sup>nd</sup> edition.wolterskluwer /Lippincott Williams &amp;wilkins health philadelphia ,.</li> </ul> <p><b>Carman S., and Kyle T. (2015):</b> Nursing care of children with hematologic disorders In: Essential of pediatric nursing, 3rd ed., Philadelphia: Walters Kluwer Health, Lippincott Williams&amp; Wilkins Co.</p>								
<b>c- Recommended Books :</b>	<ul style="list-style-type: none"> <li>• <b>M.Tereseverklan&amp;Marlene Walden ; (2010)</b> core curriculum for children intensive care nursing 4<sup>th</sup>ed , Walters Kluwer Health, Lippincott Williams&amp; Wilkins Co.</li> </ul>								
<b>d- Periodicals, Web Sites, ... etc :</b>	<ul style="list-style-type: none"> <li>• w.googel.com</li> <li>• ww.who.ant</li> <li>• ww.sciencedirect.com</li> <li>• ww.free-edu.net</li> <li>• ediatric clinics of north America 2000</li> <li>• ttp://emedicine.medscape.com/pediatrics-generalwww.sciencedirect.com/science/journal/15228401</li> </ul>								



Head of department: Dean of the Faculty:  
 Dr / Mohamed Al-Mazahy Dr / Amal Khalil

### Course Matrix

Topic	Teaching Methods	Evaluation Methods	General and transferable skills	Intellectual skills	Knowledge and skills
Orientation of the course Syllabus					-----
Normal growth and development of children from newborn through adolescence: Newborn	- Lecture - Group discussion	<b>-Semester work</b> <b>-Midterm written exam</b> <b>-Final written exam</b>	a.(1)	b.(1)	d.(1,2)
Emergency	- Lecture - brainstorming - Group discussion	<b>-Semester work</b> <b>-Midterm written exam</b> <b>-Final written exam</b>	a.(1)	b.(1)	d.(1,2)



toddler preschool	- Lecture - Role Play  - Group discussion	<b>-Semester work</b> <b>-Midterm written exam</b>  <b>-Final written exam</b>	a.(1)	b.(1)	d.(1,2)
school age, Adolescence	- Lecture - brainstorming - Group discussion	<b>-Semester work</b> <b>-Midterm written exam</b>  <b>-Final written exam</b>	a.(1)	b.(1)	d.(1,2)
Gastrointestinal disorders ( gastroenteritis, dehydration)	- Group discussion -Brainstorming	<b>-Semester work</b> <b>-Midterm written exam</b>  <b>-Final written exam</b>	a.(2, 3)	b.(2)	d.(2)
Upper respiratory disease ( common cold-tonsillitis- itis media )	- Lecture - Group discussion	<b>-Semester work</b> <b>-Midterm written exam</b>  <b>-Final written exam</b>	a.(2, 3)	b.(2)	d.(2)
Lower respiratory disease ( asthma-pneumonia)	- Lecture - brainstorming - Role Play  - Group discussion	<b>-Semester work</b> <b>-Midterm written exam</b>  <b>-Final written exam</b>	a.(2, 3)	b.(2)	d.(2)
Blood disorders ( Iron deficiency anemia-sickle cell anemia – thalassemia)	- Lecture - Group discussion	<b>-Semester work</b>  <b>-Final written exam</b>	a.(2, 3)	b.(2)	d.(2)
Cardio vascular system disorders (rheumatic fever, heart failure) )	- Lecture - brainstorming - Role Play	<b>-Semester work</b>  <b>-Final written exam</b>	a.(2, 3)	b.(2)	d.(2)
Renal system disorders ( acute glomerulonephritis nephritic syndrome, renal failure)	- Lecture - Role Play  - Group discussion	<b>-Semester work</b>  <b>-Final written exam</b>	a.(2, 3)	b.(2)	d.(2)
Endocrine disorders ( Hypo/ Hyperthyroidism. diabetes mellitus)	- Lecture - brainstorming - Role Play	<b>-Semester work</b>  <b>-Final written exam</b>	a.(2, 3)	b.(2)	d.(2)
Central nervous system disorders(meningitis,	- Lecture - brainstorming	<b>-Semester work</b>  <b>-Final written</b>	a.(2, 3)	b.(2)	d.(2)



izures, encephalitis) )	- Role Play	exam			
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Head of department: Dean of the Faculty:  
Dr / Mohamed Al-Mazahy Dr / Amal Khalil

**University:** Port Said  
**Faculty:** Nursing  
**Department:** Pediatric Nursing  
**Year:** 2019-2020

### ***COURSE SPECIFICATION***

<b><i>1- Course data</i></b>		
<b><i>Code:</i></b> PED735	<b><i>Course title:</i></b> <i>Seminars in Pediatric Nursing</i>	<b><i>Grade/ Level:</i></b> <i>Master 2nd Semester</i>
<b><i>Specialty:</i></b> <i>Master degree</i>	<b><i>No. of units :</i></b> ----- <b><i>Total:</i></b> 28 credit hours	<b><i>Theory:</i></b> 2 hours/week <b><i>Practice:</i></b> -----



<b>2- Overall Aim of Course:</b>	This course provide master students with advanced nursing knowledge required for children's competent care in health and illness. It also provides students the opportunity to investigate the impact of evidence based nursing, clinical pathway and nursing informatics on the health condition of children
<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course each student will be able to;	
<b>a-Knowledge and Understanding:</b>	a.1- Describe primary health care a.2- Discuss infection control in different pediatric nursing a.3- Recognize integrated management of childhood illness a.4 - Identify child's Right. a.5- Describe communication with children and their families a.6-Recognize play for children.
<b>b-Intellectual Skills</b>	b.1-Analyze integrated management of childhood illness and its importance for practice in children's care. b.2- Discuss pain and its management in children b.3 Analyze methods of evidence based practice processes b.4-Interpret the relevance of evidence based practice and clinical pathway for utilization in pediatric nursing. b.5- Discuss nursing informatics as new trend
<b>c-Professional and Practical Skills</b>	c.....
<b>d-General and Transferable Skills</b>	d.1- Conduct proper communication with children and their families  d.2- Use computer and internet skills. d.3- Protect and promote child's rights.
<b>4- Course Contents</b>	1. Primary health care 2. Infection control in pediatric settings 3. Evidence based nursing for nursing practice 4. Clinical pathway 5. Nursing informatics 6. Integrated management of childhood illness 7. Pain in children 8. Child's Right 9. Communication with children and their families 10. Play for children.
<b>5- Teaching and Learning Methods</b>	1- Seminars 2- Presentation



	3- Group discussion. 4- Reading assignments. 5- Handouts, data show , slides and films												
<b>6- Teaching and Learning Methods for learning disability students:</b>	Not applicable												
<b>7-Students assessment</b>													
<b>a- Student Assessment Methods</b>	1- Semester work 2-Midterm written exam 3- Final written exam												
<b>b- Time</b>	1. <b>Assessment 1</b> during the course 2. <b>Assessment 2</b> at the end of course												
<b>c. Weighting of Assessments</b>	<table border="0"> <tr> <td>1. Semester work</td> <td>20 %</td> <td></td> </tr> <tr> <td>2. Midterm written exam</td> <td></td> <td>20 %</td> </tr> <tr> <td>3. Final Written exam</td> <td>40 %</td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td></td> </tr> </table>	1. Semester work	20 %		2. Midterm written exam		20 %	3. Final Written exam	40 %		<b>Total</b>	<b>100 %</b>	
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2. Midterm written exam		20 %											
3. Final Written exam	40 %												
<b>Total</b>	<b>100 %</b>												
<b>8- List of References</b>													
<b>Course Notes</b>	<b>Hand out</b>												
<b>b- Essential Books (Text Books)</b>	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>												
<b>c- Recommended Books</b>	<ul style="list-style-type: none"> <li>• Gupta P. (2007): Essential Pediatric Nursing, 2nd ed., India (New Delhi).</li> <li>• McIntiish N., Helms P., Smyth R., Logan S. (2008): Textbook of Pediatrics, 7th ed., Toronto Churchill Livingstone.</li> <li>• Osborn LM, Dewitt TG, First LR, Zenel J. Pediatrics.: Mosby inc., 2005.</li> <li>• Wong DC, Hockenberry MJ. Nursing Care Of Infants and Children 7th ed, Mosby;2015</li> </ul>												
<b>d- Periodicals, Web Sites, ... etc</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.google.com">www.google.com</a></li> <li>• <a href="http://www.who.ant">www.who.ant</a></li> <li>• <a href="http://www.sciencedirect.com">www.sciencedirect.com</a></li> <li>• <a href="http://www.free-edu.net">www.free-edu.net</a></li> </ul>												

Head of department:Dean of the Faculty:  
Dr / Mohamed Al-MazahyDr / Amal Khalil



### Course Matrix

Course content	Teaching Methods	Evaluation Methods	Knowledge and skills	Intellectual skills	General skills
Primary care	<ul style="list-style-type: none"> <li>- Seminars presentation</li> <li>- Group discussion.</li> <li>- Reading assignments.</li> </ul>	<ul style="list-style-type: none"> <li>- Semester work</li> <li>- Midterm written exam</li> <li>- Final written exam</li> </ul>	a.(1)		d.(1,3)
Role in pediatric	<ul style="list-style-type: none"> <li>- Seminars presentation</li> <li>- Group discussion.</li> <li>- Reading assignments.</li> </ul>	<ul style="list-style-type: none"> <li>- Semester work</li> <li>- Midterm written exam</li> <li>- Final written exam</li> </ul>	a.(2)	b.(4)	d.(3)
Preparation for nursing	<ul style="list-style-type: none"> <li>- Group discussion.</li> <li>- Reading assignments.</li> <li>- Handouts, data show , and films</li> </ul>	<ul style="list-style-type: none"> <li>- Semester work</li> <li>- Midterm written exam</li> <li>- Final written exam</li> </ul>		b.(3)	d.(3)
Primary	<ul style="list-style-type: none"> <li>- Seminars presentation</li> <li>- Group discussion.</li> <li>- Reading assignments.</li> <li>- Handouts, data show ,</li> </ul>	<ul style="list-style-type: none"> <li>- Semester work</li> <li>- Midterm written exam</li> <li>- Final written exam</li> </ul>		b.(4)	d.(1,3)
Statistics	<ul style="list-style-type: none"> <li>- Group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Semester</li> </ul>		b.(5)	d.(3)



	- Reading assignments.	work -Final written exam			
Management Illness	- Seminars presentation -Group discussion. -Handouts, data show , and films	-Semester work -Final written exam	a.(3)	b.(1)	d.(1.3)
Children.	-Group discussion. -Handouts, data show , and films	-Semester work -Final written exam		b.(2)	d.(1.3)
Right	-Group discussion. - Reading assignments.	-Semester work -Final written exam	a.(4)	b.(2)	d.(3,4)
Communication with children ; family	- Seminars presentation -Group discussion.	-Semester work -Final written exam	a.(5)	b.(1)	d.(1.3)
For children.	- Seminars presentation -Group discussion.	-Semester work -Final written exam	a.(6)	b.(3)	d.(1.3)

**Head of department:Dean of the Faculty:**  
Dr / Mohamed Al-MazahyDr / Amal Khalil

**University:**Port Said  
**Faculty:** Nursing  
**Department:** Pediatric Nursing  
**Year:** 2019-2020

### ***COURSE SPECIFICATION***

<b>1-Course data</b>		
<b>Code:</b> PED 728	<b>Course title:</b> Accidents in children	<b>Grade / Level:</b> Specialty 2nd Semester
<b>Specialty:</b> Master degree	<b>No. of units:</b> 14 weeks <b>No. of hours:</b> 28 Credit hours	<b>Theory:</b> 2 Credit hours/week (28 hours)





	<b>Practice: -----</b>
<b>2– Overall Aim of Course:</b>	This course aims to give master students with the necessary knowledge and skills to deal with accidents and emergency situations involving children from birth to adolescents..the postgraduate candidate (master degree) with depth knowledge, skills and attitude about the children at risk. socio-cultural, physical and environmental factors that are important in determining causes of accidents in childhood and adolescence are also discussed. the pediatric nurse will be prepared to develop a program for preventive measures and effective strategies for dealing with different childhood accidents. the accidents in children
<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course each student will be able to;	
<b>a-Knowledge and Understanding skills:</b>	<ul style="list-style-type: none"> <li>a.1-Recognize the innate developmental differences of children and how these characteristics relate to a child’s vulnerability and increased accidents risk</li> <li>a.2-Define the scope of children’s accidents.</li> <li>a.4- Describe epidemiologic accident trends based on age, gender and social determinants.</li> <li>a.3- Describe principles of child accidents prevention methodology and approaches</li> <li>a.4- Identify the five main mechanisms of child injury, and their associated risks, prevention strategies and examples of effective interventions.</li> <li>a.5- Understand how to administer first aid to an infant and a child with bites, stings and minor and major injuries</li> <li>a.6- Describes obstacles and priorities within prevention of child accidents.</li> </ul>
<b>b-Intellectual Skills</b>	<ul style="list-style-type: none"> <li>b.1-Explain necessary knowledge and skills in dealing with accident and emergency situations involving children.</li> <li>b.2- Collaborate effectively with children and families</li> <li>b.3-Investigate health status and effects of accident on the children in emergency situation</li> <li>b.4- Analyze scientific research &amp; evidence on accidents in children</li> <li>b.5- Analyze safety measurements indoor and outdoor setting to prevent accidents in children.</li> </ul>
<b>c- Professional:</b>	-----
<b>d-General Skills :</b>	<ul style="list-style-type: none"> <li>d.1-practice proper communication and counseling to children and their family.</li> <li>d.2-Encourage independence.</li> <li>d.3- Practice team work and positive participation</li> <li>d.4-Promote the child –family coping practices during illness.</li> </ul>



<b>4- Course Content:</b>	<b>a. Overview of the accidents in Children</b>
	<b>b. Outdoor and indoor accidents in Children</b> <ul style="list-style-type: none"> <li>• Definitions and categorizations of accidents</li> <li>• Child accidents risk factors and associated susceptibilities</li> <li>• The burden of global child accidents (incidence and prevalence)</li> <li>• Road traffic accidents</li> <li>• Food poisoning</li> <li>• Drowning suffocating and strangulating</li> <li>• Head Injuries and fractures (broken bones)</li> <li>• Choking</li> <li>• Electrical appliances accidents</li> <li>• External and internal bleeding</li> <li>• Burn</li> <li>• Soft Tissue Injury (wound)</li> </ul>
	<b>c. General precaution to prevention accidents in children</b> <ul style="list-style-type: none"> <li>• Home Accident Prevention for Children, Childproofing and prevention household accident. Obstacles and priorities in planning child accidents prevention programs</li> <li>• Outdoor accident prevention for children</li> </ul>
	<b>d. First aid and emergency during accident of children</b>
	<b>e. Short and long term plan to provide nursing care for child</b>

<b>5- Teaching and Learning Methods</b>	-Seminar presentation - Brainstorming - Group discussion -Assignment								
<b>6- Teaching and Learning Methods for under achieving students:</b>	- Not applicable.								
<b>7-Students assessment:</b>									
<b>a- Student Assessment Methods:</b>	<ol style="list-style-type: none"> <li>1. Semester work during course</li> <li>2. Midterm exam</li> <li>3. Final Written exam</li> </ol>								
<b>b- Time</b>	<ol style="list-style-type: none"> <li>1. Semester work during the course</li> <li>2. Midterm exam During 6<sup>th</sup> to 7<sup>th</sup> week</li> <li>3. Final Written exam During 14<sup>h</sup> week</li> </ol>								
<b>c. Weighting of Assessments</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Semester work</td> <td style="text-align: right;">20 %</td> </tr> <tr> <td>2. Midterm exam</td> <td style="text-align: right;">20 %</td> </tr> <tr> <td>3. Final Written exam</td> <td style="text-align: right;">60 %</td> </tr> <tr> <td style="text-align: right;"><b>Total</b></td> <td style="text-align: right;"><b>100 %</b></td> </tr> </table>	1. Semester work	20 %	2. Midterm exam	20 %	3. Final Written exam	60 %	<b>Total</b>	<b>100 %</b>
1. Semester work	20 %								
2. Midterm exam	20 %								
3. Final Written exam	60 %								
<b>Total</b>	<b>100 %</b>								
<b>8- List of References</b>									



<b>a- Course Notes</b>	<b>Hand out</b>
<b>b- Essential Books (Text Books):</b>	Not applicable
<b>c- Recommended Books:</b>	<ul style="list-style-type: none"> <li>- Wong DC, Hockenberry MJ. Textbook of Pediatric Nursing 10th ed, Philadelphia .Mosby;2015.</li> <li>- Marlow DR, Redding BA. Textbook of Pediatric Nursing 11th ed, Philadelphia; WB Saunders co;2000</li> <li>- Wong's Nursing Care of Infants and Children (2014): Multimedia Enhanced Version, 9th Edition</li> <li>- Keeping America's children safe preventing childhood injury, (2008): committee of health, education, labor and pensions united states senate.</li> <li>- Wong's Essentials of Pediatric Nursing,(2016): 9th Edition</li> <li>- producing the Child Safety Handbook A guide to injury prevention for parents of 6 -12 year ... The center retails books for parents, medical .... Injury deaths, 2006</li> </ul>
<b>d- Periodicals, Web Sites, ... etc:</b>	<ul style="list-style-type: none"> <li>- www.Pubmed.com</li> <li>- www.who.int</li> <li>-www.sciencedirect.com.</li> </ul>

**Head of department:Dean of the Faculty:**  
**Dr / Mohamed Al-MazahyDr / Amal Khalil**



### Course Matrix

Course content	Teaching Methods	Evaluation Methods	Knowledge and understanding	Intellectual skills	General skills
<b>Introductions &amp; Overview of the accidents in children</b>					
<b>Outdoor and indoor accidents in Children</b> Definitions and categorizations Child accidents risk factors and associated susceptibilities The burden of global child accidents (incidence and prevalence)	-Seminar presentation - Group discussion -Assignment	-Semester work -Midterm written exam -Final written exam	a.(1,5)	b.(4,5)	d.(1,,2)
Food poisoning	-Seminar presentation - Brainstorming - Group discussion	-Semester work -Midterm written exam -Final written exam	a.(2)	b.(1)	d.(1,,2)
Drowning, Suffocating and strangulating Choking	- Group discussion -Assignment	-Semester work -Midterm written exam -Final written exam	a.(2)	b.(1)	d.(1,,2,3,4)
Head Injuries and fractures (broken bones)	-Seminar presentation -Assignment	-Semester work -Midterm written exam -Final written exam	a.(3)	b.(3)	d.(1,,2)
Electrical Appliances accidents Burn	-Seminar presentation - Group discussion	-Semester work -Midterm written exam -Final written exam	a.(3)	b.(3)	d.(1,,2)
Road traffic accidents and soft Tissue Injury (wound)	-Seminar presentation - Brainstorming - Group discussion	-Semester work -Final written exam	a.(3)	b.(3)	d.(1,,2,3,4)
External and internal bleeding	-Seminar presentation - Group discussion	-Semester work -Final written exam	a.(3)	b.(1,3)	d.(1,,2)



<p><b>General precaution to prevention accidents in children</b> Home Accident Prevention for Children, Childproofing and prevention household accident. Obstacles and priorities in planning child accidents prevention programs Outdoor accident prevention for children. (health promotion of accidents prevention according to growth and developmental stage)</p>	<p>-Seminar presentation - Brainstorming - Group discussion</p>	<p>Semester work -Final written exam</p>	<p>a.(2,6)</p>	<p>b.(1)</p>	<p>d.(1,2,3,4)</p>
<p><b>First aid and emergency during accident of children</b></p>	<p>-Seminar presentation - Group discussion</p>	<p>-Semester work -Final written exam</p>	<p>a.(2,6)</p>	<p>b.(1)</p>	<p>d.(1,2)</p>
<p><b>Short and long term plan to provide nursing care for child</b></p>	<p>- Brainstorming - Group discussion</p>	<p>Semester work -Final written exam</p>	<p>a.(2,6)</p>	<p>b.(1)</p>	<p>d.(1,2,3,4)</p>

**Head of department:Dean of the Faculty:  
Dr / Mohamed Al-MazahyDr / Amal Khalil**



**University:** Port Said  
**Faculty:** Nursing  
**Department:** Pediatric Nursing  
**Year:** 2019-2020

### ***COURSE SPECIFICATION***

<b><i>1- Course data</i></b>		
<b>Code:</b> PED 731	<b>Course title:</b> Advanced Pediatric Nursing II	<b>Grade / Level:</b> Master / <i>3<sup>rd</sup> semester</i>
<b>Specialty:</b> Master degree	<b>No. of hours :</b>	<b>Theory:</b> 2 Credit hrs <b>Practice:</b>

<b>2- Overall Aim of Course:</b>	Provide advanced competent care to children at different health settings.
<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course each student will be able to;	
<b>a-Knowledge and Understanding:</b>	a1-describe nursing management of children with different pediatric health problems at various age group. a2-Recognize needs and problems of children with special needs.
<b>b-Intellectual Skills</b>	b1-Contrast different health problems at various age groups and their management b2- Discuss nursing management of children with special needs. b3-analyze the impact of chronic illness on children and their families.

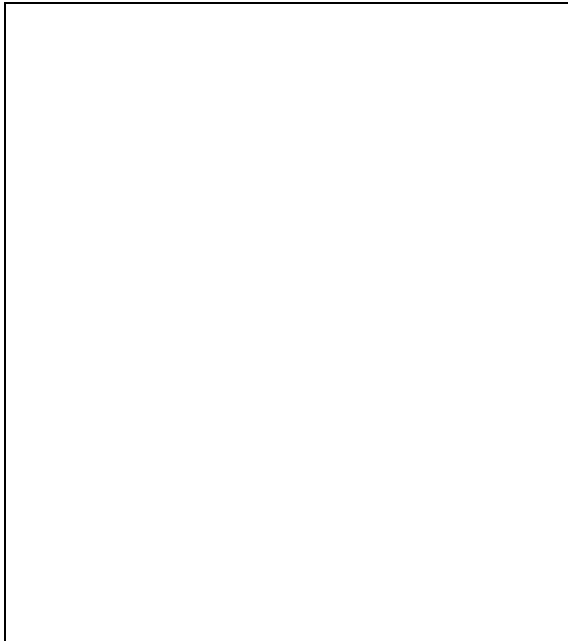


<b>c-Professional and Practical Skills</b>	c -----
<b>d-General and Transferable Skills</b>	<p>d1- Conduct proper communication and counseling with child and his families.</p> <p>d2- Promote child rights to autonomy, respect, privacy, dignity and access to information.</p>
<b>4- Course Contents</b>	<ol style="list-style-type: none"> <li>1. Growth and Development of Children from Infancy through Adolescence.</li> <li>2. Gastrointestinal System Disorders (Medical and Surgical Disorders).</li> <li>3. Respiratory System Disorders.</li> <li>4. Cardiovascular System Disorders (Medical and Surgical Disorders).</li> <li>5. Blood Disorders.</li> <li>6. Urinary System Disorders.</li> <li>7. Central Nervous System Disorders.</li> <li>8. Endocrine Disorders.</li> <li>9. Needs and problems of Children with Special Needs.</li> <li>10. Impact of Chronic Illness on Children and their Families.</li> </ol>
<b>5- Teaching and Learning Methods</b>	<ol style="list-style-type: none"> <li>1- Seminars presentation and group discussion.</li> <li>2-Internet/Online learning methods.</li> <li>3-Reading assignments.</li> <li>4-Textbooks and periodicals available at the library.</li> <li>5-Internet services at the Faculty.</li> <li>6-Handout, data show, slides and films</li> </ol>
<b>6- Teaching and Learning Methods for learning disability students:</b>	-----



<b>7-Students assessment</b>											
<b>a- Student Assessment Methods</b>	<ol style="list-style-type: none"> <li>1. Presentations</li> <li>2. Seminars</li> <li>3. Midterm examination</li> <li>4. Final written exam</li> </ol>										
<b>b- Time</b>	<ol style="list-style-type: none"> <li>1. First assessment (quiz) :during course</li> <li>2. Second assessment (mid-term examination):At 10th week</li> <li>3. Third assessment (final examination):At 15th week</li> </ol>										
<b>c. Weighting of Assessments</b>	<table> <tr> <td>1. Mid-Term Examination</td> <td>20%</td> </tr> <tr> <td>2. Final-term Examination</td> <td>60%</td> </tr> <tr> <td>3. Semester Work</td> <td>20 %</td> </tr> <tr> <td>4. <u>Other types of assessment</u></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> </tr> </table>	1. Mid-Term Examination	20%	2. Final-term Examination	60%	3. Semester Work	20 %	4. <u>Other types of assessment</u>		<b>Total</b>	<b>100 %</b>
1. Mid-Term Examination	20%										
2. Final-term Examination	60%										
3. Semester Work	20 %										
4. <u>Other types of assessment</u>											
<b>Total</b>	<b>100 %</b>										
<b>8- List of References</b>											
<b>a- Course Note</b>	<b>Hand out</b>										
<b>b- Essential Books (Text Books)</b>	<ul style="list-style-type: none"> <li>• Wong DC, Hockenberry MJ. Textbook of Pediatric Nursing 10th ed, Philadelphia .Mosby;2015</li> </ul>										
<b>c- Recommended Book</b>	<ul style="list-style-type: none"> <li>• Wong DC, Hockenberry MJ. Textbook of Pediatric Nursing 9th ed, Philadelphia .Mosby;2008.</li> <li>• Marlow DR, Redding BA. Textbook of Pediatric Nursing 11th ed, Philadelphia; WB Saunders co;2000</li> </ul>										
<b>d- Periodicals, Web Sites, ... etc</b>	<ul style="list-style-type: none"> <li>• James S, Nelson K. Ashwill J. Nursing Care of Children Principles and PRACTICE.4TH ED. Philadelphia Inc.;2013</li> <li>• Thurston C. Essential Nursing Care for Children and Young people .London:Routledge.;2013</li> <li>• Osborn LM, Dewitt TG, First LR, Zenel JA. Pediatric Philadelphia: Mosby Inc.;2005</li> <li>• Wong , Hockenberry M, Winkelstein M .Essential of</li> </ul>										





pediatric Nursing .7th ed. St .Louis: Mosby Inc.;2005.

- Madkour AA. Essentials of pediatrics,5th edition, Alexandria: Ayad Press;2003.
- Behrman RD, Kliegman RM. Nelson Essential of Pediatrics.4th ed. london: W.B. Saunders CO.;2002.
- Fox J. Primary Health Care OF infants, Children and Adolescents 2nd ed. United states of America :Mosby Inc.;2002
- Ashwill JW,Droske SC.Nursing care of Children .Principles and practice,London:W.B.Saunders Co.;2002
- Williams C,Asquith J,Fletcher M.Pediatric intensive care nursing .london:Churchill Livingstone;2000
- Schulte EB,Price DL,gwin.thompsons pediatric nursing.8th ed.New York.W.BSaunders Co.;2000

**Head of department:**  
Dr / Mohamed Al-Mazahy

**Dean of the Faculty**  
Dr / Amal Khalil

### Course Matrix

Course content	Teaching Methods	Evaluation Methods	Knowledge and understanding Skills	Intellectual skills	General and Transferable skills
1. Growth and Development of Children from Infancy through Adolescence.	Seminars presentation and group discussion.	-Mid-Term Exam -Final- Exam -Semester Work	a. (1)	b.(1)	d.(1,2)
2. Gastrointestinal System Disorders (Medical and Surgical Disorders).	-Seminars presentation and group discussion.. -Internet services at the Faculty.	Mid-Term Exam -Final- Exam -Semester Work	a. (1)	b.(1)	d.(1,2)
3. Respiratory System Disorders.	-Reading assignments. -Textbooks and	Mid-Term Exam -Final- Exam	a. (1)	b.(1)	d.(1,2)



	periodicals available at the library.	-Semester Work			
4. Cardiovascular System Disorders (Medical and Surgical Disorders).	-Internet services at the Faculty. -Handout, data show, transparencies, slides and films	Mid-Term Exam -Final- Exam -Semester Work	a. (1)	b.(1)	d.(1,2)
5. Blood Disorders.	-Seminars presentation and group discussion..	Mid-Term Exam -Final- Exam -Semester Work	a. (1)	b.(1)	d.(1,2)
6. Urinary System Disorders.	-Reading assignments.	Mid-Term Exam -Final- Exam -Semester Work	a. (1)	b.(1)	d.(1,2)
7. Central Nervous System Disorders.	-Internet/Online learning methods. -Reading assignments.. -Handout, data show, slides and films	Mid-Term Exam -Final- Exam -Semester Work	a. (1)	b.(1)	d.(1,2)
8. Endocrine Disorders.	- Seminars presentation and group discussion. -Internet/Online learning methods.	-Semester Work -Final- Exam	a. (1)	b.(1)	d.(1,2)
9. Needs and problems of Children with Special Needs.	- Seminars presentation and group discussion.	-Semester Work -Final- Exam	a. (2)	b.(2)	d.(1,2)
10. Impact of Chronic Illness on Children and their Families.	-Reading assignments. -Textbooks and periodicals available at the library.	-Semester Work -Final- Exam	a. (2)	b.(2)	d.(1,2)

**Head of department:**  
**Dr / Mohamed Al-Mazahy**

**Dean of the Faculty:**  
**Dr / Amal Khalil**



University: Port Said  
**Faculty:** Nursing  
**Department:** Pediatric Nursing  
**Year:** 2019-2020

### **COURSE SPECIFICATION**

<b>2- Course data</b>		
<b>Code:</b> PED732	<b>Course title:</b> Pediatric Nursing (2) practice	<b>Grade / Level:</b> Specialty 3rd semester
<b>Specialty:</b> Master degree	<b>No. of units</b> 14 weeks <b>Total:</b> 42 credit hours	<b>Theory:</b> 0 <b>Practice:</b> 3 credit hours/week

<b>2- Overall Aim of Course:</b>	This course the student will: provide enhance the master student's ability to: provide advanced competent care to children at different health settings (surgical and haemodialysis cases).
<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course each student will be able to;	
<b>a-Knowledge and Understanding skills:</b>	a1- Recognize hemodynamic and cardiopulmonary monitoring a2- Describe intratube placement and their management a3- Describe competent nursing care for children with various health problems in surgical and haemodialysis units
<b>b-Intellectual Skills</b>	b1- Formulate nursing diagnosis according to assessment data. b2- Design specific plans for meeting needs and problems of children undergoing surgery b3- Discuss intratube placement, indications and management b4- Demonstrate problem solving skills in different clinical situation. b5- Distinguish between different stoma and their care b6- Interpret hemodynamic monitoring results b7- Contrast different health problems or needs at various age groups and their management
<b>c-Professional and Practical Skills:</b>	c1- Practice the various intratubes placement and management c2- Perform cardiopulmonary monitoring c3- Apply appropriate infection control practices. c4- Demonstrate stoma care. c5- Perform hemodynamic monitoring c6- Manipulate nursing care plan to overcome the child problems c7- Provide competent nursing care to children with different



	<p>surgical operations and on haemodialysis</p> <p>c8- Provide nursing care for the children following safety measures.</p>								
<b>d-General and Transferable Skills:</b>	<p>d1- Conduct proper communication and counseling to children and their families.</p> <p>d2- Promote child rights to autonomy, respect, privacy, dignity and access to information.</p> <p>d3- Promote the child-family coping practices during illness.</p> <p>d4- Conduct evidence-based nursing for problem solving\decision making (critical thinking).</p> <p>d5- Practice team work and positive participation.</p> <p>d6- Appraise the role and follow up on preventing further children's complications.</p>								
<b>4- Course Contents:</b>	<p><b>Skill</b></p> <p><b>a- (lab): Demonstrate</b></p> <ul style="list-style-type: none"> <li>• intra/tubes placement and management</li> <li>• Cardiopulmonary monitoring</li> <li>• Hemodynamic monitoring</li> <li>• Colostomy care</li> </ul> <p><b>b- Provide care for children with different developmental age in various hospital settings</b></p> <p><b>( surgery – haemodialysis)</b></p>								
<b>5- Teaching and Learning Methods</b>	<p>-Brain storming</p> <p>-Discussion</p> <p>-Role play</p> <p>-Lab</p> <p>-Clinical field</p> <p>-Models</p> <p>-Video</p>								
<b>6- Teaching and Learning Methods for under achieving students:</b>	<p>- Not applicable</p>								
<b>7-Students assessment:</b>									
<b>a- Student Assessment Methods:</b>	<ol style="list-style-type: none"> <li>1. Clinical training</li> <li>2. Midterm practical exam</li> <li>3. Final practical exam</li> </ol>								
<b>b- Time</b>	<ol style="list-style-type: none"> <li>1. midterm practical exam 7th week</li> <li>2. final practical exam 15th week</li> </ol>								
<b>c. Weighting of Assessments</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">1. Clinical training</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>2. Midterm practical exam</td> <td style="text-align: right;">20%</td> </tr> <tr> <td>3. <u>Final practical exam</u></td> <td style="text-align: right;"><u>60%</u></td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: right;"><b>100 %</b></td> </tr> </table>	1. Clinical training	20%	2. Midterm practical exam	20%	3. <u>Final practical exam</u>	<u>60%</u>	<b>Total</b>	<b>100 %</b>
1. Clinical training	20%								
2. Midterm practical exam	20%								
3. <u>Final practical exam</u>	<u>60%</u>								
<b>Total</b>	<b>100 %</b>								



<b>8- List of References</b>	
<b>a- Course Notes</b>	<b>Hand out</b>
<b>b- Essential Books (Text Books) :</b>	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<b>c- Recommended Books :</b>	<ul style="list-style-type: none"> <li>• Kyle,T.(2013):Pediatric Nursing Clinical Guide 2nded.,WolterKlumer Lippincott Williams &amp;Wilkins.</li> <li>• Zorc J.J.(2013):Clinical Hand Book of Pediatric 5TH ED., Wolter Klumer Lippincott Williams &amp;Wilkins.</li> <li>• Rennie J.M.(2013): A manual of Neonatal Intensive Care 5th Ed., Taylor &amp;Francis Group. Llc.</li> <li>• HayjR.W., Levin M.J.,&amp; Deterding R.R., etal.,(2012):Current Diagnosis &amp;Treatment 21st Ed ., The Mcgraw Hill Companies.</li> <li>• Achlert,B.(2012):Pediatric advanced life support 3rd ed. Jones&amp;Bartlett learning book.</li> <li>• Lodha,R.(2014):Pediatric Procedures., ,Satish Kumar Jain For CBS Publisher.</li> <li>• Kavitha,K.(2015):A Comprehensive Manual of Pediatric Nursing Procedures, Japee Brother Medical.</li> <li>• Shastry ,B.A.(2014): Manipal Manual of Clinical Medicine., Satish Kumar Jain, for CBS Publisher.</li> <li>• Padmaja ,A.M.(2014):Pediatric Nursing Procedure Manual., Japee Brother Medical.</li> <li>• Rajalakshmi,K.&amp;Suresh,S.(2015):Child health nursing process approach., Japee Brother Medical.</li> <li>• Varghese,S.&amp;Susmitha, A.(2015):Text Book of Pediatric Nursing 1st ed., Japee Brother Medical.</li> </ul>
<b>d- Periodicals, Web Sites, ... etc :</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.nursing center.com">www.nursing center.com</a></li> <li>• <a href="http://www.rn .com">www.rn .com</a></li> <li>• <a href="http://www.nurslinx.com">www.nurslinx.com</a></li> <li>• <a href="http://www.who.int">www.who.int</a></li> <li>• <a href="https://sites.google.com/site/themetalibrary/library-genesis">https://sites.google.com/site/themetalibrary/library-genesis</a></li> </ul>

**Head of department:**  
**Dr / Mohamed Al-Mazahy**

**Dean of the Faculty:**  
**Dr / Amal Khalil**

### **Course Matrix**



Course content	Teaching Methods	Evaluation Methods	Knowledge And Skills	Intellectual skills	Practical skills	Competence	Transferable skills
Diabetes placement and management	-Brain storming -Role play -Lab -Clinical field -Video	-Clinical training -Midterm practical exam -Final practical exam	a,6	b,2,3,4	c,1,7,8	d	4,5
Cardiopulmonary monitoring	-Role play -Lab -Clinical field -Video	-Clinical training -Midterm practical exam -Final practical exam	a,2,5,6	b,1,2,3,5	c,1,2,3,7,8		5
Haemodynamic monitoring	-Lab Clinical field	-Clinical training -Midterm practical exam -Final practical exam	a,6	b,2,3,4	c,3,7,8		5,6
Colony care	-Lab -Clinical field	-Clinical training -Final practical exam	a,3,4,6	b,2,3,4	c,3,7,8		5,6
Provision of care for children with developmental variations in hospital settings (e.g. – haemodialysis)	-Clinical field	-Clinical training -Final practical exam	a,3,4,6	b,2,3,4	c,3,7,8		5,6

**Head of department:**  
Dr / Mohamed Al-Mazahy

**Dean of the Faculty:**  
Dr / Amal Khalil



University: Port Said  
**Faculty:** Nursing  
**Department:** Pediatric Nursing  
**Year:** 2019-2020

### ***COURSE SPECIFICATION***

<b>3-</b>		<i>Course data</i>
<b>Code:</b> PED 733	<b>Course title:</b> Pediatric Intensive Care	<b>Grade / Level:</b> Master / 3rd semester
<b>Specialty</b> Master degree	<b>No. of units</b> 14 weeks <b>No. of hours:</b> 42 Credit hours	<b>Theory:</b> 2 Credit hours/week <b>Practice:</b> One Credit hours/week
<b>2- Overall Aim of Course</b>	The focus of this course is to equip the master students with the essential knowledge, skills and attitudes needed to provide competent care for critically ill children in different intensive care units. The role of the nurse in assisting the critically ill neonates and children of different ages to optimal health is explored, within the context of family centered care. The students will have the opportunity to care for critically ill neonates and children in high risk neonates, pediatric and surgical intensive care units. The students will be encouraged to become an integral part of research strategies focused on critically ill neonatal and children management by developing skills relating current research to present and future practice and to apply evidenced based practices in caring for such children	
<b>a-Knowledge and Understanding:</b>	a.1. Identify the concepts of critical care and triage. a.2. Recognize diagnosis, etiology, manifestations, care and complications of different organs failure in different age groups. a.3. Describe nursing management of critically ill neonates and children in environmental emergencies.	



<p><b>b-Intellectual Skills:</b></p>	<p>b.1 Analyze the assessment needs of critically neonates and children and their families.</p> <p>b.2 Develop specific plans for meeting the needs and problems of critically ill neonates and children with different emergencies cases.</p> <p>b.3 Interpret cardiopulmonary monitoring.</p> <p>b.4 Contrast the needs and care of children with heat and cold stress.</p> <p>b.5 Discuss the care of children with different types of trauma</p>
<p><b>c-Professional Skills :</b></p>	<p>c.1 Perform systematic assessment for critically ill neonates and children in different critical intensive care units.</p> <p>c.2 Demonstrate competency in intubation and nasogastric suctioning for critically ill neonates and children.</p> <p>c.3 Practice cardiopulmonary monitoring.</p> <p>c.4 Perform cardiopulmonary resuscitation of neonates, infants and children.</p> <p>c.5 Demonstrate appropriate care for critically ill neonates and children complaining of organ systems failure.</p> <p>c.6 Provide nursing care for pediatric patients with trauma and environmental emergencies</p>
<p><b>d-General Skills:</b></p>	<p>d.1 Practice with team work and positive participation</p> <p>d.2 Conduct proper communication and counseling skills to the mothers and children.</p> <p>d.3 Acquire the positive attitudes towards keeping all the body system healthy</p>





**4- Course Contents:**

**A. Theory**

**1. Introduction of Critical Care**

- a. Concepts of critical care and triage.
- b. Impact of critical care experience on children and their families.

**2. Organ System Failure**

- a. Respiratory failure.
- b. Heart failure.
- c. Liver failure.
- d. Renal failure.
- e. Metabolic failure.

**3. Environmental Emergencies**

- a) Burns
- b) Smoke
- c) inhalation
- d) Individual System: Trauma of
- e) Head and
- f) Neck Trauma
- g) Abdomina
- h) I Trauma
- i) Respirator
- j) y Trauma
- k) Electric
- l) Injuries
- m) Soft
- n) Tissue Injuries
- o) Intensive
- p) Care

**4. Sepsis**

**5. Bleeding**

**6. Heat Stress and Cold Stress**

**7. Near Drawing**



	<p><b>B. Practice</b></p> <p><b>1. Lab</b></p> <p>a) Cardiopulmonary monitoring including ECG. <span style="float: right;">Cardiopul</span></p> <p>b) Cardiopulmonary resuscitation (newborn, infant and child). <span style="float: right;">Cardiopul</span></p> <p>c) Intubation <span style="float: right;">Intubation</span></p> <p>d) Nasogastric Suctioning. <span style="float: right;">Nasogastric</span></p> <p><b>2. Intensive Care Units</b></p> <p>Care for neonates and children of different age groups in various intensive care units:</p> <p>a) High Risk Neonates Unit. <span style="float: right;">High Risk</span></p> <p>b) Pediatric Intensive Care Unit. <span style="float: right;">Pediatric</span></p> <p>c) Pediatric Surgical Intensive Care Unit. <span style="float: right;">Pediatric</span></p> <p>d) Emergency room in Pediatric Hospitals. <span style="float: right;">Emergency</span></p> <p>e) Hemodialysis Unit. <span style="float: right;">Hemodialysis</span></p>
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<b>5- Teaching and Learning Methods</b>	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion and brainstorming</li> <li>- Clinical training &amp; clinical conference.</li> <li>- Role Play and lab</li> <li>- Group discussion</li> <li>- Models and video</li> </ul>								
<b>6- Teaching and Learning Methods for under achieving students:</b>	<ul style="list-style-type: none"> <li>- Co-operative learning</li> <li>- Office hours redundant.</li> <li>- Student leadership.</li> <li>- Academic advising</li> </ul>								
<b>7-Students assessment:</b>									
<b>a- Student Assessment Methods:</b>	<ol style="list-style-type: none"> <li>4. Semester work</li> <li>5. Midterm exam</li> <li>6. Final Practical exam</li> <li>7. Final oral exam</li> <li>8. Final Written exam</li> </ol>								
<b>b- Time</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">7. Semester work</td> <td>During the course</td> </tr> <tr> <td>8. Midterm exam</td> <td>During 7th week</td> </tr> <tr> <td>9. Practical exam</td> <td>During 13th week</td> </tr> <tr> <td>10. Final oral exam</td> <td>During 15th week</td> </tr> </table>	7. Semester work	During the course	8. Midterm exam	During 7th week	9. Practical exam	During 13th week	10. Final oral exam	During 15th week
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8. Midterm exam	During 7th week								
9. Practical exam	During 13th week								
10. Final oral exam	During 15th week								



<b>c. Weighting of Assessments</b>	<b>11. Final Written exam</b>	<b>During 15th week</b>
	4. Semester work	10 %
	5. Midterm exam	10 %
	6. Final Practical exam	20%
	7. Final oral exam	10 %
	8. Final Written exam	50 %
<b>Total</b>		<b>100 %</b>

### 8- List of References

<b>a- Course Notes</b>	<b>Hand out</b>
<b>b- Essential Books (Text Books) :</b>	<ul style="list-style-type: none"> <li>Hocken Berry, M. and Wilson, D. (2016): Wong's Essentials of Pediatric nursing, 9th ed. Elsevier Health Sciences</li> <li>Ball, J; Bindler, R. and Cowen, K. (2012): Principles of Pediatric Nursing "Caring for Children", 5th ed, Pearson Education Inc., Upper Saddle River, New Jersey</li> <li>Bowden, V. and Smith, C. (2008): Pediatric Nursing Procedures, 2nd ed, Lippincott Co: New York</li> <li>Dixon, M. and Crawford, D. (2012): Pediatric Intensive Care Nursing, 1st ed, Wiley-Blackwell, Ltd, UK.</li> </ul>
<b>c- Recommended Books :</b>	<ul style="list-style-type: none"> <li>Greenbaum, L. A. (2011): Nelson Textbook of Pediatrics, Electrolyte and Acid-base Disorders, 19th ed, Philadelphia, Saunders, USA</li> <li>Rowen, S. and Weiler, J. (2013): Nursing Care of Children, Principles &amp; Practice, 4th ed, Saunders, an imprint of Elsevier Inc., St. Louis, Missouri, USA</li> </ul>
<b>d- Periodicals, Web Sites, ... etc :</b>	<ul style="list-style-type: none"> <li>www.cdc.com</li> <li>www.sciencedirect.com</li> <li>www.registernurse.com</li> <li>www.criticalcare nurse.com</li> <li>www.pediatricnursing.co</li> </ul>

**Head of department:**  
Dr / Mohamed Al-Mazahy

**Dean of the Faculty:**  
Dr / Amal Khalil



### Course Matrix

Orientation of the course / Syllabus	Teaching Methods	Evaluation Methods	Knowledge And Skills	Intellectual skills	Practical skills
<b>A. Theory</b> <b>1. Introduction of Critical Care</b> a. Concepts of critical care and triage. b. Impact of critical care experience on children and their families.	- Lecture - Group discussion	-Semester work -Midterm exam -Final oral exam -Final Written exam	a.(1)	b1	
<b>Organ System Failure</b> a. Respiratory failure. b. Heart failure. c. Liver failure. d. Renal failure. e. Metabolic failure.	- Discussion and brainstorming - Group discussion	-Semester work -Midterm exam -Final oral exam -Final Written exam	a.(4),	b.(2,3)	
<b>Environmental Emergencies</b> a. Burns b. Smoke inhalation c. Trauma of Individual System: - Head and Neck Trauma - Abdominal Trauma - Respiratory Trauma - Electric Injuries - Soft Tissue Injuries	- Discussion - Clinical training & clinical conference. - Role Play and lab -Models and video	-Semester work -Midterm exam -Final Practical exam -Final oral exam	a.(3,5)	b.(2,5)	c.(5)



Intensive Care					
Respiratory	- Lecture - Group discussion	-Semester work -Midterm exam -Final oral exam -Final Written exam		b.(2)	(1,2,3)
Feeding	- Discussion and brainstorming	-Semester work -Midterm exam -Final oral exam -Final Written exam		b.(2)	(1,2,3)
Heat Stress and Cold Stress	- Lecture - Discussion and brainstorming discussion	-Semester work -Midterm exam -Final oral exam -Final Written exam		b.(4)	
Near Drawing	- Discussion and brainstorming	-Semester work -Midterm exam -Final oral exam -Final Written exam		b.(2)	(1,2,3)
<b>B. Practice</b> <b>3. Lab</b> a. Cardiopulmonary monitoring including ECG. b. Cardiopulmonary resuscitation (newborn, infant and child). c. Intubation. d. Nasogastric Suctioning.	- Clinical training & clinical conference. - Role Play and lab -Models and video	-Semester work -Final Practical exam -Final oral exam			c(2,3,4) (1,2,3)
<b>4. Intensive Care Units</b> Care for neonates and children of different age groups in various intensive care units: a. High Risk Neonates Unit. b. Pediatric Intensive Care Unit. c. Pediatric Surgical Intensive Care Unit.	- Clinical training & clinical conference. - Role Play and lab - Group discussion -Models and video	-Semester work -Final Practical exam -Final oral exam			c.(5,6) (1,2,3)



d. Emergency room in Pediatric Hospitals.					
e. Hemodialysis Unit.					

**Head of department:**  
Dr / Mohamed Al-Mazahy

**Dean of the Faculty**  
Dr / Amal Khalil

University: Port Said  
**Faculty:** Nursing  
**Department:** Pediatric Nursing  
**Year:** 2019-2020

### ***COURSE SPECIFICATION***

<b>1- Course data</b>		
<b>Code:</b> PED734	<b>Course title:</b> Pediatric Surgery	<b>Grade / Level:</b> <b>Specialty</b> 2nd semester
<b>Specialty:</b> Master degree	<b>No. of units :</b> ----- <b>Practice:</b> -----	<b>Theory:</b> 1 hrs/ week <b>Total:</b> 28 hrs/28 weeks

<b>2- Overall Aim of Course:</b>	The course will provide the master students with the advanced knowledge about common surgical problems of children at different developmental stages.
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### 3 – Intended Learning Outcomes of Course (ILOs)

By the end of this course each student will be able to;

<b>a-Knowledge and Understanding:</b>	<p>a.1 Identify the common surgical problems either congenital or acquired at various age groups.</p> <p>a.2 Recognize the etiology and pathphysiology of the common congenital and acquired surgical problems at the various age groups.</p> <p>a.3 Determine the diagnostic evaluation and surgical management of different common congenital and acquired surgical problems from birth to adolescent</p> <p>a.4 Describe the pre and post operations regimens for child undergoing surgical procedure</p>																						
<b>b-Intellectual Skills :</b>	<p>b.1 Analyzes pediatric patients' surgical complaints</p> <p>b.2 Interpret the diagnostic measures of most common childhood health conditions required surgical interventions</p> <p>b3 Distinguish differential diagnosis of different common congenital and acquired surgical problems.</p> <p>b.4 Discuss the emergency problems interfering with vital physiologic function (e.g., obstructed airway, massive bleeding).</p>																						
<b>c-Professional Skills :</b>	<p>c -----</p>																						
<b>d-General Skills :</b>	<p>d.1 Participate positively with professional health team</p> <p>d.2 Communicate with children and their family with a respect for different values, cultures, intellectual level and emotional state in surgical situations.</p> <p>d.3 Use information technology</p>																						
<b>4- Course Contents:</b>	<table border="0"> <tr> <td style="padding-right: 20px;">1.</td> <td>Common congenital anomalies</td> </tr> <tr> <td>2.</td> <td>Surgery Related Differences between Young Children and Adults.</td> </tr> <tr> <td>3.</td> <td>Respiratory system anomalies:</td> </tr> <tr> <td style="padding-left: 20px;">-</td> <td>Laryngeal Stridor</td> </tr> <tr> <td style="padding-left: 20px;">-</td> <td>Choanal Atresia</td> </tr> <tr> <td style="padding-left: 20px;">-</td> <td>Bilateral obstruction</td> </tr> <tr> <td style="padding-left: 20px;">-</td> <td>Unilateral obstruction</td> </tr> <tr> <td>4.</td> <td>Gastrointestinal System:</td> </tr> <tr> <td style="padding-left: 20px;">-</td> <td>Anomalies of the Mouth</td> </tr> <tr> <td style="padding-left: 20px;">-</td> <td>Anomalies of the Esophagus</td> </tr> <tr> <td style="padding-left: 20px;">-</td> <td>Anomalies of the</td> </tr> </table>	1.	Common congenital anomalies	2.	Surgery Related Differences between Young Children and Adults.	3.	Respiratory system anomalies:	-	Laryngeal Stridor	-	Choanal Atresia	-	Bilateral obstruction	-	Unilateral obstruction	4.	Gastrointestinal System:	-	Anomalies of the Mouth	-	Anomalies of the Esophagus	-	Anomalies of the
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	<p>Stomach and Duodenum</p> <p>- Anomalies of the intestine</p>
	<p>5. Urinary system:</p> <p>- Epispadias</p> <p>- Hypospadias</p> <p>- Phimosis:</p> <p>- Hydrocele:</p> <p>- Inguinal Hernia:</p> <p>- Polycystic Kidney:</p> <p>- Wilm's Tumor</p> <p>(Ebryoma)</p>
	<p>6. Congenital heart disease:</p> <p>- Cyanotic heart diseases</p> <p>- A cyanotic heart diseases</p>
	<p>7. Skeletal Defects Affecting the Nervous System:</p> <p>- Spina Bifida</p> <p>- Hydrocephalus</p>
	<p>8. Orthopedic Anomalies:</p> <p>- Clubfoot</p> <p>- Torticollis</p> <p>- Congenital Dislocation of the Hip</p>
	<p>9. General Aspects of Pre and Post-Operative Pediatric Care.</p>
	<p>10. First aids.</p>
<b>5- Teaching and Learning Methods:</b>	<p>- Lecture.</p> <p>-- Reading assignments.</p> <p>- Brain storming</p> <p>. Discussion</p>
<b>6-Facilities required for teaching and learning:</b>	<p>2- Lecture hall</p> <p>3- Audiovisual aids (Data show)</p> <p>4- White board/ Smart board</p> <p>5- Computer and internet access</p> <p>6- Textbooks</p>





<b>7-Students assessment:</b>									
<b>a- Student Assessment Methods:</b>	<ol style="list-style-type: none"> <li>1. Semester work</li> <li>2. Midterm written exam</li> <li>3. Final Written exam</li> </ol>								
<b>b- Time</b>	<ol style="list-style-type: none"> <li>1. Semester work During the course</li> <li>2. Midterm written exam During 6<sup>th</sup> to 7<sup>th</sup> week</li> <li>3. Final Written exam During 15<sup>th</sup> week</li> </ol>								
<b>c. Weighting of Assessments</b>	<table> <tr> <td>1. Semester work</td> <td>20 %</td> </tr> <tr> <td>2. Midterm written exam</td> <td>20 %</td> </tr> <tr> <td>3. <u>Final Written exam</u></td> <td><u>60 %</u></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> </tr> </table>	1. Semester work	20 %	2. Midterm written exam	20 %	3. <u>Final Written exam</u>	<u>60 %</u>	<b>Total</b>	<b>100 %</b>
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2. Midterm written exam	20 %								
3. <u>Final Written exam</u>	<u>60 %</u>								
<b>Total</b>	<b>100 %</b>								
<b>8- List of References</b>									
<b>a- Course Notes :</b>	<b>Hand out</b>								
<b>b- Essential Books (Text Books) :</b>									
<b>c- Recommended Books :</b>	<ul style="list-style-type: none"> <li>• Burns, C.E. (2004): Pediatric Primary Care, 3rd ed., Nursing Barbara Nelson Cullen, Philadelphia, Churchill Living Stone</li> <li>• Grosfid, J. L., et al (2006): Pediatric Surgery, 6th ed, Mosby.</li> <li>• Anderson, R.H., et al. (2010): Pediatric cardiology, 3rd ed. Philadelphia, Churchill Living Stone.</li> <li>• McIntosh, N., et al. (2008): Text book of Pediatrics, Oxford, Churchill Living Stone.</li> <li>• Behrman, R.E., et al. (2004): Nelson text book of pediatrics, 17th ed, Saunders.</li> </ul>								
<b>d- Periodicals, Web Sites, ... etc :</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.sciencedirect.com">www.sciencedirect.com</a></li> <li>• <a href="http://www.free-edu.net">www.free-edu.net</a></li> <li>• <a href="http://emedicine.medscape.com/pediatrics-general">http://emedicine.medscape.com/pediatrics-general</a></li> <li>• Pediatric surgical journal .<a href="http://www.ped.surg">www.ped.surg</a></li> </ul>								

**Head of department:**  
Dr / Mohamed Al-Mazahy

**Dean of the Faculty:**  
Dr / Amal Khalil



## Course Matrix

Course content	Teaching Methods	Evaluation Methods	Knowledge And Skills	Intellectual skills	Practical skills	General and Transferable skills
<b>Common congenital anomalies</b>	- Lecture. -- Reading assignments.	-Semester work -Midterm written exam -Final Written exam	a.(1),	b.(1,2,3,4)		d.(1,2,3),
<b>Surgery Related Differences between Young Children and Adults. General Aspects of Pre and Post-Operative Pediatric Care.</b>	- Brain storming . Discussion	-Semester work -Midterm written exam -Final Written exam	a.(2,3,4),	b.(1,2,3,4)		d.(1,2,3)
<b>Gastrointestinal System:</b> <ul style="list-style-type: none"> <li>• Anomalies of the Mouth</li> <li>• <i>Anomalies of the Esophagus</i></li> <li>• <i>Anomalies of the Stomach and Duodenum</i></li> <li>• <i>Anomalies of the intestine</i></li> </ul>	- Lecture. -- Reading assignments.	-Semester work -Midterm written exam -Final Written exam	a.(2,3),	b.(1,2,3,4)		d.(1,2,3)
<b>Urinary system:</b> <ul style="list-style-type: none"> <li>• <i>Epispadias</i></li> <li>• <i>Hypospadias</i></li> <li>• <i>Phimosis:</i></li> <li>• <i>Hydrocele:</i></li> <li>• <i>Inguinal Hernia:</i></li> <li>• <i>Polycystic Kidney:</i></li> <li>• <i>Wilm's Tumor (Ebryoma)</i></li> </ul>	- Brain storming . Discussion	-Semester work -Midterm written exam -Final Written exam	a.(2,3),	b.(1,2,3,4)		d.(1,2,3)
<b>Congenital heart disease:</b> <ul style="list-style-type: none"> <li>• Cyanotic heart diseases</li> <li>• A cyanotic heart diseases</li> </ul>	. -- Reading assignments. - Brain storming	-Semester work -Final Written exam	a.(2,3)	b.(1,2,3,4)		d.(1,2,3)
<b>Skeletal Defects Affecting the Nervous System:</b> <ul style="list-style-type: none"> <li>• <i>Spina Bifida</i></li> </ul>	- Lecture. -Discussion	-Semester work -Final Written	a.(2,3),	b.(1,2,3,4)		d.(1,2,3)



• <i>Hydrocephalus</i>		exam			
<b>Orthopedic Anomalies:</b> • <i>Clubfoot</i> • <i>Torticollis</i> • <i>Congenital Dislocation of the Hip</i>	-- Reading assignments. . Discussion	Semester work -Final Written exam	a.(2,3,)	b.(1,2,3,4)	d.(1,2,3 )
<b>Respiratory system anomalies:</b> • Laryngeal Stridor • <i>Choanal Atresia</i> • Bilateral obstruction Unilateral obstruction	- Brain storming	Semester work -Final Written exam	a.(2,3,)	b.(1,2,3,4)	d.(1,2,3 )
<b>First aids.</b>	- Brain storming . Discussion	Semester work -Final Written exam	a.(2,3,)	b.(1,2,3,4)	d.(1,2,3 )

**Head of department:**  
Dr / Mohamed Al-Mazahy

**Dean of the Faculty:**  
Dr / Amal Khalil



**University:** Port Said  
**Faculty:** Nursing  
**Department:** pediatric nursing  
**Year:** 2019-2020

## ***COURSE SPECIFICATION***

<b><i>1-Course data</i></b>		
<b>Code:</b> PED727	<b>Course title:</b> Seminars in Pediatric Nursing	<b>Grade/ Level:</b> master 3rd Semester
<b>Specialty:</b> Master degree	<b>No. of units :</b> ----- <b>Total:</b> 28 <i>Credit</i> hours	<b>Theory:</b> 2 hours/week (28 Credit hours) <b>Practice:</b> -----

<b>2- Overall Aim of Course:</b>	The course will focus on advanced pediatric knowledge and new trends to enhance master student's competent care they provide to children and their families. The course focuses on family centered care, supportive care of children in different developmental stages as well as assessment of nutrition and obesity of children. Ethical and legal issues are considered.
<b>3 – Intended Learning Outcomes of Course (ILOs)</b> By the end of this course each candidate will be able to;	
<b>a-Knowledge and Understanding:</b>	a.1- Determine family centered care. a.2- Describe nutritional assessment of children. a.3- Recognize failure to thrive. a.4- Find out about pediatric nurse practitioners. a.5- Identify the ethical and legal issues in pediatric nursing.
<b>b-Intellectual Skills</b>	b.1- Differentiate between the supportive care of children in different developmental stages. b.2- Explain the assessment of children's nutritional status b.3- Examine obesity of children in relation to its drawbacks. b.4- Discuss the different organs transplantation b.5- Compare the pediatric nurses' ethical and legal issues in different clinical situations.
<b>c-Professional Skills</b>	c-----
<b>d-General Skills</b>	d.1-Encourage teamwork activity. d.2- Provide an opportunity to update knowledge in pediatric nursing filed



<b>4- Course Contents</b>	1- Family centered care 2- Developmentally supportive care 3- Nutritional assessment of infants and children 4- Obesity and its drawbacks. 5- Failure to thrive 6- Organ transplantation 7- Ethical and legal issues in pediatric nursing 8- Pediatric nurse practitioners.								
<b>5- Teaching and Learning Methods</b>	- Brain storming - Seminar - Group discussion - Assignment.								
<b>6- Teaching and Learning Methods for learning low achievement students:</b> (الطلاب المتعثرين)	Not applicable								
<b>7-Students assessment</b>									
<b>a- Student Assessment Methods:</b>	1. Semester work / Presentation 2. Midterm written exam 3. Final Written exam								
<b>b- Time</b>	<table border="0"> <tr> <td>1. Semester work</td> <td>During the course</td> </tr> <tr> <td>2. Midterm written exam</td> <td>During 6<sup>th</sup> to 7<sup>th</sup> week</td> </tr> <tr> <td>3. Final Written exam</td> <td>During 15<sup>th</sup> week</td> </tr> </table>	1. Semester work	During the course	2. Midterm written exam	During 6 <sup>th</sup> to 7 <sup>th</sup> week	3. Final Written exam	During 15 <sup>th</sup> week		
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<b>c. Weighting of Assessments</b>	<table border="0"> <tr> <td>1. Semester work</td> <td>20 %</td> </tr> <tr> <td>2. Midterm written exam</td> <td>20 %</td> </tr> <tr> <td>3. <u>Final Written exam</u></td> <td><u>60 %</u></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> </tr> </table>	1. Semester work	20 %	2. Midterm written exam	20 %	3. <u>Final Written exam</u>	<u>60 %</u>	<b>Total</b>	<b>100 %</b>
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<b>8- List of References</b>									
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	Mosby, 2005.
<b>d- Periodicals, Web Sites, ... etc</b>	<ul style="list-style-type: none"> <li>• www.pediatric .com</li> <li>• www.who.ant</li> <li>• www.sciencedirect.com</li> <li>• www.free-edu.net</li> <li>• Www. Altavista.com.</li> <li>• Www.Pubmed. com.</li> <li>• Www. Nursing center.com</li> <li>• www.rn.com</li> <li>• Www. Allnurses.com</li> </ul>

**Head of department:**  
Dr / Mohamed Al-Mazahy

**Dean of the Faculty:**  
Dr / Amal Khalil

### Course Matrix

Course content	Teaching Methods	Evaluation Methods	Knowledge And Understanding	Intellectual Skills	General Skills
1- Family centered care	- Group discussion	-Semester work -Midterm written exam -Final Written exam	a.(1)		d.(1.2)
2- Developmentally supportive care	- Brain storming - Seminar	-Semester work -Midterm written exam -Final Written exam		b.(1)	d.(1.2)
3- Nutritional assessment of infants and children	- Group discussion	-Semester work -Midterm written exam -Final Written exam	a.(2)	b.(2)	d.(1.2)
4- Obesity and its drawbacks.	- Group discussion	-Semester work -Midterm written exam -Final Written	a.(2)	b.(3)	d.(1.2)



		exam			
5- Failure to thrive	- Lecture.	-Semester work -Final Written exam	a.(3)		d.(1.2)
5- Organ transplantation	- Seminar	-Semester work -Final Written exam		b.(4)	d.(1.2)
7- Ethical and legal issues in pediatric nursing	- Group discussion	-Semester work -Final Written exam	a.(5)	b.(5)	d.(1.2)
3- Pediatric nurse practitioners	- Group discussion	-Semester work -Final Written exam	a.(4)		d.(1.2)

**Head of department:**  
**Dr / Mohamed Al-Mazahy**

**Dean of the Faculty:**  
**Dr / Amal Khalil**



**University:** Port Said  
**Faculty:** Nursing  
**Department:** pediatric nursing  
**Year:** 2019-2020

## ***COURSE SPECIFICATION***

<b>1- Course data</b>		
<b>Code:</b> PED 736	<b>Course title:</b> التغذية العلاجية <i>Applied nutrition</i>	<b>Academic year / Level :</b> fourth year / first semester
<b>Specialty:</b> -----	<b>No. of hours :</b> 15hrs/ week	<b>Theory:</b> 3 hrs/week <b>Practice:</b> 12 hrs/week

<b>2- Overall Aim of Course:</b>	The aim of this course is to provide the master students comprehensive with nutritional care and education of the highest quality based on current evidence in pediatric nutrition.
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### **3 – Intended Learning Outcomes of Course (ILOs)**

By the end of this course each student will be able to;

<b>a-Knowledge and Understanding:</b>	<ul style="list-style-type: none"> <li>a.1 Determine the elements of an optimum diet.</li> <li>a.2 Recognize the nutritional needs of children in infancy , childhood and adolescence developmental stages</li> <li>a.3 Define Clinical Nutrition</li> <li>a.4 Describe methods of nutrition Support</li> <li>a.5 identify medical conditions which require modification of the diet</li> </ul>
<b>b-Intellectual Skills :</b>	<ul style="list-style-type: none"> <li>b.1 Distinguish between the criteria for the provision of nutritionally appropriate food and food product choices during infancy , childhood and adolescence period</li> <li>b.2 Differentiate between methods of nutrition support for children</li> <li>b.3 Explain basic dietary care of hospitalized child</li> <li>b.4 Discuss the dietary modifications required/suggested in each medical condition</li> </ul>
<b>c- Professional:</b>	c.....





<b>d-General Skills :</b>	d.1 counsel children & their mothers about appropriate nutrition d.2 Collaborate effectively with the multidisciplinary team to design nursing process of applied nutrition for child
<b>4- Course Content:</b>	<p>Orientation to Basic Nutrition</p> <p>Digestion and Metabolism; Protein</p> <ul style="list-style-type: none"> <li>▪ Carbohydrate</li> <li>▪ Lipids</li> <li>▪ Fat-Soluble Vitamins</li> <li>▪ Water-Soluble Vitamins</li> <li>▪ Fluid and Electrolyte</li> <li>▪ Energy Requirements</li> </ul> <hr/> <ul style="list-style-type: none"> <li>▪ Orientation to Clinical Nutrition: Nutritional Applications of the Nursing Process;</li> <li>▪ Basic Dietary Care of Hospitalized child</li> <li>▪ Methods of Nutrition Support</li> </ul> <hr/> <p>Dietary Care of :</p> <ul style="list-style-type: none"> <li>▪ Infancy</li> <li>▪ Childhood</li> <li>▪ Adolescence;</li> </ul> <hr/> <ul style="list-style-type: none"> <li>▪ Nutritional Support of Immunocompromised States: Cancer</li> <li>▪ Nutritional Support for Adverse Food Reactions - Allergies and Intolerances</li> <li>▪ Diet Therapy: Dietary Management of Cardiovascular Disease;</li> <li>▪ Dietary Management of Gastrointestinal Disorders;</li> <li>▪ Dietary Management of Disorders of Accessory Gastrointestinal Organs - Liver, Gallbladder, Pancreas;</li> <li>▪ Dietary Management of Diabetes Mellitus;</li> <li>▪ Dietary Management of Endocrine, Genetic, and Metabolic Disorders;</li> <li>▪ Dietary Management of Renal and Urinary Tract Disorders.</li> </ul>
<b>5- Teaching and Learning Methods:</b>	<p>-Lecture</p> <p>-Brain storming</p> <p>- Discussion</p> <p>- Assignment</p> <p>- Case study</p>



<b>6-Facilities required for teaching and learning:</b>	1-Lecture hall 2- Audiovisual aids (Data show) 3- White board 4- Computer and internet access 5- Textbooks
<b>7-Students assessment:</b>	
<b>a- Student Assessment Methods:</b>	4. Semester work 5. Midterm written exam 6. Final Written exam
<b>b- Time</b>	4. Semester work      During the course 5. Midterm exam      During 6 <sup>th</sup> to 7 <sup>th</sup> week 6. Final Written exam      During 15 <sup>th</sup> week
<b>c. Weighting of Assessments</b>	4. Semester work      20 % 5. Midterm written exam      20 % 6. Final Written exam      60 % Total      100 %
<b>8- List of References</b>	
<b>a- Course Notes</b>	<b>Hand out</b>
<b>b- Essential Books (Text Books):</b>	Not applicable
<b>c- Recommended Books:</b>	<ul style="list-style-type: none"> <li>• Koletzko,B.,Shamir,R., Turck, D., &amp; Phillip, M. (2016). Nutrition and growth. Germany: Switzerland.</li> <li>• Kahan,S., &amp; Kushner, R. (2016). Practice Based Nutrition Care, : Elsevier.</li> <li>• Black, R., Makrides, M., &amp; Ong, K. (2017). Complementary Feeding Building the Foundations for a Healthy Life, (87th ed), china: Switzerland.</li> <li>• Shirley, W., &amp; Valli, K.(2017). Pediatric and adult nutrition in chronic disease, developmental disabilities and hereditary metabolic disorders, (3rd ed), united states of America: oxford university.</li> <li>• Robertson, c. (2016). Safety, Nutrition, &amp; Health in Early Education, (6th ed),: engage learning.</li> </ul>
<b>d- Periodicals, Web Sites, ... etc:</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.rohan.sdsu.edu/~ens314/skinfold.htm">http://www.rohan.sdsu.edu/~ens314/skinfold.htm</a></li> <li>• <a href="http://www.brianmac.demon.co.uk/fatcent.htm">http://www.brianmac.demon.co.uk/fatcent.htm</a>.</li> </ul>

Head of department:

Dean of the Faculty:



Dr / Mohamed Al-Mazahy

Dr / Amal Khalil

### Course Matrix

Course content	Teaching Methods	Evaluation Methods	Knowledge and understanding	Intellectual skills	General skills
<b>Orientation to Basic Nutrition</b> <ul style="list-style-type: none"> <li>▪ Digestion and Metabolism; Protein</li> <li>▪ Carbohydrate</li> <li>▪ Lipids</li> <li>▪ Fat-Soluble Vitamins</li> <li>▪ Water-Soluble Vitamins</li> <li>▪ Fluid and Electrolyte</li> <li>▪ Energy Requirements</li> </ul>	-Lecture	-Semester work -Midterm written exam -Final Written exam	a.(1)	b.(1,3)	d.(1)
<ul style="list-style-type: none"> <li>▪ Orientation to Clinical Nutrition: Nutritional Applications of the Nursing Process;</li> <li>▪ Basic Dietary Care of</li> </ul>	-Brain storming - Discussion	-Semester work -Midterm written exam -Final Written exam	a.(2,5)	b.(1)	d.(1,3)



Hospitalized child					
Methods of Nutrition Support					
<b>Dietary Care of :</b>	-Lecture -Brain storming - Discussion	-Semester work -Final Written exam	a.(3,4)	b.(2)	d.(1, 2)
<ul style="list-style-type: none"> <li>▪ Infancy</li> <li>▪ Childhood</li> <li>▪ Adolescence;</li> </ul>					
<ul style="list-style-type: none"> <li>▪ Nutritional Support of Immunocompromised States: Cancer</li> <li>Nutritional Support for Adverse Food Reactions - Allergies and Intolerances</li> <li>▪ Diet Therapy: Dietary Management of Cardiovascular Disease;</li> <li>▪ Dietary Management of Gastrointestinal Disorders;</li> <li>Dietary Management of Disorders of Accessory Gastrointestinal Organs - Liver, Gallbladder, Pancreas;</li> <li>▪ Dietary Management of Diabetes Mellitus;</li> <li>▪ Dietary Management of Endocrine, Genetic, and Metabolic Disorders;</li> <li>▪ Dietary Management of Renal and Urinary Tract Disorders.</li> </ul>	- Discussion - Case study	-Semester work -Final Written exam	a.(5)	b.(3,4)	d.(1, 2)

**Head of department:**  
**Dr / Mohamed Al-Mazahy**

**Dean of the Faculty:**  
**Dr / Amal Khalil**



**Course report**  
Master / 3<sup>rd</sup> semester 18-19

**University: Port Said**  
**Faculty: Nursing**  
**Department: Pediatric Nursing**

**A – Basic information**

<b>1- Title &amp; Code:</b>	Advanced Pediatric Nursing II <b>Code: PED731</b>
<b>2-Specialty:</b>	Pediatric nursing
<b>3-Grade / semester:</b>	master degree / 3 <sup>rd</sup> semester
<b>4. Courses / credit hours:</b>	<b>Theory:</b> 2 Credit hours/week (28 hours ) <b>Practice:</b> .....
<b>5-System for selection exam committee:</b>	- should have an experience (At least 3 examiner) - In the same specialty - should be from the department
<b>6-System for External Evaluation</b>	Available ( <input checked="" type="checkbox"/> )                      Not available ( <input type="checkbox"/> )
<b>7- Number of Teaching staff:</b>	2

**B- Professional Information**

<b>Statistical:</b>	
<b>- Number of students attending the course :</b>	3
<b>- Number of students attending exam:</b>	3
<b>- Results of exam:</b>	Passed 100 <b>No.3</b> Failed -
<b>-Percentage of passed Students according to their grading :</b>	A+ A B+ B C+ C 3                      100% D F
<b>2- Teaching course:</b>	
<b>Topics already teaching:</b>	- Seminars presentation and group discussion.



	<p>2-Internet/Online learning methods.          3-Reading assignments.          4-Clinical practice in different pediatric setting.          5-Textbooks and periodicals available at the library.          6-Internet services at the Faculty.          7-Handout, data show, transparencies, slides and films</p>				
- Topic taught as a percentage of the course specified	> 100%				
- To what extend the academic staff committing of the course contents :	> 90%				
- To what extend exam covering the course contents:	<p>&gt; 60%</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="padding-left: 10px;">60-84%</td> </tr> <tr> <td style="width: 20px; height: 20px; text-align: center;">√</td> <td style="padding-left: 10px;">&lt; 85%</td> </tr> </table>		60-84%	√	< 85%
	60-84%				
√	< 85%				
- Teaching methods:	<p><b>Theoretical lecturers</b> ( √ )  <b>Practical training</b> ( )  <b>Case study</b> ( )  <b>Semester activity</b> ( √ )  <b>Another semester work</b> ( )  <b>Discussion</b> ( √ )</p>				
- Methods of Evaluation:	<p><b>Theory</b> ( √ )  <b>Oral</b> ( )  <b>Clinical</b> ( )  <b>Semester</b> ( √ ) ( formative evaluation without any score)</p>				
<b>3- Available facilities for teaching:</b>					
-Scientific References:	<p>Available ( √ )      limiting available ( )          Not available ( )</p>				
- Audiovisual Aids:	<p>Available ( √ )      limiting available ( )          Not available ( )</p>				
- Supplies and Materials:	<p>Available ( √ )      limiting available ( )          Not available ( )</p>				
<b>4- Administrative Restrictions:</b>	<b>- in suitable time</b>				
<b>5- Student Evaluation of the Course:</b>	100% The subject teacher always guides me to the academic references for the course, and deals fairly with all students, with one principle				



	<p>83.3 % Says the evaluating method are fair          100% says that the lecturer are excellent          100% says The teaching hours of the course are sufficient to achieve its goals and the course develops the skill side of your study.          89.4% the student accept the course and state that it help in problem solving          16.6 %State the reference is not available          100 % State the lecturer use technological method of teaching          100% Says the evaluating method are fair          100% says that the lecturer are excellent</p>		
<b>6- Suggestions of Course improvements</b>	<p>The lectures will informed to give many examples and give case study about the real field in the course          The lecturer will inform to teach from new reference          The lectures will inform to use other evaluation method          Inform the staff to assign time for discussing the student mistakes</p>		
<b>7- Comments from External Evaluators</b>	.....		
<b>8- Implementation of Last Year Suggestions :</b>	<p><b>The lecturer is excellent.</b>  <b>The student accepts the course and help in problem solving.</b></p>		
<b>9- Not Implementation Suggestions: ( suggestions &amp; causes)</b>	.....		
<b>10- Progress on actions identified in the previous year's action plan:</b>			
<b>Areas of Improvements:</b>	<b>Improvement Specification</b>	<b>Time of Improvements</b>	<b>Implementer</b>
<b>critical thinking</b>	The course helps the student to think critically and ask the questions.	During the course	The lecturer
<b>11- Progress on actions identified in the next year's action plan:</b>			



<b>Areas of Improvements:</b>	<b>Improvement Specification</b>	<b>Time of Improvements</b>	<b>Implementer</b>
<b>The student mistakes</b>	Inform the staff to assign time for discussing the student mistakes	During the course	The lecturer
<b>Evidence based learning</b>	Inform to apply evidence based learning through teaching the students new technologies in pediatric. Nursing.	During the course	The lecture
<b>Evaluation methods</b>	Improve evaluation methods such as E-courses modules, evaluation tools.	Before the course	The lecture
<b>Time table</b>	Inform the coordinator of the staff to make fixed time table for lectures.	Before the course	The lecture

**Coordinator name:**

**signature:**

**date:**





## Course report

Master / 3<sup>rd</sup> semester 2018-2019

University: Port Said

Faculty: Nursing

Department: Pediatric Nursing

### A – Basic information

<b>1- Title &amp; Code:</b>	Pediatric Intensive Care (theory) <b>Code: PED 733</b>
<b>2-Specialty:</b>	Master degree
<b>3-Grade / semester:</b>	specialty 3rd semester
<b>4. Courses / credit hours:</b>	Theory: 2 Credit hours/week (28 hours) Practice: One Credit hours/week (14 hours)
<b>5-System for selection exam committee:</b>	- should have an experience (At least 2 examiner) - In the same specialty - should be from the department
<b>6-System for External Evaluation</b>	Available ( <input checked="" type="checkbox"/> )                      Not available ( <input type="checkbox"/> )
<b>7- Number of Teaching staff:</b>	2

### B- Professional Information

<b>Statistical:</b>	
<b>- Number of students attending the course :</b>	3
<b>- Number of students attending exam:</b>	3
<b>- Results of exam:</b>	Passed <b>No 3    100%</b> Failed <b>0</b>





	<p><b>C. Practice</b></p> <p><b>5. Lab</b></p> <p>e) Cardiopulmonary monitoring including ECG.</p> <p>f) Cardiopulmonary resuscitation (newborn, infant and child).</p> <p>g) Intubation.</p> <p>h) Nasogastric Suctioning.</p> <p><b>6. Intensive Care Units</b></p> <p>Care for neonates and children of different age groups in various intensive care units:</p> <p>f) High Risk Neonates Unit.</p> <p>g) Pediatric Intensive Care Unit.</p> <p>h) Pediatric Surgical Intensive Care Unit.</p> <p>i) Emergency room in Pediatric Hospitals.</p> <p>Hemodialysis Unit.</p>								
- Topic taught as a percentage of the course specified	> 100%								
- To what extend the academic staff committing of the course contents :	> 90%								
- To what extend exam covering the course contents:	<table border="1"> <tr> <td>&gt; 60%</td> <td><input type="checkbox"/></td> <td rowspan="3">60-84%</td> </tr> <tr> <td></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td><input checked="" type="checkbox"/></td> <td>&lt; 85%</td> </tr> </table>	> 60%	<input type="checkbox"/>	60-84%		<input type="checkbox"/>		<input checked="" type="checkbox"/>	< 85%
> 60%	<input type="checkbox"/>	60-84%							
	<input type="checkbox"/>								
	<input checked="" type="checkbox"/>		< 85%						
- Teaching methods:	<p>Theoretical lecturers ( √ )</p> <p>Practical training ( √ )</p> <p>Case study ( √ )</p> <p>Semester activity ( √ )</p> <p>Another semester work ( )</p> <p>Discussion ( √ )</p>								
- Methods of Evaluation:	<p>Theory ( √ )</p> <p>Oral ( )</p> <p>Clinical ( √ )</p> <p>Semester ( √ ) ( formative evaluation without any score)</p>								



<b>3- Available facilities for teaching:</b>	
<b>-Scientific References:</b>	Available (√)      limiting available ( ) Not available ( )
<b>- Audiovisual Aids:</b>	Available (√)      limiting available ( ) Not available ( )
<b>- Supplies and Materials:</b>	Available (√)      limiting available ( ) Not available ( )
<b>4- Administrative Restrictions:</b>	- in suitable time
<b>5- Student Evaluation of the Course:</b>	100% The subject teacher always guides me to the academic references for the course, and deals fairly with all students, with one principle 100 % Says the evaluating method are fair 100% says that the lecturer are excellent 100% says The teaching hours of the course are sufficient to achieve its goals and the course develops the skill side of your study. 100% the student accept the course and state that it help in problem solving 100%State the reference is not available 100 % State the lecturer use technological method of teaching 100% Says the evaluating method are fair 100% says that the lecturer are excellent
<b>6- Suggestions of Course improvements</b>	The lectures will informed to give many examples and give case study about the real field in the course The lecturer will inform to teach from new reference The lectures will inform to use other evaluation method Inform the staff to assign time for discussing the student mistakes
<b>7- Comments from External Evaluators</b>	.....
<b>8- Implementation of Last Year Suggestions :</b>	<b>The lecturer is excellent. The student accepts the course and help in problem solving.</b>
<b>9- Not Implementation Suggestions: ( suggestions &amp; causes)</b>	.....



**10- Progress on actions identified in the previous year's action plan:**

<b>Areas of Improvements:</b>	<b>Improvement Specification</b>	<b>Time of Improvements</b>	<b>Implementer</b>
<b>critical thinking</b>	The course helps the student to think critically and ask the questions.	During the course	The lecturer

**11- Progress on actions identified in the next year's action plan:**

<b>Areas of Improvements:</b>	<b>Improvement Specification</b>	<b>Time of Improvements</b>	<b>Implementer</b>
<b>The student mistakes</b>	Inform the staff to assign time for discussing the student mistakes	During the course	The lecturer
<b>Evidence based learning</b>	Inform to apply evidence based learning through teaching the students new technologies in pediatric Nursing.	During the course	The lecture



<b>Evaluation methods</b>	Improve evaluation methods such as E-courses modules, evaluation tools.	Before the course	The lecture
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**Coordinator name:**

**signature:**

**date:**



**Course report**  
**Master / 3<sup>rd</sup> semester 2018-2019**  
**University: Port Said**  
**Faculty: Nursing**  
**Department: Pediatric Nursing**

**A – Basic information**

<b>1- Title &amp; Code:</b>	<i>PED732</i> <b>Pediatric Nursing 2(practice )</b>
<b>2-Specialty:</b>	<b>Pediatric nursing</b>
<b>3-Grade / semester:</b>	Master level of 3 <sup>rd</sup> semester
<b>4. Courses / credit hours:</b>	<b>Theory:</b> 3 Credit hours/week (42 hours ) <b>Practice:</b> .....
<b>5-System for selection exam committee:</b>	- should have an experience (At least 3 examiner) - In the same specialty - should be from the department
<b>6-System for External Evaluation</b>	Available ( <input checked="" type="checkbox"/> )                      Not available ( <input type="checkbox"/> )
<b>7- Number of Teaching staff:</b>	2

**B- Professional Information**

<b>Statistical:</b>	
<b>- Number of students attending the course :</b>	3
<b>- Number of students attending exam:</b>	3
<b>- Results of exam:</b>	Passed <b>No.3- 100%</b> Failed <b>0</b>
<b>-Percentage of passed Students according to their grading :</b>	A+ A- B+ B C+ C 3                      100% D F



<b>2- Teaching course:</b>							
<b>Topics already teaching:</b>	a- ( lab): Demonstrate <ul style="list-style-type: none"> <li>• intra/tubes placement and management</li> <li>• Cardiopulmonary monitoring</li> <li>• Hemodynamic monitoring</li> <li>• Colostomy care</li> </ul> b- Provide care for children with different developmental age in various hospital settings ( surgery – haemodialysis)						
<b>- Topic taught as a percentage of the course specified</b>	100%						
<b>- To what extend the academic staff committing of the course contents :</b>	> 90%						
<b>- To what extend exam covering the course contents:</b>	<table style="margin-left: auto; margin-right: 0;"> <tr> <td style="width: 20px; height: 15px;"></td> <td style="text-align: right;">&gt; 60%</td> </tr> <tr> <td style="width: 20px; height: 15px;"></td> <td style="text-align: right;">60-84%</td> </tr> <tr> <td style="width: 20px; height: 15px; text-align: center;">√</td> <td style="text-align: right;">&lt; 85%</td> </tr> </table>		> 60%		60-84%	√	< 85%
	> 60%						
	60-84%						
√	< 85%						
<b>- Teaching methods:</b>	<b>Theoretical lecturers</b> ( ) <b>Practical training</b> ( √ ) <b>Case study</b> ( ) <b>Semester activity</b> ( √ ) <b>Another semester work</b> ( ) <b>Discussion</b> ( √ )						
<b>- Methods of Evaluation:</b>	<b>Theory</b> ( ) <b>Oral</b> ( ) <b>Clinical</b> ( √ ) <b>Semester</b> ( √ ) ( formative evaluation without any score)						
<b>3- Available facilities for teaching:</b>							
<b>-Scientific References:</b>	Available ( √ )      limiting available ( ) Not available ( )						
<b>- Audiovisual Aids:</b>	Available ( √ )      limiting available ( ) Not available ( )						
<b>- Supplies and Materials:</b>	Available ( √ )      limiting available ( ) Not available ( )						





<b>4- Administrative Restrictions:</b>		<b>- in suitable time</b>	
<b>5- Student Evaluation of the Course:</b>		<p>100% The subject teacher always guides me to the academic references for the course, and deals fairly with all students, with one principle</p> <p>83.3 % Says the evaluating method are fair 100% says that the lecturer are excellent 100% says The teaching hours of the course are sufficient to achieve its goals and the course develops the skill side of your study. 89.4% the student accept the course and state that it help in problem solving 16.6 %State the reference is not available 100 % State the lecturer use technological method of teaching 100% Says the evaluating method are fair 100% says that the lecturer are excellent</p>	
<b>6- Suggestions of Course improvements</b>		<p>The lectures will informed to give many examples and give case study about the real field in the course The lecturer will inform to teach from new reference The lectures will inform to use other evaluation method Inform the staff to assign time for discussing the student mistakes</p>	
<b>7- Comments from External Evaluators</b>		.....	
<b>8- Implementation of Last Year Suggestions :</b>		<p><b>The lecturer is excellent.</b> <b>The student accepts the course and help in problem solving.</b></p>	
<b>9- Not Implementation Suggestions: ( suggestions &amp; causes)</b>		.....	
<b>10- Progress on actions identified in the previous year's action plan:</b>			
<b>Areas of Improvements:</b>	<b>Improvement Specification</b>	<b>Time of Improvements</b>	<b>Implementer</b>



<b>critical thinking</b>	The course helps the student to think critically and ask the questions.	During the course	The lecturer
<b>11- Progress on actions identified in the next year's action plan:</b>			
<b>Areas of Improvements:</b>	<b>Improvement Specification</b>	<b>Time of Improvements</b>	<b>Implementer</b>
<b>The student mistakes</b>	Inform the staff to assign time for discussing the student mistakes	During the course	The lecturer
<b>Evidence based learning</b>	Inform to apply evidence based learning through teaching the students new technologies in pediatric. Nursing.	During the course	The lecture
<b>Evaluation methods</b>	Improve evaluation methods such as E-courses modules, evaluation tools.	Before the course	The lecture
<b>Time table</b>	Inform the coordinator of the staff to make fixed time table for lectures.	Before the course	The lecture
Increase training	Specify time for training during course	Before	

**Coordinator name:**

**signature:**

**date:**



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