

QF03/0408-4.0E

Teaching

model

1Synchronous:

1asynchronous

جامعة الزيتونية الأرننية Al-Zaytoonah University of Jordan كلية التمريض Faculty of Nursing

Course Plan for Bachelor program - Study Plan Development and Updating Procedures/

Nursing Department



"التمريض جو هر الحياة" "Nursing is the Essence of Life" " عراقة وجودة" "Tradition and Quality"

2 Traditional

Study plan No.	2021-2022		University Specialization		Nursing		
Course No.	0301323		Course name		Pediatric and New born Nursing (Theory)		
Credit Hours	3		Prerequisite Co-requisite		Advanced adult	Nursing	
		1				ı	
Course	☐ MANDATO	□ UNIVERS	☐ FACULTY	☐ Support	✓ Mandato	□ Elect	
type	RY	ITY	MANDATOR	course	ry	ive	
	UNIVERSIT	ELECTIV	Y	family	requirem	requ	
	Y	\mathbf{E}	REQUIREME	require	ents	irem	
	REQUIREM	REQUIR	NT	ments		ents	
	ENT	EMENTS					
Teaching	☐ Full online learning		☐ Blended lea	☐ Blended learning		✓ Traditional learning	

Faculty member and study divisions' information (to be filled in each semester by the subject instructor)

1 face to face: 1synchronous

Section	Name	Academic rank	Office No.	Phone No.	Office hours	E-mai	
Division	number						Approv
Division number		Time	Place		Number of students	Teaching style	ed model
						Traditional	2

This course focuses on the application of knowledge synthesis, problem-solving approaches utilizing critical thinking while conducting the nursing process to promote protect and maintain the health of the child at different developmental levels (newborn-adolescent) taking into consideration the role of the family. The concepts of growth, development, health, and role of the pediatric nurse are emphasized. Legal and ethical issues related to health care of children will be explored.

Learning resources

Course book information	Middleton, A., Speedie, L., Hockenberry, M. J., Wilson, D., & Emp; Rodgers, C. C. (2022).			
(Title, author, date of issue,	Wong's nursing care of infants and children. Elsevier Australia.			
publisher etc)				
Supportive learning	1- Ricci, S.S. et al. (2017) Study Guide for Maternity and Pediatric Nursing. Philadelphia:			
resources	Wolters Kluwer.			
(Books, databases,	2- Ricci, S. S., Kyle, T., & Carman, S. (2021). Maternity and pediatric nursing. 4th			
periodicals, software,	edition. Philadelphia, Wolters Kluwer			
applications, others)	3- McInerny, T. K. (2017). American Academy of Pediatrics Textbook of Pediatric Care.			
	American Academy of Pediatrics.			



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		Nursing Department				
	based approach. V 5- Jordanian Nursing	based approach. Wolters Kluwer Health				
Supporting websites						
The physical enviror for teaching	nment Class room	□ labs	☐ Virtual educational platform	☐ Others		
Necessary equipment software	Data show, comput	Data show, computer and internet				
Supporting people w special needs	rith					
For technical suppor	First floor – faculty Dr. kaled jaber Tel: 064291511. E	Contact the e-learning center and open resources First floor – faculty of science and information technology Dr. kaled jaber Tel: 064291511. Ext. 425 e-mail: k.jaber@zuj.edu.jo				

Course Intended Learning Outcomes (CILOs):

Upon successful completion of this course, students will be able to achieve the following Program and Course Intended Learning Outcomes

PILO #1: Comprehend the basic nursing knowledge needed to provide a safe and effective care environment, and comprehensive nursing care based on research and scientific evidence.



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Evaluation Methods

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Course Intended Learning Outcomes (CILO)	- Illustrate evidence-based findings to plan and deliver safe, effective, and comprehensive nursing care for newborns, children, and adolescents, and their families across diverse health conditions.		
Concept based competency1: (Safe and Effective Care Environment)	Professional and Core Values, Professional Growth and Development, Accountability and Responsibility, Advocacy, Client rights, Collaboration, Continuity of Care, Referrals, Concept of management, Case manager, Performance and Quality Improvement, Injury prevention, Use safety devices, handling hazardous and infection material, safety, Standard precautions/ transmission-based precautions/ surgical asepsis, Member of the Nursing Profession, Evidence-Based Practice, Caring and Spirituality.		
Relevant Competency (JNC) National framework Weight	Standard 1 (core competencies 1,2,3,4,5,6), Standard 3 (core competencies 1,2,3,4), Standard 4 (core competencies 1,2,3,4), Standard 5 (core competencies 1,2), Standard 6 (core competencies 1,2,3). MK1 20%		
Learning Methods	Lecture, Questions and Answers, Group Discussion, Problem Solving, Case-		

based learning), Small Group Work, Collaborative Learning

Assignments, and class participation, Short Exam, Mid-Term Exam, and

PILO #4: Show the ability to communicate and develop effective strategies to promote and maintain health and prevent diseases, while considering social and cultural diversity.

final Exam





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Course Intended Learning Outcomes	- Select effective communication strategies with newborns, children, adolescents, and their families from diverse social and cultural backgrounds to promote and maintain health.			
Concept based competency 2: (Health Promotion/ Prevention and Maintenance)	Techniques of physical assessment, self-care lifestyle choices, Health Risk Behaviors, Health Screening, Health promotion and disease prevention, Developmental stages and transition, Aging process, Home safety.			
Relevant Competency (JNC)	Standard (7.1, 7.2, 7.3, 7.4, 7.5).			
National framework	MC1.			
Weight	25%			
Learning Methods	Collaborative Learning, Small Group learning, Group Discussion, Case based learning. Lecture, Questions and Answers, Problem Solving, ,			
Evaluation Methods	Assignments and class participation, Short Exam Mid-Term Exam, Final Exam			

PILO # 6: Demonstrate the ability to maintain the psychological and social integrity of patients and to communicate effectively with clients and healthcare professionals while considering cultural diversity				
- Integrate nursing goals, diagnoses, and outcome criteria to plan and evaluate the effectiveness of interventions that maintain clients' psychological and social integrity, using appropriate communication strategies within diverse cultural contexts.				
Abuse and Neglect, Behavioral Interventions, Chemical and other dependencies and substance abuse disorders, Coping mechanisms, Crisis intervention, Cultural awareness and influences on health, End of life care, Family dynamics, Grief and loss, Mental health concepts, Religious and spiritual influences on health, Sensory and perceptual alterations, Stress management, Support systems, Therapeutic communication, Inter-professional Collaboration and Communication, Verbal, written, and technological communication, Therapeutic environment.				
Standard (7.1, 7.2, 7.3, 7.4, 7.5).				
MC3.				





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Ç	QF03/0408-4.0E Course l		Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
	Learning Methods		Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning
	Evaluation Methods		 Assignments and class participation, Short Exam Mid-Term Exam End of Semester Exam





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Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department

	PILO # 5: Demonstrate the ability to maintain the physiological integrity of patients while providing high quality nursing care.				
Course Intended Learning Outcomes	- Demonstrate the ability to provide comfort and assist patients with activities of daily living using evidence-based nursing interventions.				
(CILO)	- Demonstrate safe and accurate administration of medications and parenteral therapies in accordance with evidence-based practice and institutional policies.				
	- Construct strategies to minimize the risk of complications or adverse health outcomes related to patients' existing conditions, treatments, or procedures, guided by evidence-based practice.				
	- Plan and Prioritize nursing care for clients with acute, chronic, or life-threatening physical health conditions based on evidence-based practice.				
Concept based competency 3: (Physiological Integrity)	A. Basic care and comfort (Assistive devices, Elimination, Mobility and Immobility, Non pharmacological comfort interventions, Nutrition and oral hydration, Personal hygiene, Rest and Sleep, Critical Thinking, Nursing Process / Clinical Competence).				
	B. Pharmacological & Parenteral Therapies (Adverse effects, contradictions, side effects, and interactions of medications, Blood and blood products, Central venous access devices, Medication administration, Dosage calculations, Parenteral and intravenous therapies, Expected actions and outcomes, Pharmacological pain management, Total parenteral nutrition).				
	C. Reduction of Risk Potential (Changes and abnormalities in vital signs, Laboratory values, Diagnostic tests, Potential for alterations in body systems, System-specific assessments, Therapeutic procedures).				
	D. Physiological Adaptation (Fluids and electrolyte imbalances, Hemodynamic, Illness management, Medical emergencies).				
Relevant Competency (JNC)	Standard (7.1, 7.2, 7.3, 7.4, 7.5).				
National framework	MC2.				
Weight	45%				
Learning Methods	Lecture, Questions and Answers, Problem Solving, Small Group Learning, Collaborative Learning, Group Discussion.				
Evaluation Methods	Assignments and class participation, Short Exam Mid-Term Exam, final Exam				





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Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department

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	PILO # 5: Demonstrate the ability to maintain the physiological integrity of patients while					
providing high quality i	nursing care.					
Course Intended Learning Outcomes	- Demonstrate the ability to provide comfort and assist patients with activities of daily living using evidence-based nursing interventions.					
(CILO)	- Demonstrate safe and accurate administration of medications and parenteral					
(CILO)	therapies in accordance with evidence-based practice and institutional policies.					
	- Construct strategies to minimize the risk of complications or adverse heal outcomes related to patients' existing conditions, treatments, or procedure guided by evidence-based practice.					
	- Plan and Prioritize nursing care for clients with acute, chronic, or life-					
	threatening physical health conditions based on evidence-based practice.					
Concept based	A. Basic care and comfort (Assistive devices, Elimination, Mobility and					
competency 3:	Immobility, Non pharmacological comfort interventions, Nutrition and oral					
(Physiological	hydration, Personal hygiene, Rest and Sleep, Critical Thinking, Nursing					
Integrity)	Process / Clinical Competence).					
 B. Pharmacological & Parenteral Therapies (Adverse effects, contradiction side effects, and interactions of medications, Blood and blood products, Centrovenous access devices, Medication administration, Dosage calculations, Parenteral and intravenous therapies, Expected actions and outcomes, Pharmacological pain management, Total parenteral nutrition). C. Reduction of Risk Potential (Changes and abnormalities in vital signs, Laboratory values, Diagnostic tests, Potential for alterations in body systems, System-specific assessments, Therapeutic procedures). D. Physiological Adaptation (Fluids and electrolyte imbalances, Hemodynamic, Illness management, Medical emergencies). 						
Relevant Competency (JNC)	Standard (7.1, 7.2, 7.3, 7.4, 7.5).					
National framework	MC2.					
Weight	45%					
Learning Methods	Lecture, Questions and Answers, Problem Solving, Small Group Learning, Collaborative Learning, Group Discussion.					
Evaluation Methods	Assignments and class participation, Short Exam Mid-Term Exam, final Exam					





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•	PILO # 7Assume responsibility for the development of professional nursing roles that commensurate with global health issues such as pandemics and challenging threats and their impact on the economics of healthcare systems				
Course Intended Learning Outcomes (CILO)	ning Outcomes communicable diseases and pandemics such as COVID-19 on healthcare				
Concept based competency 5: (Global and Health Economics)	Health care policy, Global disease burden, Migration/ Refugee health, Social determinant of health, Value-based care, Health reform, Health informatics, Health insurance, Equity-justice, Health as a human right, and Fiscal Responsibility.				
Relevant Competency (JNC)	Implicitly covered through performance, knowledge, resource utilization and provision of client centered care				
National framework MC4.					
Weight	5%				
Learning Methods	Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning				
Evaluation Methods	Assignments, and class participation, Short Exam, Mid-Term Exam, and Final Exam				





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Mechanisms for direct evaluation of learning outcomes

Type of assessment / learning style	Fully electronic learning	Blended learning	Traditional Learning (Theory Learning)	Traditional Learning (Practical Learning)
Midterm exam			30%	
Assignment			10%	
Quiz			10%	
Participation			10%	
Final exam			40%	

Evaluation Activity/Purpo se	Covere d PILO	Mark	Topic(s)	Period (Week	Platform
Midterm Exam	All	30%	Introduction to Child Health Nursing ✓ The Roles and characteristics of the Pediatric nurse ✓ Communications with pediatrics ✓ Perspective of child health nursing ✓ The Bills of right of children Technology-Driven Care: Preparing Future Pediatric Nurses for the AI Era Health promotion of the Newborn: ✓ Adjustment to extra uterine life ✓ Nursing care of the Normal Newborn: ✓ Health problems of the Newborn: ✓ Birth injuries ✓ Problems related to physiological factors: Hyperbilirubinemia, Hemolytic disease ✓ High risk related to: preterm, post term ✓ Respiratory distress syndrome (RDS) ✓ Sepsis Health promotion of the Infant: ✓ Immunization and Communicable Diseases:		https://exa ms.zuj.edu. jo/





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Nursing is the Essence	
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Nursing is the Essence QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department Mumps. Polio. Chicken Pox Measles. Diphtheria. Tetanus. German measles Pertussis etc. Nutrition Play (SR)* Pain Management (SR)* Pediatric medications Sudden infant death syndrome (SIDs) Dermatological problems Care of the Child with Respiratory Problems: Upper respiratory tract Problems: Nasopharyngitis (common cold). Tonsillitis. Acute laryngitis. Acute Epiglottitis. Lower respiratory tract Problems: Bronchiolitis, Pneumonia, Bronchial asthma Chronic respiratory dysfunctions: Cystic fibrosis Diaphragmatic hernia. Otitis media. Care of the Child with G.I. System Problems 1. Structural defects of the G.I. System Cleft lip /Palate, Tracheo-esophageal fistula (TEF), Hernias Umbilical hernia 2. Disorders of motility: diarrhea, vomiting Constipation 3. Obstructive disorders of the G.I. System: Imperforate Anus, Pyloric stenosis, Hirschsprung's Disease, Intussusception Malabsorption syndrome: Celiac disease Gastoesophagal reflux 4.Appendicitis
	Metabolic, and Endocrine disorders: ✓ Type 1 diabetes mellitus (SR)*
	✓ Hypothyroidism ✓ Phenylketonuria
	Care of the child with Cardiovascular
	Disorders:





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Verbindan-Life Verb	"Nursing is the Essence of Life" Course Plan for Bachelor program - Study Plan Development and Updating P					
ASD VSD. PDA. PS. AS. TPGV. Fallouts Tetralogy Acquired heart disease: Congestive heart failure, Rheumatic heart disease Care of the child with Musculoskeletal Function Congenital defect: DDH, club foot Juvenile Rheumatoid arthritis. Muscular Dystrophy (Duchene). Ostcomylitis. Care of the child with Neurological Disorders Intracranial infections: meningitis, encephalitis Seizure disorder Coreptal malformation: Hydrocephalus Congenital malformations of C.N.S Spina Bifida Cerebral Palsy Care of the child with Hematological Disorders: Anemia. Iron deficiency Thalassemia Sickle cell anemia Hemophilia/Purpura ITP Immune thrombocytopenia GGPD Glucose-6-Phosphate Dehydrogenase Deficiency Care of the child with Urinary Tract Disorders: Urinary tract infection Common congenital anomalies: (Hypospadias. Vasico- ureteric reflux) Glomerular disease Acute glomerulo-nephritis Nephrotic syndrome Renal failure Chronic diseases Chromosomal Abnormalities: Downs Syndrome. Child hood cancers	Qru3/0408-4.0E					
✓ Child hood cancers	QF03/0408-4.0E	Course		Nursing Department ✓ Congenital heart diseases (CHD): ASD, VSD. PDA. PS. AS. TPGV. Fallouts Tetralogy ✓ Acquired heart disease: Congestive heart failure, Rheumatic heart disease Care of the child with Musculoskeletal Function ✓ Congenital defect: DDH, club foot ✓ Juvenile Rheumatoid arthritis. ✓ Muscular Dystrophy (Duchene). ✓ Osteomylitis. Care of the child with Neurological Disorders ✓ Intracranial infections: meningitis, encephalitis ✓ Seizure disorder ✓ Cerebral malformation: Hydrocephalus ✓ Congenital malformations of C.N.S Spina Bifida ✓ Cerebral Palsy Care of the child with Hematological Disorders: ✓ Anemia. Iron deficiency ✓ Thalassemia ✓ Sickle cell anemia ✓ Hemophilia/Purpura ✓ ITP Immune thrombocytopenia ✓ G6PD Glucose-6-Phosphate Dehydrogenase Deficiency Care of the child with Urinary Tract Disorders: ✓ Urinary tract infection ✓ Common congenital anomalies: (Hypospadias. Vasico- ureteric reflux) ✓ Glomerular disease ✓ Acute glomerulo-nephritis ✓ Nephrotic syndrome ✓ Renal failure Chronic diseases ✓ Chromosomal Abnormalities:		
Ouz All 10%	Quiz	All	10%	Cillia nooa cancers		





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(Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department								
	Assignment Appendix # 1	All	10%	Case analysis (different disease/topics	13 th &15 th				
	Participation	ALL	10%						
	Final	All	40%	All Topics					

Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Note 1: Asynchronous interactive activities are activities, tasks, projects, assignments, research, studies, projects, and work within student groups ... etc, which the student carries out on his own, through the virtual platform without a direct encounter with the subject teacher.

Note 2: According to the Regulations of granting Master's degree at Al-Zaytoonah University of Jordan, 50% of final evaluation goes for the final exam, and 50% for the semester work (examinations, reports, research or any scientific activity assigned to the student).

Schedule of simultaneous / face-to-face encounters and their topics

Week	Subject	Learning styles*	Reference **
1	 Introduction to Child Health Nursing The Roles and characteristics of the Pediatric nurse Communications with pediatrics Perspective of child health nursing The Bills of right of children Technology-Driven Care: Preparing Future Pediatric Nurses for the AI Era 	✓ Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning	Middleton et al 1-14 Kim, 2025 131-133 Khan Rony el
2	Health promotion of the Newborn:	✓ Lecture, Questions and	al. 2024 1-14
2	 Adjustment to extra uterine life Nursing care of the Normal Newborn 	Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning	196-233



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QF03/0408-4.0E		Nursing Department						
3+4	BirthProblHypeHighRespSepsi	injuries ems related to physiological factors: erbilirubinemia, Hemolytic disease risk related to: preterm, post term iratory distress syndrome (RDS) s ing care	✓	Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning	2380245 249-251 252-265 270-299			
5+6	Health promotion of the Infant: Immunization and Communicable Diseases: Mumps. Polio. Chicken Pox Measles. Diphtheria. Tetanus. German measles Pertussis etc. Play (SR)* Pain Management (SR)* Pediatric medications Sudden infant death syndrome (SIDs) Nursing care		✓	Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning	372-376 384-387			
7	Children Nursing	with Dermatological problems care	√	Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning				
8	Problem Upper Naso Acute Lowe Brone asthm Chrose fibrose Diapl Otitis	pharyngitis (common cold). Tonsillitis. e laryngitis. Acute Epiglottitis. er respiratory tract Problems: chiolitis, Pneumonia, Bronchial na nic respiratory dysfunctions: Cystic	√		883-912 944-952			





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9	 Structural defects of the G.I. System Cleft lip /Palate, Tracheo-esophageal fistula (TEF), Hernias Umbilical herr Disorders of motility: Diarrhea, vomiting Constipation Obstructive disorders of the G.I. Syste Imperforate Anus, Pyloric stenosis, Hirschsprung's Disease, Intussuscept Malabsorption syndrome: Celiac disease, Gastoesophagal reflux Appendicitis, Nursing care 	Solving, Small Groups, 825-840 844-845 845-863 872-875 878-883
	Midt	erm Exam
10	 Metabolic, and Endocrine disorders: Type 1 diabetes mellitus (SR)* Hypothyroidism Phenylketonuria Nursing care 	✓ Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning
10	 Care of the child with Cardiovascular Disorders: Congenital heart diseases (CHD): AS VSD. PDA. PS. AS. TPGV. ToF Acquired heart disease: Congestive h failure, Rheumatic heart disease Nursing care 	Solving, Small Groups, 983-988
11	Care of the child with Musculoskeletal Function Congenital defect: DDH, club foot Juvenile Rheumatoid arthritis. Muscular Dystrophy (Duchene). Osteomylitis. Nursing care	✓ Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning
12	Care of the child with Neurological Disorders Intracranial infections: meningitis, encephalitis Seizure disorder Cerebral malformation: Hydrocephal Congenital malformations of C.N.S S Bifida Cerebral Palsy Nursing care	
13	Care of the child with Hematological Disorders: Anemia. Iron deficiency Thalassemia	✓ Lecture, Questions and Answers, Group Discussion, Problem 1020-105 1085-109





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14	 Hemo ITP I G6PI Dehy Nursi Care of the Disorder Urina Common (Hypo Glomeru Acute Neph Rena 	ce cell anemia ophilia/Purpura mmune thrombocytopenia O Glucose-6-Phosphate drogenase Deficiency ng care the child with Urinary Tract s: ry tract infection mon congenital anomalies: ospadias. Vasico- ureteric reflux) ular disease e glomerulo-nephritis rotic syndrome I failure ng care	An Dis So	ecture, Questions and answers, Group scussion, Problem lving, Small Groups, ollaborative Learning	778-790 791-795 815-818
14	DownChild	somal Abnormalities as Syndrome. hood cancers ag care	An Dis So	cture, Questions and aswers, Group scussion, Problem lving, Small Groups, ollaborative Learning	
16		Final E		and I amilia dhuanah mahl	

^{*} Learning styles: Lecture, flipped learning, learning through projects, learning through problem solving, participatory learning ... etc.

^{**} Reference: Pages in a book, database, recorded lecture, content on the e-learning platform, video, website ... etc.

	Course Intended Learning Outcomes Matrix										
Co	Course Name: Pediatric and New born Nursing (Theory)										
Co	Course Number: 0301323										
	PILO #1: Comprehend the basic nursing knowledge needed to provide a safe and effective care										
en	vironment, and comprehensive nursing care based on research and scientific evidence										
C	- Illustrate evidence-based findings to plan and deliver safe, effective, and										
CILOS	comprehensive nursing care for newborns, children, and adolescents, and their										
S	families across diverse health conditions.										
	LO 4: Show the ability to communicate and develop effective strategies to promote and maintain										
he	alth and prevent diseases, while considering social and cultural diversity.										
	- Select effective communication strategies with newborns, children, adolescents, and										
\mathbf{C}	their families from diverse social and cultural backgrounds to promote and maintain										
Ę	health.										
CILOS											
	ILO # 5: Demonstrate the ability to maintain the physiological integrity of patients while										
p	roviding high quality nursing care.										
CILOS											
	living using evidence-based nursing interventions.										





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"Nursing	is the Esser	nce of Life"	DI C D I		G. I. D					nd Quality"	
QF03/0	9408-4.0E	Cours	e Plan for Bach	ielor progr	ram - Study P Nursing D		-	it and U	pdating P	rocedures/	
			monstrate saf						-		therapies
		rela	nstruct strategated to patient dence-based p	ts' existin							
			n and Prioritizes of the control of							ife-threate	ening
		6: Demons	strate the abilifectively with	ity to mai	ntain the ps	ycholog	ical ar	nd socia	ıl integri		
CILOS		effe inte con	egrate nursing ectiveness of egrity, using antexts.	interventi appropriat	ions that ma	aintain cation st	lients' trategi	psycho es with	logical a	and social se cultural	
	commen	surate with	responsibility global health f healthcare s	h issues su							·impact
OS CIL		pan	inguish the imp demics such as ngthen profession	COVID-19	on healthcare	e systems	and ap	ply this u	nderstand	ling to deve	
Week	Course	contents			Inte	ended L	earniı	ng Out	comes		
				PILO 1	PILO 4		I	PILO 5		PILO 6	PILO 7
			CILOS	1	1	1	2	3	4	1	1
	Nursing The charge Pedi Compedi Persynurs: The Technol	Roles and acteristics of atric nurse amunication atrics pective of oing Bills of rig logy-Drive ng Future	ns with child health ht of children n Care: Pediatric	X		X		X			X
2	Newbor	Preparing Future Pediatric Nurses for the AI Era Health promotion of the Newborn: Adjustment to extra uterine life			X	X		X	X		





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	0408-4.0E	Course Plan for Bachel	lor progra	am - Study Pla Nursing Dep		pment		ating Pro		
	Nursing Newborn	care of the Normal								
3	Newborn: Birth inj Problem physiolo Hyperbil Hemolyt newborn High risl post term Respirate	s related to gical factors, lirubinemia, ic disease of the c, related to: preterm,			X			X	X	
4+5	Infant: Immuniz Commun Mumps. Measles. Diphthe German Nutrition Play (SR Pain Ma Pediatric Sudden syndrom	eria. Tetanus. measle Pertussis. n	X	X		X		X		X
6	Care of the Respiratory Upper re Problem (common Acute la Epiglotti Lower re Problem Pneumon asthma Chronic dysfuncti	Child with Problems: espiratory tract s: Nasopharyngitis n cold). Tonsillitis. ryngitis. Acute itis. espiratory tract s: Bronchiolitis. nia, Bronchial respiratory tions: Cystic fibrosis gmatic hernia.	X	X	X		X			X





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System Cleft esop Herr Diso diarr Con Obs the C Anu Hirs Intu Mala Celia Gast	ral defects of the G.I. It lip /Palate, Tracheohageal fistula (TEF). In the second motility:	X	X	X	X		X		X
disorder Type mell Hyp	lic, and Endocrine	X	X			X	X		
9 Care of Cardiov	the child with vascular Disorders: genital heart diseases D): ASD, VSD. PDA. AS. TPGV. Fallouts alogy uired heart disease: gestive heart failure, umatic heart disease	X			X		X		
Muscule Con club Juve arthi Mus (Due	the child with oskeletal Function genital defect: DDH, foot nile Rheumatoid ritis. cular Dystrophy chene). comylitis.	X	X		X		X		X
11 Care of neurolo	the child with gical Disorders	X		X	X		X	X	





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QF03/0408-4.0E		Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department								
	menin Seizu Cereb Hydr Cong	cranial infections: ngitis, encephalitis are disorder oral malformation: ocephalus enital malformations of S Spina Bifida Palsy								
12	Care of Hematol Anen Thala Sickle Hemo ITP I thron G6PI	the child with ogical Disorders: nia. Iron deficiency assemia e cell anemia ophilia/Purpura mmune nbocytopenia O Glucose-6-Phosphate drogenase Deficiency	X	X		X		X		
13	tract discussions Urina anom Vasio Glomeru Acute Neph	the child with urinary orders: ary tract infection mon congenital malies: (Hypospadias. co- ureteric reflux) alar disease e glomerulo-nephritis motic syndrome tourinary tract,	X	X		X		X		
14	Downs	somal Abnormalities Syndrome. od cancer	X	X			X		X	
Head of Department:					Co	urs	e coord	linato	r:	

Learning Methods Matrix
Course Name: Pediatric and New born Nursing (Theory)
Course Number: 0301323
Learning methods: Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning





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QF03/0408-4.0E

Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department

Wee k	Course contents	Lectur e, Q & A	Group Discussio n,	Problem Solving,	Small Grou ps	Collab orative Learni ng
1	Introduction to Child Health Nursing The Roles and characteristi cs of the Pediatric nurse Communicat ions with pediatrics Perspective of child health nursing The Bills of right of children	X	X			X
2	Health promotion of the Newborn: Adjustment to extra uterine life Nursing care of the Normal Newborn Health problems of the Newborn: Birth injuries	X	X	X	X	X





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QF03/0408-4.0E		.0E Course Pl	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department							
		 Problems related to physiologica l factors, Hyperbilirub inemia, Hemolytic disease of the newborn, High risk related to: preterm, post term Respiratory distress syndrome (RDS) Sepsis 								
	3-4	Health promotion of the Infant: Immunization and Communicabl e Diseases: Mumps. Polio. Chicken Pox Measles. Diphtheria. Tetanus. German measle Pertussis. Nutrition, and sleep problems Play (SR)* Pain Management (SR)* Pediatric medications Sudden		X			X			

infant death





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Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ QF03/0408-4.0E **Nursing Department** syndrome (SIDs) Dermatological problems 5-6 Care of the X X X X **Child with** Respiratory **Problems:** Upper respiratory tract Problems: Nasopharyn gitis (common cold). Tonsillitis. Acute laryngitis. Acute Epiglottitis. Lower respiratory tract Problems: **Bronchiolitis** Pneumonia **Bronchial** asthma Chronic respiratory dysfunctions : Cystic fibrosis Diaphragmati c hernia. Otitis media. Structural X X X defects of the G.I. System o Cleft lip

/Palate





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QF03/0408-4.0E Course I			n tor Bacne	nor program - Ni	- Study Plan D irsing Departi	ent and Opd	aung Procedi
	Disc mot diar vom Con Obs disc G.I. • Mal sync Celi Gas reflu	Tracheo- esophageal fistula (TEF). Hernias Umbilical hernia orders of fility: rhea, niting astipation structive orders of the System: Imperforate Anus. Pyloric stenosis Hirschsprun g's Disease Intussuscepti on labsorption drome: fac disease toesophagal ux bendicitis					
8	Enc diso	tabolic, and locrine orders: Type 1 diabetes mellitus (SR)* Hypothyroid ism nylketonuria	X	X	X	X	
9	Car chil Car Disc	re of the d with rdiovascular orders: Congenital heart	X	X	X	X	





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Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ QF03/0408-4.0E **Nursing Department** diseases (CHD): ASD, VSD. PDA. PS. AS. TPGV. **Fallouts** Tetralogy Acquired heart disease: Congestive heart failure, Rheumatic heart disease Hypoxemia 10 Care of the X X X child with Musculoskeleta **l Function** Congenital defect: DDH, club foot Juvenile Rheumatoid arthritis. Muscular Dystrophy (Duchene). Osteomylitis 11 Care of the X X X X child with neurological **Disorders** Brain tumor Intracranial infections: meningitis, encephalitis Seizure

disorder





"التمريض جوهر الحياة" "Nursing is the Essence of Life" Course Plan for Bachelor program - Study Plan Development and Updating Procedures/

ا عراقة وجودة" "Tradition and Quality"

QF03/0408-4.0E **Nursing Department** Cerebral malformatio n: Hydrocephal us Congenital malformatio ns of C.N.S Spina Bifida Cerebral Palsy Care of the X X 12 X X child with Hematological **Disorders:** Anemia. Iron deficiency Thalassemia Sickle cell anemia Hemophilia/ Purpura ITP Immune thrombocyto penia G6PD Glucose-6-Phosphate Dehydrogen ase Deficiency Leukemia Blood transfusion Care of the X X X 13 child with urinary tract disorders: Urinary tract infection Common congenital anomalies: (Hypospadia

s. Vasico-





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14

Chromosomal

Abnormalities

Downs Syndro me. X

" عراقة وجودة" "Tradition and Quality"

X

Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ QF03/0408-4.0E **Nursing Department** ureteric reflux) Glomerular disease Acute glomerulonephritis Nephrotic syndrome Genitourinar y tract Neoplastic disorders eg wilm's tumor,

X