

**Ministry of Higher Education and Scientific Research**

**Scientific Supervision and Scientific Evaluation Apparatus**

**Directorate of Quality Assurance and Academic Accreditation**

**Accreditation Department**

***Course Syllabus***

**Pediatric Nursing**

**Guide Academic Program and Course Description Guide**

**2024-2025 Introduction:**

Pediatric nursing is a specialized area within nursing that focuses on the care of infants, children, and adolescents. The Pediatric Nursing course in the BSN program is designed to equip students with essential knowledge, skills, and clinical judgment to provide holistic care to young patients. The course combines theoretical instruction with practical experience, enabling students to address the unique healthcare needs of the pediatric population.

 The program emphasizes evidence-based practices, developmental milestones, and family-centered care, ensuring that nursing students understand the physical, emotional, and social aspects of growth and development in children. Students will be exposed to various healthcare settings, including hospitals, community clinics, and schools, allowing them to apply theoretical knowledge in real-world environments.

 In line with the broader goal of nursing education, the pediatric nursing course aims to enhance graduates' critical thinking, problem-solving, and communication skills. Upon completion, students will be better prepared to serve in healthcare settings, focusing on preventive, acute, and rehabilitative care for pediatric patients, ensuring that they are ready to meet the demands of a dynamic and evolving healthcare system.

 **Pediatric Nursing:**

 **Academic Program Description**: The Pediatric Nursing course is a critical component of the Bachelor of Science in Nursing (BSN) program, designed to prepare nursing students to address the specialized health needs of the pediatric population. This course is structured to integrate theoretical knowledge with clinical practice, focusing on providing comprehensive care for infants, children, and adolescents in various healthcare settings.

 The curriculum encompasses key topics such as pediatric growth and development, common childhood illnesses, preventive healthcare, and the management of chronic and acute conditions in children. It emphasizes family-centered care, health promotion, and the role of the nurse as an advocate for both the child and the family.

 Through a combination of lectures, case studies, simulations, and clinical rotations, students will develop critical thinking, decision-making, and communication skills necessary to provide high-quality nursing care to pediatric patients. This program also places strong emphasis on collaboration with interdisciplinary teams, ensuring that students are well-prepared to work in dynamic healthcare environments.

**Course Description**: This course introduces the student to the care of the child through the life span from infant to adolescent in health and sickness (well, with special needs and with acute and chronic health care needs). Students will consider the role of the family and the importance of it to the care of the child. Clinical will focus on both well children and children with health care needs.

**Program Vision:** The Pediatric Nursing program envisions producing highly competent, compassionate, and innovative nursing professionals who are dedicated to improving the health and well-being of children and their families. Our graduates will be recognized for their expertise in pediatric care, their commitment to evidence-based practice, and their ability to adapt to the evolving needs of healthcare.

The program aspires to be a leader in pediatric nursing education, setting the standard for academic excellence and clinical proficiency. By fostering a culture of lifelong learning, critical thinking, and advocacy, the program aims to empower nursing graduates to make a meaningful impact on child health outcomes, both locally and globally.

**Program Mission:** The mission of the Pediatric Nursing program is to provide high-quality, comprehensive education that prepares nursing students to deliver compassionate, evidence-based, and culturally sensitive care to children, adolescents, and their families. The program aims to cultivate future pediatric nurses who are skilled in promoting health, preventing illness, and managing acute and chronic conditions in pediatric patients across diverse healthcare settings.

Through a blend of rigorous academic coursework, hands-on clinical experiences, and interprofessional collaboration, the program strives to develop critical thinkers, effective communicators, and ethical practitioners. The ultimate goal is to equip graduates with the knowledge, skills, and professional values needed to enhance the health outcomes of pediatric populations, while fostering a commitment to continuous learning and leadership in pediatric nursing practice.

**Program Objectives:**

**By the completion of this course the student will be able to:**

1. Identify the role of the nurse in the pediatric care setting.
2. Perform a head to toe assessment of the pediatric patient.
3. Develop a plan of care in collaboration with ill child, family, as well as the interdisciplinary health care team, using the nursing process for a pediatric patient with health care needs.
4. Deliver appropriate nursing care to the pediatric patient based on diagnosis, age and developmental stage.
5. Consider the culture of the pediatric patient and the family when planning care.
6. Utilize appropriate teaching strategies when instructing the pediatric patient and family.
7. Apply ethical and legal principles when caring for the pediatric patient and family.
8. Educate the family about agencies in the community that can help with difficulties concerning the child’s diagnosis, as well as provide support.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

**Teaching and learning strategies:**

Lectures, group discussion, clinical child's physical assessment, cases discussion. Hand out, Data show, Clinical preparation of special procedures, Pediatric wards. Implementation of special pediatric procedures at Pediatric Nursing Laboratory and practical training at Pediatric Teaching Hospitals. Google Classroom shall be used for online discussion (Class Code: ttnr6ds)

**Academic Program Description Form**

 **University Name: University of Baghdad**

 **Faculty/Institute: College of Nursing**

 **Scientific Department: Pediatric Nursing**

 **Academic or Professional Program Name: Bachelor in Nursing**

 **Final Certificate Name: Bachelor in Nursing**

 **Academic System: Course**

 **Description Preparation Date: 1/9/2024**

 **File Completion Date: 19/9/2024**

**Signature:**

**Scientific Associate Name:**

***Prof. Dr.* Zahid Jassim Mohamed**

**Date:**

**Signature:**

**Head of Department Name:**

***Assist.Prof. Dr.* Zaid Waheed Ajil**

**Date:**

 **The file is checked by:**

 **Department of Quality Assurance and University Performance**

 **Director of the Quality Assurance and University Performance Department:**

 **Date:**

 **Signature:**

 **Approval of the Dean**

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| 1. **Program Vision**
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| Enabling the professional (academic) nurse to improve the quality of nursing performance (knowledge and skills) for healthy and sick children from birth to adulthood and for their families. |

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| 1. **Program Mission**
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| Helping the pediatric nurse identify and diagnose the needs of the executive plan and implement it, and then evaluate the results by applying a prepared curriculum that achieves the nursing objectives (preventive, curative and rehabilitative for children). |

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| 1. **Program Objectives**
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| 1- Improving the student’s abilities through the application of self-learning and critical thinking method in the subject of nursing care for children.2- Providing the professional (academic) nurse with a wide range of information and skills in pediatric nursing in all areas of the health sectors.3-Continuous updating of knowledge, attitudes and skills regarding the care of children in health and disease |

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| 1. **Program Accreditation**
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| 1. **Other external influences**
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| 1. **Program Structure**
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| **Program Structure**  | **Number of Courses**  | **Credit hours** | **Percentage** | **Reviews\*** |
| **Institution Requirements**  | **134**  | **134**  |  | **Basic Course** |
| **College Requirements** | **Yes** |  |  |  |
| **Department Requirements**  | **Yes** |  |  |  |
| **Summer Training** | **Yes** |  |  |  |
| **Other**  |  |  |  |  |

\* This can include notes whether the course is basic or optional.

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| 1. **Program Description**
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| **Year/Level** | **Course Code** | **Course Name** | **Credit Hours** |
| **3thrd Year/ 3**  | **NURS306**  | **Pediatric Nursing**  | **theoretical** | **practical** |
|  |  |  | **3 Hours** | **12 Hours** |

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| 1. **Expected learning outcomes of the program**
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| **Knowledge**  |
| Identify the role of the nurse in the pediatric care setting | Knowing the role of the nurse in the pediatric care setting |
| **Skills**  |
| Perform a head to toe assessment of the pediatric patient. | Provide a head to toe assessment of the children in Pediatric hospitals. |
| Deliver appropriate nursing care to the pediatric patient based on diagnosis, age and developmental stage. | give appropriate nursing care to the children based on diagnosis, age and developmental stage. |
| **Ethics**  |
| Apply ethical and legal principles when caring for the pediatric patient and family. | Apply ethical and legal principles when caring for the pediatric patient and family. |
| Educate the family about agencies in the community that can help with difficulties concerning the child’s diagnosis | Educate the family about agencies in the community that can help with difficulties concerning the child’s diagnosis |

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| 1. **Teaching and Learning Strategies**
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| Lectures, group discussion, clinical child's physical assessment, cases discussion. Hand out, Data show, Clinical preparation of special procedures, Pediatric wards. Implementation of special pediatric procedures at Pediatric Nursing Laboratory and practical training at Pediatric Teaching Hospitals. Google Classroom shall be used for online discussion (Class Code: ttnr6ds) |

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| 1. **Evaluation methods**
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| Unit exam(s), quiz(s), written reports. presentation seminar, and evaluation checklist for nursing students’ practices |

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| 1. **Faculty**
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| **Faculty Members** |
| **Academic Rank**  | **Specialization**  | **Special Requirements/Skills (if applicable)**  | **Number of the teaching staff**  |
| **General**  | **Special**  |  | **Staff**  | **Lecturer**  |
| 1. Dr. Khatam Mutahseer
2. Dr. Adraa Hussen
3. Dr.Zaid Ajil
4. Dr. Asmahan Qassen
5. Dr. Samar Kareem
6. Assis. Marwa Salah,
7. Assis. Suizan Ali
8. Assis. Ayat hussain
 | NursingNursingNursingNursingNursingNursingNursingNursing | Pediatric Nursing Pediatric NursingPediatric NursingPediatric NursingPediatric Nursing |  |  | **√****√****√****√****√****√****√****√****√** |  |

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| **Professional Development** |
| **Mentoring new faculty members** |
| **Academic and Professional Development Plan for Faculty**1. **Teaching and Learning Strategies**
	* **Student-Centered Learning:** Faculty are encouraged to implement student-centered teaching strategies that foster critical thinking, problem-solving, and active participation. Methods such as case studies, simulations, group discussions, and project-based learning are emphasized.
	* **Integration of Technology:** The use of modern technology, including online platforms, digital resources, and simulation labs, is integrated into the teaching process to enhance student learning and replicate real-life pediatric care scenarios.
	* **Interdisciplinary Collaboration:** Faculty promote interdisciplinary learning, encouraging students to work with other healthcare professionals (e.g., social workers, dietitians) to prepare them for team-based care in pediatric settings.
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| **Professional development of faculty members** |
| **Faculty Professional Development*** + **Ongoing Training:** Faculty members participate in regular workshops, seminars, and conferences to stay updated on the latest trends and research in pediatric nursing education and practice. This includes training in new teaching methods and technological tools.
	+ **Scholarship and Research Support:** Faculty are encouraged to engage in research and scholarly activities. Institutions provide support for faculty research initiatives, grant writing, and publishing in academic journals, especially in areas related to pediatric healthcare.
	+ **Mentorship Programs:** Junior faculty are paired with experienced mentors to help them develop their teaching, clinical, and research skills. This fosters a culture of collaboration and continuous improvement.
	+ **Performance Reviews:** Regular performance evaluations are conducted, which include peer and student feedback on teaching effectiveness. These reviews help faculty identify areas for growth and further professional development.
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| 1. **Acceptance Criterion**
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| 1. **The most important sources of information about the program**
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| **University Course Catalog** – The official university course catalog provides detailed information on the Pediatric Nursing course, learning outcomes, and grading policies. It serves as the primary guide for understanding the academic framework and structure of the program.**Program Handbook** – The Pediatric Nursing program handbook offers comprehensive insights into course policies, clinical requirements, attendance guidelines, and student responsibilities. It also outlines the expected competencies and clinical performance standards for the course. |

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| 1. Program Development Plan
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| **Curriculum Enhancement*** **Incorporation of Emerging Trends:** Regular updates to the curriculum to include the latest evidence-based practices, technological advancements, and research in pediatric nursing.
* **Interdisciplinary Integration:** Expansion of cross-disciplinary learning by incorporating modules on pediatric mental health, nutrition, and developmental psychology to provide holistic care perspectives.
* **Simulation-Based Learning:** Strengthen the use of simulation labs to allow students to practice critical skills in a controlled, safe environment, particularly in handling pediatric emergencies.

**Clinical Partnerships and Expansion*** **Increased Clinical Rotations:** Develop partnerships with local and national healthcare facilities to offer diverse clinical experiences in both acute and community pediatric settings.
* **Preceptorship Programs:** Strengthen mentorship by partnering students with experienced pediatric nurses during clinical placements, fostering hands-on learning and professional development.

**Faculty Development and Research Initiatives*** **Ongoing Professional Development:** Encourage faculty to engage in continuous education, attend conferences, and pursue advanced certifications to stay current with pediatric nursing innovations.
* **Research Collaboration:** Promote faculty involvement in pediatric health research and foster collaboration with healthcare institutions to integrate research findings into the program's curriculum.
* **Student Research Opportunities:** Support students in engaging in pediatric-focused research projects, including opportunities to present findings at conferences or publish in nursing journals.
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| **Program Skills Outline** |
|  | **Required program Learning outcomes**  |
| **Year/Level** | **Course Code** | **Course Name** | **Basic or optional**  | **Knowledge**  | **Skills**  | **Ethics**  |
| **A1** | **A2** | **A3** | **A4** | **B1** | **B2** | **B3** | **B4** | **C1** | **C2** | **C3** | **C4** |
| **Third Year / Semester II** | **NURS306** | **Pediatric Nursing**  | **Basic** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** | **√** |
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* **Please tick the boxes corresponding to the individual program learning outcomes under evaluation.**

**Course Description Form**

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| 1. Course Name:
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|  **Pediatric Nursing**  |
| 1. Course Code:
 |
|  **NURS306** |
| 1. Semester / Year:
 |
|  **Third Year / Semester II** |
| 1. Description Preparation Date:
 |
|  1/9/2024 |
| 1. Available Attendance Forms:
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| 1. Number of Credit Hours (Total) / Number of Units (Total)
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| **Number of Credit Hours:** (8) **Credit hours:** **8 credits/ One Semester:** Theory 3 Hours (3) credits. Laboratory 2 Hours (1) credit. Practice at Pediatric Hospitals 12 Hours (4) credits.**Course Calendar:** (3) Hours Theory/ week for (15) weeks.. Total: 45 Hours(2) Hours Laboratory/ week for (15) weeks.. Total: 30 Hours(12) Hours Clinical/ week for (15) weeks.. Total: 180 Hours  |
| 1. Course administrator's name (mention all, if more than one name)
 |
| Dr. Khatam Mutahseer, Dr. Adraa Hussen, Dr.Zaid Ajil , Dr. Asmahan Qassen, Assis. Marwa Salah, Assis. Samar Kareem, Assis. Suizan Ali, Assis. Ahmed Wissam, A Room No.1, 2, 3 in Pediatric Nursing Department- College of Nursing- University of Baghdaddr.khatam@conursing.uobaghdad.edu.iq- adraa.hussein@conursing.uobaghdad.edu.iq / zaid\_ahjil@conursing.uobaghdad.edu.iq / asmahankasim@conursing.uobaghdad.edu.iq |
| 1. Course Objectives
 |
| 1. **Identify the role of the nurse in the pediatric care setting.**
2. **Perform a head to toe assessment of the pediatric patient.**
3. **Develop a plan of care in collaboration with ill child, family, as well as the interdisciplinary health care team, using the nursing process for a pediatric patient with health care needs.**
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7. **Apply ethical and legal principles when caring for the pediatric patient and family.**
 |
| 1. Teaching and Learning Strategies
 |
| **Strategy** | Lectures, group discussion, clinical child's physical assessment, cases discussion. Hand out, Data show, Clinical preparation of special procedures, Pediatric wards. Implementation of special pediatric procedures at Pediatric Nursing Laboratory and practical training at Pediatric Teaching Hospitals. Google Classroom shall be used for online discussion (Class Code: ttnr6ds) |
| 1. Course Structure
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| **Week** | **Date of Class** | **Unit to be Covered and/or Activity** | **Assigned Readings to be Completed Before Class** |
| **Week** **1** **& 2** | **06-9-2024** | **Part 1. Introduction to Child Health Nursing.** Perspectives of Pediatric NursingHealth promotion and assessment of the childCommunication, immunization | UNIT I \ Children, Their Families, and the Nurse\ p 8-12UNIT II \ Childhood and Family Assessment\ p 91-147, 195 |
| **Week** **3 & 4** |  | **Newborn Care** Immediate newborn careCare during the neonatal periodHigh risk neonatesBirth injuries | UNIT III\ Family-Centered Care of the Newborn\ p 294- 336 |
| **Week 5 & 6** |  | Respiratory dysfunctions:Upper Airway Infections  Lower Airway Infections | UNIT XI \ Childhood Oxygenation Problems\ p 1129-1213 |
| **Week 7 & 8** |  | Genitourinary dysfunction: Electrolyte Balance  U.T.I.  Glomerulonephritis Nephrotic Syndrome  Hypospadias  Wilm’s Tumor  Renal Failure |  UNIT X\ Childhood Nutrition and Elimination Problems\ p 996-1049 |
| **Week**  **9 & 10** |  | Circulation of Blood Problems of Child: Hematologic or Immunologic dysfunction: Red blood cell disorders Defect in hemostasis Neoplastic disorder Cardiovascular dysfunction: Acquired Vascular Disorders  Congenital Heart Defects Heart Failure  | UNIT XII \ Childhood Blood Production and Circulation ProblemsP 1251- 1367 |
| **Week 11 & 12** |  |  Gastrointestinal dysfunction: Inflammatory disorders Structural disorders Obstructive disorders | UNIT X \ Childhood Nutrition and Elimination Problems\ p 1051-1107 |
| **Week 13**  |  |  Endocrine dysfunction: Pituitary function disorder Thyroid and parathyroid disorder  Growth hormone deficiency Precocious puberty  | UNIT XIII Childhood Regulatory ProblemsP 1493-1510 |
| **Week 14 & 15** |  | nursing care of neurological system Diseases:spina befida scoliosis meningomylocele meningitis  | UNIT XIIII Childhood Regulatory ProblemsP 1655-1676 |

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| 1. Course Evaluation
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| **Requirements**  | **Possible Points**  |
| 15% | Seasonal exams (3)  |
| 5% | Quizzes (3) |
| 10% | Seminar  |
| 20% | Clinical taring hospitals (5 wards) |
| 10% | Clinical Report |
| **The total of 60% converted to 40% before the final exam** |
| 40% | Final theory exam  |
| 20% | Final clinical exam  |
| **100%** | **Total** |

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| 1. Learning and Teaching Resources
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| Required textbooks (curricular books, if any) | 1- Hockenberry M. J. & Wilson D. (2015). Wong’s Nursing Care of Infants and Children. 10th edition. Canada. Elsevier Mosby. 2- Kyle T. & Carman S. (2013). Essentials of pediatric nursing. 2nd edition. Wolters Kluwer China. Health | Lippincott Williams & Wilkins. |
| Main references (sources) | Hockenberry, & D. Wilson. Wong’s Essentials of Pediatric Nursing. (pp. 71-96).St. Louis, Missouri: Mosby Elsevier.2015. Wong, |
| Recommended books and references (scientific journals, reports...) | D., L.; Hockenberry- Eaton, M.; Wilson, D.; Winkelstein, M., L. and Schwartz, P., Wong's Essential of Pediatric Nursing, sixth ed., St. Louis: Mosby, 2012 |
| Electronic References, Websites | <https://libguides.nvcc.edu/ped_nur/books> |