

# PHILADELPHIA UNIVERSITY

**Faculty: Nursing**

**Department: Child Health Nursing**



**Philadelphia University  
Faculty of Nursing  
1<sup>st</sup> Semester, 2009/2010**

## Course Syllabus

**Course Title:** Child Health Nursing (*theory*)

**Course code:** 920321

**Course Level:** 3<sup>rd</sup> years

**Course prerequisite(s) and/or corequisite(s):**

All courses of 1<sup>st</sup> & 2<sup>nd</sup> years & *Health Education / Growth and Development*.

**Lecture Time:** 3 hrs/weeks

**Credit hours:** 3 hrs

### Academic Staff Specifics

Name	Rank	Office No & Location	Office Hours	E-mail Address
Dr. Aida Abd El-Razek, DNSc, RN	Coordinators of course	15409	4 hours p/w	<a href="mailto:AAlrazek@Philadelphia.edu.jo">AAlrazek@Philadelphia.edu.jo</a>
Dr. Aida Abd El-Razek, DNSc, RN	Associate Professor of Nursing, Maternal & child Health Nursing	15409	4 hours p/w	<a href="mailto:AAlrazek@Philadelphia.edu.jo">AAlrazek@Philadelphia.edu.jo</a>

### **Course Description:**

*This course enables the students to acquire knowledge, skills, and attitudes necessary to provide nursing care to infants, children (one month to adolescence) and their families sick or will, at different developmental stages. The course focuses on nursing care of infants, children and adolescence with actual / potential alterations in health (common medical and surgical problems) with emphasis on care of infants and children with congenital anomalies. Guided learning experiences are provided in the laboratory, acute care pediatric sitting (MCH & hospitals).*

# PHILADELPHIA UNIVERSITY



**Faculty: Nursing**

**Department: Child Health Nursing**

## **Course Objectives:**

**At the end of this course, students will be able to :**

- 1- Identify normal growth and development from birth to adolescence.
- 2- Utilize concepts of growth and development to provide quality of care to children at different developmental stages.
- 3- Perform nursing skills accurately and safely in order to provide safe care to children.
- 4- Give health education through effective communication with children and their families.
- 5- Utilize play therapy in dealing with children.
- 6- Educate the mothers about effective feeding and immunization related to their children according to developmental age and local schedule.
- 7- Utilize synthesis of knowledge, problem solving and critical thinking

**Learning Outcomes:**

## **Intended Learning Outcomes (ILOs) Competencies:**

### **• Knowledge and understanding**

- 1- Define basic concepts related to growth and development
- 2- Identify role of pediatric nurse regarding well and ill children
- 3- Describe children playing in different stages of life
- 4- Identify safety precautions and measures related to infancy, toddler, preschool, and school age children
- 5- List measures for health preventions and health maintenance of infants and children
- 6- Describe different health problems related to neonates, infants, and children at different pediatric settings

### **• Cognitive skills (thinking and analysis).**

- 1- Discriminate between normal and abnormal children growth and development
- 2- Evaluate programs for health maintenance of children
- 3- Analyze children problems, causes, pathophysiology, signs and symptoms as well as prevention and management
- 4- Compare between normal and abnormal children behavior

### **• Communication skills (personal and academic).**

- 1- Respect professions and their colleges when dealing with them
- 2- Act as a role model when dealing with mothers and children
- 3- Behave as a professional person in theoretical lectures and clinical areas

# PHILADELPHIA UNIVERSITY



**Faculty: Nursing**

**Department: Child Health Nursing**

- **Practical and subject specific skills (transferable skills).**

- 1- Perform nursing care plan for different children problems
- 2- Implement nursing intervention for different diseases of children
- 3- Work cooperatively to present different subjects of pediatric diseases
- 4- Search for different topics among up dated articles in periodic and internet
- 5- Solving problems related to social culture diversity which interrelate to health status of children abilities in care of children.
- 8- Discuss knowledge and prevention strategies according to developmental characteristics of the child such as accidents, nutrition, and safety measures.
- 9- Describe how to care for and support children with common health problems and their families throughout the entire spectrum of illness.
- 10- Develop a positive attitude toward self and others.
- 11- Integrate the nursing process to provide holistic care for children from infancy to adolescence and to their families.
- 12- Utilize the research process in developing project relevant to nursing care of children.

**Module Outline:**

**ILOs :**

***Unit 1,2, 3 & 4***

**Introduction Growth and Development :**

**I- Cognitive Skills:**

- 1- Define pediatric nursing and concepts of pediatric nursing
- 2- List importance of studying growth and development
- 3- Identify function of pediatric nursing
- 4- Discuss characteristics of growth and development
- 5- Compare between normal and abnormal growth and development
- 6- Evaluate changes that occur in different body parts at different stages of development
- 7- Calculate normal growth for every stage of growth and development

**II- Psychomotor Skills:**

- 1- Assess normal growth and development in different stages of life.
- 2- Carry out nursing care plan for abnormal growth and development.

**III-Affective Skills:**

# PHILADELPHIA UNIVERSITY



**Faculty: Nursing**

**Department: Child Health Nursing**

- 1-Act as a role model in dealing with children at different stages of growth and development.
- 2-Change negative behaviors, knowledge and practices of parents in relation to ensuring healthy growth and development of their children.

## **Unit 7 Immunization :**

### **I- Cognitive Skills:**

- 1- Identify concepts related to immunization.
- 2- List the recommended programme for immunization
- 3- List special considerations related to immunization
- 4- Identify barriers to immunization
- 5- List common misconceptions about safety vaccines.
- 6- Identify nursing responsibilities in administering vaccine.

### **II- Psychomotor Skills :**

- 1- Carry out nursing responsibilities during giving vaccines.

### **III-Affective Skills:**

- 1- Participate in giving vaccines.

## **Unit 8 Nutritional Diseases:**

### **I. Cognitive Skills:**

- 1-Explain correctly the meaning of malnutrition.
- 2-Define and identify early signs that indicate nutritional deficiency diseases.
- 3-List clinical signs of nutritional deficiency diseases.
- 4-Analyze the risk factors to be evaluated during the initial history screening of children with malnutrition.
- 5-Differentiate between the two extreme of malnutrition ( kwashiorkor and marasmus).
- 6-Discuss the possible complication and line of treatment for nutritional deficiency diseases.

### **II- Psychomotor Skills:**

- 1-Assess physical and laboratory findings to diagnose the child.

# PHILADELPHIA UNIVERSITY



**Faculty: Nursing**

**Department: Child Health Nursing**

2-Apply general and specific nursing management according to the child condition.

3-Carry out the prescribed medicine and therapeutic diet as well as observe for the possible complication.

### **III- Affective Skills:**

1-.Reassure and support the mother of the child with nutritional deficiency diseases.

2- Participate in giving dietary health teaching to the mother

## ***Unit 9 Problems of Respiratory System:***

### **I- Cognitive Skills:**

1- Identify the definition of common respiratory diseases

2-List predisposing factors of respiratory diseases

3-Distinguish between different respiratory diseases.

4-Select appropriate playing materials for hospitalized children.

5- Design nursing care plans and case studies for different diagnosis

### **II- Psychomotor Skills:**

1- Assess clinical signs & symptoms for common respiratory diseases

2-Carry out nursing and care plan for different respiratory diseases

3-Report any complication and implement proper intervention

### **III- Affective Skills:**

1-Justify choosing management therapy for every disease.

2-Judge problems and issues that needs instructions to be followed by the mothers

## ***Unit 10 Problems of Gastrointestinal Diseases :***

### **I-Cognitive Skills:**

1- Identify the definition of common diseases of the gastro-intestinal tract

2- List predisposing factors of gastro-intestinal disorders

3- Distinguish between different diseases of the gastro-intestinal tract

4-Select appropriate playing materials for hospitalized children.

5- Design nursing care plans and case studies for different diagnosis



**II- Psychomotor Skills:**

- 1- Assess clinical signs & symptoms for common diseases of the gastro-intestinal tract
- 2-Carry out nursing care plan for different diseases of the gastro-intestinal tract
- 3-Report any complication and implement proper intervention

**III- Affective Skills:**

- 1- Appreciate parent roles in management of gastrointestinal diseases
- 2- Be responsible about the management of gastrointestinal diseases with cooperation of medical team.

***Unit 11 Problems of the Cardiovascular System:***

**I-Cognitive Skills:**

- 1- Define the most common congenital heart diseases either the a cyanotic or cyanotic defects
- 2- State the nursing assessment for each congenital anomalies
- 3- Plan the nursing management for each congenital anomalies
- 4- List the methods used for diagnosis of heart disease
- 5- Identify the etiology of rheumatic fever
- 6- Identify the criteria used in diagnosis of rheumatic fever

**II-Psychomotor Skills:**

- 1- Carryout a management plan of nursing care for pre and post operative cardiac children
- 2- Design nursing care plan for children with rheumatic fever
- 3- Implement therapeutic management for congenital and acquired heart diseases

**III-Affective Skills:**

- 1- Show empathy for mothers and children with their different heart diseases
- 2- Be aware of consequences of surgical interference for child condition.



**Unit 12 Problems of Urinary System :**

**I- Cognitive Skills:**

- 1-Gain knowledge about the anatomy and physiology of the urinary system.
- 2-Define common urinary diseases.
- 3-List clinical signs of common urinary diseases
- 4-Discuss the incidence of common urinary diseases.
- 5-Critically suspect the causes of common urinary diseases .
- 6-Design nursing process for child with common urinary diseases .
- 7-Evaluate family feelings, beliefs and attitude regarding the disease.
- 8-Differentiate between the nephrotic syndrome and acute glomerulo-nephritis

**II- Psychomotor Skills:**

- 1-Assess the child's problems and/or needs when he has glomerulo-nephritis, nephrotic syndrome and renal failure.
- 2-Design, plan and implement the nursing care for children with glomerulo-nephritis, nephrotic syndrome and renal failure.
- 3-Applying general and specific measures for managing the case.
- 4-Carry out the prescribed medications and observe for the adverse effects.

**III- Affective Skills:**

- 1-Integrate interpretation of disease to the developmental stage and educational levels of the mothers
- 2-Assist mothers in promoting follow up care after recovery.

**Unit 13 Problems of Endocrine System :**

**I-Cognitive Skills:**

# PHILADELPHIA UNIVERSITY



**Faculty: Nursing**

**Department: Child Health Nursing**

- 1- Describe the different endocrine glands and their functions.
- 2- Assess the child with a disorder of endocrine function.
- 3- Formulate nursing diagnosis for the child with altered endocrine or metabolic function.
- 4- Analyze ways that care of the child with altered endocrine or metabolic dysfunction.

## **II- Psychomotor Skills:**

- 1- Develop appropriate outcomes for the child with endocrine or metabolic dysfunction.
- 2- Plan nursing care, for example, health teaching, for the child with endocrine or metabolic dysfunction.
- 3- Implement nursing care, for example, teaching insulin administration, for the child with endocrine or metabolic dysfunction.
- 4- Synthesize knowledge of endocrine or metabolic dysfunction and the nursing process to ensure quality child health nursing care.

## **III - Affective Sills:**

- 1- Develop appropriate outcomes for the child with diabetes mellitus.

## **Unit 14 Problems of CNS:**

### **I- Cognitive Skills:**

- 1- Define hydrocephalus
- 2- List types of hydrocephalus
- 3- Discuss all causes of each type
- 4- Discuss management of each type
- 5- Draw nursing care plan for child has congenital CNS problems with priority.:
- 6- Distinguish between different causes of congenital and acquired CNS problems.
- 7- Discriminate between different types of acquired CNS disorders.
- 8- Construct and design nursing care plans for infants and children with meningitis.

### **II- Psychomotor Skills:**

- 1- Assess infants and children with manifestations encephalitis.
- 2- Carry out nursing care plans for infants and children with cerebral palsy.



# PHILADELPHIA UNIVERSITY



**Faculty: Nursing**

**Department: Child Health Nursing**

- 3- Provide emotional and psychological support for psychological support for children and their parents.
- 4-Construct and design nursing care plans for infants and children with cerebral palsy

### **III - Affective Skills:**

- 1- Provide emotional and psychological support for children and their parents having CNS diseases.

## **Unit 15 Problems of the Blood :**

### **I- Cognitive Skills:**

- 1- Identify the common problems of the blood disease.
- 2- Define the anemia.
- 3- List the classification of the blood disease according to etiology and morphology.
- 4- Design a management plan for child with blood diseases
- 5- Interpret causes of blood diseases
- 6- Design nursing care and analyze treatment

### **II- Psychomotor Skills:**

- 1- Assess the clinical manifestation of different blood diseases accurately.
- 2- Apply nursing care plan for child with blood diseases.
- 3- Apply the nursing process to the care of a child with blood problems

### **III- Affective Skills:**

- 1- Be willing to carry out counseling skills for mothers who have children with blood diseases
- 2- Choose appropriate teaching methods for every blood disease to provide health education

### **Textbook:**

Title: *Maternal - Child Nursing*

Author: McKinney, E.S. & James, S.R & Murray, S.S & Ashwill J.W.

Publisher: *St. Louis: Elsevier, Saunders, (2<sup>nd</sup> ed), 2005*

*In addition to the above, the students will be provided with handouts by the lecturer.*

### **Module References**

# PHILADELPHIA UNIVERSITY



**Faculty: Nursing**

**Department: Child Health Nursing**

*Students will be expected to give the same attention to these references as given to the Module textbook(s)*

McKinney, E.S. & James, S.R. & Murray, S.S. & Ashwill J.W. (2005) Maternal-Child Nursing. (2nd ed.) St. Louis: Elsevier, Saunders.

## **References:**

*Students will be expected to give the same attention to these references as given to the Module textbook(s)*

1. Neil, M. & Peter, J (2007): Textbook of Pediatric Nursing 6<sup>th</sup> edition
2. Marlow, Dorothy, R. (2007): Text Book of Maternal-Child Nursing

## **Website(s):**

<http://www.philadelphia.edu.jo/nursing/resources.html>

## **Teaching Methods:**

- Interactive lectures
- Group discussion
- Role-play
- Data show presentation will be used.

## **Course Evaluation**

<b><u>Allocation of Marks</u></b>	
<b>Mark</b>	<b>Assessment Instruments</b>
<b>20</b>	First examination
<b>20</b>	Second examination
<b>50</b>	Final Exam (written unseen exam)
<b>10</b>	Reports, Quizzes, Home works
<b>100%</b>	Total

- Make-up exams will be offered for valid reasons only with consent of the Dean. Make-up exams may be different from regular exams in content and format.

## **Course Academic Calendar**

<b>Week</b>	<b>Content</b>	<b>Instruct</b>
<b>(1)</b>	Orientation of the child health nursing course	

# PHILADELPHIA UNIVERSITY



**Faculty: Nursing**

**Department: Child Health Nursing**

	Review of growth and development:	
(2)	Physiology and physical adaptations of the newborn	
(3)	Physiology and physical adaptations of the newborn	
(4)	Assessment and Care of the Newborn Nursing care of the high-risk newborn	
(5)	Health Problems of the Newborn	
(6)	- Immunization - Nutritional diseases	
(7)	<b>First Exam 24/11/2009</b>	
(8)	- Gastrointestinal system disorders	
(9)	- Respiratory system disorders	
(10)	- Cardiovascular system disorders	
(11)	<b>Second Exam 29/12/2009</b>	
(12)	- Urinary system disorders - Endocrine system disorders	
(13)	- Hematologic system disorders	
(14)	- Nervous system disorders	
(15)	<b>Final Examination 24/1/2010</b>	

**Attendance Policy:** (Example to be adopted & modified.)

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

**Documentation and Academic Honesty** (Example to be adopted & modified.)

Submit your home work covered with a sheet containing your name, number, course title and number, and type and number of the home work (e.g. tutorial, assignment, and project).

Any completed homework must be handed in to my office (room IT...) by 15:00 on the due date. After the deadline "zero" will be awarded. You must keep a duplicate copy of your work because it may be needed while the original is being marked.

# PHILADELPHIA UNIVERSITY

**Faculty: Nursing**

**Department: Child Health Nursing**



You should hand in with your assignments:

1. A printed listing of your test programs (if any).
2. A brief report to explain your findings.
3. Your solution of questions.

• **Protection by Copyright (Example to be adopted & modified.)**

1. Coursework, laboratory exercises, reports, and essays submitted for assessment must be your own work, unless in the case of group projects a joint effort is expected and is indicated as such.

2. Use of quotations or data from the work of others is entirely acceptable, and is often very valuable provided that the source of the quotation or data is given. Failure to provide a source or put quotation marks around material that is taken from elsewhere gives the appearance that the comments are ostensibly your own. When quoting word-for-word from the work of another person quotation marks or indenting (setting the quotation in from the margin) must be used and the source of the quoted material must be acknowledged.

