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|--|--|--|--|
| Form: Course Syllabus | Form Number | EXC-01-02-02A | |
| | Issue Number and Date | 2/3/24/2022/2963 05/12/2022 | |
| | Number and Date of Revision or Modification | | |
| | Deans Council Approval Decision Number | 2/3/24/2023 | |
| | The Date of the Deans Council Approval Decision | 23/01/2023 | |
| | Number of Pages | 06 | |
| 1 | Course title | Children and Adolescents Health Nursing (clinical) | |
| 2 | Course number | 5701306 | |
| 3 | Credit hours | 3 credit hours | |
| | Contact hours (theory, practical) | 135 hours contact hours | |
| 4 | Prerequisites/corequisites | Adult Health Nursing (2)-Clinical (5701206) / Children and Adolescents Health Nursing-Clinical (5701305) | |
| 5 | Program title | B.Sc. in Nursing | |
| 6 | Program code | 07 | |
| 7 | School/ Center | School of Nursing / The University of Jordan | |
| 8 | Department | Maternal and Child Health Nursing Department | |
| 9 | Course Level | Third year | |
| 10 | Year of Study and Semester (s) | 2023-2024- First Semester | |
| 11 | Program degree | BSc. In Nursing | |
| 12 | Other Department(s) Involved in Teaching the Course | None | |
| 13 | Main Learning Language | English | |
| 14 | Learning Types | <input type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online | |
| 15 | Online Platforms(s) | <input type="checkbox"/> Moodle <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others..... | |
| 16 | Issuing Date | 30/10/2024 | |
| 17 | Revision Date | 30/10/2024 | |
| | | | |

The University of Jordan/Aqaba
Faculty of Nursing



الجامعة الأردنية/ فرع العقبة
كلية التمريض

18. Course Coordinator:



Name: Office number:
Phone number:
Email:
Contact hours:

19 Other instructors:

.....

20 Course Description:

This course contains the skills necessary for nursing care of healthy as well as ill children and adolescents. The students will be able to perform health assessment to the newborn child, as well as to the children and adolescents at different stages of their lives. Then, the students will compose a holistic plan to meet the client's physical and psychological needs, and implement the plan of safe nursing care in accordance with the nursing process.

21 Program Intended Learning Outcomes:

| PLO's | *National Qualifications Framework Descriptors* | | |
|-------|---|-------------------------------------|--------------------------|
| | Competency (C) | Skills (B) | Knowledge (A) |
| 1. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

* Choose only one descriptor for each learning outcome of the program, whether knowledge, skill, or competency.

22. Course Intended Learning Outcomes: (Upon completion of the course, the student will be able to achieve the following intended learning outcomes)



Here's a table with check marks indicating the Bloom's Taxonomy level for each Course Learning Outcome (CLO):

| # | Course Learning Outcomes (CLOs) | Remember | Understand | Apply | Analyze | Evaluate | Create |
|----|--|----------|------------|-------|---------|----------|--------|
| 1 | Apply the principles of the growth and development of children and adolescents in nursing care. | | | ✓ | | | |
| 2 | Consider the developmental and physical, psychosocial, sociocultural, and spiritual needs of the children and their families during nursing care. | | ✓ | | | | |
| 3 | Apply nursing knowledge and theories, family-centered care, and atraumatic care in particular, into real practice settings. | | | ✓ | | | |
| 4 | Apply relevant knowledge from basic, social, behavioral, and health sciences into nursing practice at pediatric care settings. | | | ✓ | | | |
| 5 | Ability to recognize the various roles, responsibilities, and functions of pediatric nurses. | | ✓ | | | | |
| 6 | Identify legal and ethical issues related to child care. ✓ | ✓ | | | | | |
| 7 | Provide care in a holistic, family-oriented, and culturally sensitive way. | | | ✓ | | | |
| 8 | Perform quality technical and nursing procedures while establishing a therapeutic relationship with the child and family. | | | ✓ | | | |
| 9 | Educate and promote the health of children and their families. | | | ✓ | | | |
| 10 | Administer medications and other therapies safely. | | | ✓ | | | |
| 11 | Implement safety-oriented health care for children and families, including applying principles of infection prevention, isolation precautions, protective care, and fall prevention. | | | ✓ | | | |
| 12 | Recognize life-threatening situations and know protective and management interventions. ✓ | ✓ | ✓ | | | | |
| 13 | Use clinical judgment and decision-making skills to solve problems. | | | | | | ✓ |
| 14 | Utilize effective communication skills within an interdisciplinary team. | | | ✓ | | | |
| 15 | Establish an empathetic and respectful relationship with children and families consistent with the children's health condition and developmental stages. | | | ✓ | | | |



| # | Course Learning Outcomes (CLOs) | Remember | Understand | Apply | Analyze | Evaluate | Create |
|----|--|----------|------------|-------|---------|----------|--------|
| 16 | Utilize appropriate resources and sources of information. | | | ✓ | | | |
| 17 | Apply up-to-date and evidence-based knowledge into the nursing care plan of the children and their families. | | | ✓ | | | |
| 18 | Recognize the nursing role as part of an interdisciplinary team. | ✓ | | | | | |
| 19 | Provide care and make health care decisions while maintaining morality, human rights, confidentiality, and dignity of children and their families. | | | | | ✓ | |
| 20 | Comply with the dress code during clinical training. | ✓ | | | | | |
| 21 | Demonstrate professional demeanors in interactions with children, families, and healthcare workers. | | | ✓ | | | |
| 22 | Demonstrate confidence, leadership, and problem-solving skills while performing various roles of the pediatric nurse. | | | | | | ✓ |
| 23 | Manage time effectively while achieving pre-planned and written objectives. | | | ✓ | | | |
| 24 | Engage in self-reflection and collegial dialogs with instructors and colleagues. | | | | | ✓ | |
| 25 | Communicate up-to-date and evidence-based knowledge to children and their families using effective health education principles. | | | | | | ✓ |



23. The matrix links the intended learning outcomes of the course -CLO's with the intended learning outcomes of the program -PLOs:

| PLO's */ CLO's | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Descriptors** | | |
|----------------------|---|---|---|---|---|---|---|---------------|---|---|
| | | | | | | | | K | S | C |
| 1. | ✓ | | | | | | | ✓ | | |
| 2. | ✓ | ✓ | | | | | | ✓ | | |
| 3. | ✓ | | | | | | ✓ | ✓ | | |
| 4. | ✓ | | | | | | ✓ | ✓ | | |
| 5. | ✓ | | | ✓ | | | | ✓ | | |
| 6. | | | | ✓ | | | | ✓ | | |
| 7. | ✓ | | | ✓ | | | ✓ | | ✓ | |
| 8. | ✓ | ✓ | | | | | | | ✓ | |
| 9. | | ✓ | | | | | ✓ | | ✓ | |
| 10. | ✓ | | | | ✓ | | | | ✓ | |
| 11. | ✓ | | | | ✓ | | | | ✓ | |
| 12. | | | | | ✓ | | | | ✓ | |
| 13. | | | ✓ | | | | | | ✓ | |
| 14. | | ✓ | | | | | | | ✓ | |
| 15. | | ✓ | | | | | | | ✓ | |
| 16. | | | ✓ | | | | | | ✓ | |
| 17. | ✓ | | | | | | ✓ | | ✓ | |
| 18. | | | | ✓ | | | | | | ✓ |
| 19. | | | | ✓ | | | | | | ✓ |
| 20. | | | | ✓ | | | | | | ✓ |



| | | | | | | | | | |
|-----|--|---|---|---|--|--|---|--|---|
| 21. | | ✓ | | | | | | | ✓ |
| 22. | | | ✓ | ✓ | | | | | ✓ |
| 23. | | | ✓ | | | | | | ✓ |
| 24. | | | | ✓ | | | | | ✓ |
| 25. | | ✓ | | | | | ✓ | | ✓ |

*Linking each course learning outcome (CLO) to only one program outcome (PLO) as specified in the course matrix.

**Descriptors are determined according to the program learning outcome (PLO) that was chosen and according to what was specified in the program learning outcomes matrix in clause (21).

24. Topic Outline and Schedule:

| Week | Topic | ILO/s Linked to the Topic | Learning Types (Face to Face/ Blended/ Fully Online) | Platform Used | Evaluation Methods | Learning Resources |
|-----------|---|------------------------------------|--|------------------|--|--|
| Week 1 | Orientation: Newborn assessment Child Assessment Physiological and parameters assessment Fluids & Electrolytes in Children Medication in children | CLO's 1- 25 | Face to Face | | Clinical evaluation using Appendix 2 and 3. Assignments Quizzes Clinical exams Final written exam | Required Text Book Chapter 20 Course Procedures Manual Lippincott website |
| Week 2 | Immunization for Children Pain Assessment in Children Falling prevention SOAPIE Control of | CLO's 1- 25 | Face to Face | | Clinical evaluation Using Appendix 2. Assignments Quizzes Clinical exams Final written exam | Required : Text Book Procedures Manual Related videos Lippincott procedure website |



| | | | | | | |
|-----------|---|----------------|-----------------|--|---|---|
| | <p>Infection (Self -reading)</p> <p>Review of Children Developmental Characteristics &Communication (Self-reading)</p> | | | | | |
| Week 3 | <p>Topics for Hospital: First Rotation: Vital signs for children Growth Parameters measurement Falling prevention</p> | CLO's 1- 25 | Face to Face | | <p>Clinical evaluation Using Appendix 2. Assignments Quizzes Final written exam</p> | <p>Required: Text Book (Chapter 20) Procedures Manual</p> <p>Procedure # 4: General Survey of the Child</p> <p>Procedure # 5: Growth and development parameters</p> <p>Procedure # 6-A-E: Physiological Parameters Related videos</p> |
| Week 4 | <p>Second week of first rotation Fluids & Electrolytes of children Fluid intake &output for children. Medication administration for children</p> | CLO's 1- 25 | Face to Face | | <p>Assignments Quizzes Final written exam</p> | <p>Required Text Book (Chapter 20)</p> <p>Course Procedures Manual Procedure # 26 Procedure # 15, # 16, #17, #18, #19, #20</p> |
| Week 5 | <p>Third week of first rotation</p> <p>Pre-post- operative care. Physical Assessment</p> | CLO's 1- 25 | Face to Face | | <p>Assignments Quizzes Final written exam</p> | <p>Required Text Book (Chapter 20) Procedure # 27: Preoperative Care # 28: Postoperative Care.</p> |



| | | | | | | |
|-----------|---|----------------|-----------------|--|--|--|
| | for Children S.O.A.P.I.E application | | | | | Related Videos |
| Week 6 | Topics of Hospital Second rotation: First week of second rotation Pain assessment Control elevated body temperature | CLO's 1- 25 | Face to Face | | Assignments Quizzes Final written exam | Required Text Book Procedure # 7: Pain Assessment Related Videos |
| Week 7 | Second week of second rotation Collection of specimens (urine specimens) Blood specimens | CLO's 1- 25 | Face to Face | | Clinical evaluation Using Appendix 5 Assignments Quizzes Clinical exams Final written exam | Required Text Book Course Procedures Manual website |
| Week 8 | Feeding Alterative Feeding Oxygen therapy Chest physio- therapy and suction | CLO's 1- 25 | Face to Face | | Clinical evaluation Using Appendix 5 Assignments Quizzes Clinical exams Final written exam | Required Text Book (Chapter 20) Procedures Manual Procedure # 12, #13, #14. |
| Week 9 | MCHC Rotation: (First, second , third) Immunization schedule Chapter 2 ,6 CDC + Procedure ID & SQ injection revision | CLO's 1- 25 | Face to Face | | Clinical evaluation Using Appendix 5 Assignments Quizzes Clinical exams Final written exam | Required Text book Chap 20 CDC Course Procedures Procedure # 21, #22, #24, #25 |



25 Evaluation Methods:

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

| Evaluation Activity | Mark | Topic(s) | CLOs | Period (Week) | Platform |
|---|------|--|----------|--|--|
| Seminars | 10% | Immunization lecture Communicable diseases that included in the national program of immunization. | All 1-25 | MCHC Rotation | Face to face Seminar Evaluation Form (Appendix 4) |
| Clinical Quiz | 10% | Fluids & Electrolytes in pediatric (Lecture) Medication in children lecture | 1, 3,4,5 | At the second week of clinical training (7and 8 March) | Face to face Written Quiz |
| Hospital evaluation (First and second rotation) | 20% | Clinical practice in the hospital | All 1-25 | | Face to face Hospital Evaluation Form (Appendix 2) |
| Hospital (Pediatric ICU, | 5% | Clinical practice in Pediatric ICU and intermediate ICU | All 1-25 | During Hospital clinical training | Face to face Appendix 5 |



| | | | | | |
|-------------------------------|-----|--|----------|---------------------------------------|--|
| Intermediate ICU) | | | | | |
| MCHC evaluation | 10% | Clinical practice in MCHC | All 1-25 | MCHC rotation | Face to face Appendix 1 |
| End rotation procedure exams | 5% | Procedures checklist for hospital training | All 1-25 | End rotation at hospitals | Face to face Clinical Procedure checklist |
| Written clinical S.O.A.P.I.E. | 10% | S.O.A.P.I.E .PPT lecture | All 1-25 | In the first rotation in the hospital | Face to face S.O.A.P.I.E. Template (Appendix 3) |
| Final written clinical exam | 30% | All topics | All 1-25 | TBD | Face to face Written MCQ Questions |

26 Course Requirements

(e.g.: students should have a computer, internet connection, webcam, account on a specific software/platform...etc.):

Clinical areas (pediatric floors in Hospitals, Maternal and child health care centres

Student During Clinical Rounds:

- Pen and Pencil
- Pocket size notebook
- Course procedures Checklist
- Stethoscope
- Measurement tape
- Wristwatch with seconds' hand.
- Scissor (with blunt tip)
- Torch (optional and when preparing for neurological examination)

Students account on a Moodle and M-Teams platform, and official JU email



27 Course Policies:

Attendance policies:

- Students must attend all classes of this course
- Any student with an absence of 15% of the classes of any course will not be allowed to sit for the final exam and will be given the university zero (F grade) in this course.
- In case (b) above, if a student submits an official sick report authenticated by university clinic or an acceptable excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a “W” will be shown in the transcript for this course.
- Students are not allowed to attend late classes. Any student coming late will not be allowed to attend the class, and he/she will be marked absent.

A- Absences from exams and submitting assignments on time:

- Failure to attend a course exam other than the final exam will result in zero marks unless the student provides an acceptable official excuse to the instructor who approves a make-up exam.
- Failure in attending the final exam will result in zero mark unless the student presents an acceptable official excuse from the Dean of School of Nursing who approves an incomplete exam, usually scheduled to be conducted during the first two weeks of the successive semester.

B- Health and safety procedures:

- Students should comply with the University of Jordan, Ministry of Health, and Ministry of Higher Education rules and regulations for COVID-19 precautions when allowed to attend exams at the university premises, including but not limited to wearing the mask, gloves, and keep 1.5-2M physical segregation from colleagues

C- Honesty policy regarding cheating, plagiarism, misbehavior:

- Cheating, plagiarism, misbehavior attempting to gain marks dishonestly and includes; but are not limited to:
 - Copying from another student’s work.
 - Using materials not authorized by the institute.
 - Collaborating with another student during a test without permission.
 - Knowingly using, buying, selling, or stealing the contents of a test.
 - Plagiarism means presenting another person’s work or ideas as one’s own, without attribution.
 - Using any media (including mobiles) during the exam
- **The participation or the commitment of cheating will lead to applying penalties according to the University of Jordan Students’ Discipline rules and regulations No. (94, 49, 47,27, 29): <http://units.ju.edu.jo/ar/LegalAffairs/Regulations.aspx>**

D- Grading policy:

A grade of (D) =50 is the minimum passing grade for the course.



28 References:

A- Required book(s), assigned reading and audio-visuals:

- Hockenberry, M. J., Wilson, D. & Rodgers, C., (2017). *Wong's Essentials of Pediatric Nursing (10th ed.)*. St. Louis, MO: Elsevier Mosby

B- Recommended books, materials, and media:

- Textbook: Hockenberry, M. J., & Wilson, D. (2018). *Wong's nursing care of infants and children. (11th ed.)* Elsevier Health Sciences.
- Procedure Manual

Electronic resources

E-learning /platform website
(Microsoft teams)

A- Website

Lippincott procedure

CDC Immunizations guidelines: <https://www.cdc.gov/vaccines/index.html>

26 Additional information:

Clinical Rotations and Specific Objectives

A). Maternal and Child health Centres (MCHC)

1. Integrate knowledge of growth and development within practice to achieve quality of maternal and child health nursing care according to the principles of growth and development.
2. Assess physical parameters (weight, height, length, and head circumference) for at least two children from each age group according to the procedure manual steps.
3. Assess growth and development of children of different age-groups based on the expected normal and development findings for each age- group.
4. Conduct at least one health education session to the mothers about health problems and developmental concerns of children
5. Apply theoretical knowledge related to immunization of children according to the Jordanian National Immunization Schedule
6. Recognizes the indications for administration, appropriate dosage schedule, possible side effects, and contraindications for use of vaccines
7. Identify the immunization schedule for children and adolescent according to the Jordanian National Immunization Schedule



8. Review the recommended immunization schedule for immunized or partially immunized children according to the Jordanian National Immunization Schedule
9. Identify the immunization recommendations for the immune-compromised child according to the Jordanian National Immunization Schedule
10. Administers vaccines to at least 6 children safely under the supervision of the clinical instructor according to the vaccination checklist

B). Hospitals - Pediatric floors

1. Integrate the concept of family- centered care and Atraumatic care into clinical practice
2. Communicate effectively with the children and their families and health care team.
3. Obtain a valid history about children's health problems from different resources (parent, records, health team, child,...etc) for at least two children according to the assessment tool.
4. Accurately assess and record children's vital signs (Temp., Apical Pulse, Respiration, and BP) for at least two children from different age groups according to the procedure manual steps
5. Accurately measure and record child's growth measurement for at least two children at different age groups according to the procedure manual steps
6. Demonstrate physical assessment for at least one child of specific age group based on procedure manual steps.
7. Accurately and safely prepare medications via different routes taking into consideration the rights for safely giving medication according to the procedure manual steps.
8. Accurately and safely calculate, prepare and administer different intravenous formulas for children and adolescents per doctor order according to the procedure manual steps
9. Integrate theoretical knowledge of common health problems.
10. Participate effectively in the nursing rounds and conferences.
11. Provide health education to the children and their families according to identified needs.
12. Apply rules of admission and discharge procedure for at least two children according to hospital policy.
13. Implement the nursing process for at least one child with specific health problem.



Appendix (1)

The University of Jordan
School of Nursing
Department of Maternal and Child Health Nursing
Child and Adolescent Health Nursing (Clinical)
(Maternal and children health care center) Evaluation Tool

| | | | |
|--|--|-----------------------|-------------------------------------|
| Student's name: | | Clinical Area: | Date: |
| Instructions: The clinical instructor will conduct a formal evaluation with each assigned student. Instructors will summarize the student's clinical performance and discussing strength and areas for improvement. | | | |
| Evaluation Criteria | | | |
| Score | Criteria for scoring | | |
| 4 Excellent | 81-100% of time the students is safe, accurate, proficient, coordinated, confident, expedient use of time, and without direction | | |
| 3 Very Good | 61-80% of time the students is Safe Accurate, Efficient, coordinated, confident, Expedient use of time, and with occasional physical or verbal direction | | |
| 2 Good | 41-60% of time the student is mostly safe and accurate, partial demonstration of skills, inefficient or uncoordinated, delayed time expenditure, and frequent verbal and/or physical direction | | |
| 1 Unsatisfactory | 26-50% of time the student is questionable safe and questionable accurate, unskilled and inefficient, considerable and prolonged time expenditure, and continuous verbal and/or physical direction | | |
| 0 V. Poor | 1%-25% of time the student is safe, inaccurate, unable to demonstrate procedures, lacks confidence, coordination and efficiency, and continuous verbal and/or physical direction | | |
| | | | score |
| | | | Clinical Instructor Comments |
| Provide Quality Nursing and Evidence Based Practice | | | |
| 1. Demonstrates understanding of skills with application of nursing skill specific to immunization | | | |



| | | |
|---|-------------|--|
| 2. Assesses teaching/learning needs of the child and family | | |
| 3. Demonstrate adequate knowledge of vaccines in children (indications, actions and side effects, and nursing implications. | | |
| Communicate Effectively | | |
| 4. Communicates care, consideration, confidentiality, and privacy to the child and family. | | |
| 5. Explains nursing actions to be taken | | |
| 6. Relates in a manner that respects the values, dignity, and culture of others | | |
| 7. Documentation is accurate, complete, current, concise, and organized | | |
| 8. Utilizes appropriate medical terminology in oral and written communication | | |
| Professionalism and leadership | | |
| 9. Seeks assistance appropriately from instructor, peers, and other professionals. | | |
| 10. Acts on constructive feedback to improve clinical performance | | |
| 11. Appears on time and prepared to practice for all clinical activities. | | |
| 12. Attends all clinical days | | |
| 13. Complies with standards of professional ethics | | |
| 14. Complies with dress code and grooming standards for clinical practice | | |
| Delivers Safe Care | | |
| 15. Performs psychomotor skills safely and according to vaccination skills guidelines | | |
| 16. Safely administers vaccines | | |
| 17. Complies with standard precautions and all infection control standards: | | |
| Final Total: | | |
| Instructors' comments on areas needing improvement: | | |
| Instructor's Signature | Date | |
| Student's Signature | Date | |



Instructor Comments:
Instructor Signature:

Appendix (2)

The University of Jordan
School of Nursing
Child and Adolescent Health Nursing (Clinical)
Hospital Evaluation Tool

Student's name:

Clinical Area:

Date:

Instructions: The clinical instructor will conduct a formal evaluation with each assigned student. Instructors will summarize the student's clinical performance and discussing strength and areas for improvement.

Evaluation Criteria

| Score | Criteria for scoring |
|---------------------|--|
| 4 Excellent | 81-100% of time the students are safe, accurate, proficient, coordinated, confident, expedient use of time, and without direction |
| 3 Very Good | 61-80% of time the students are Safe Accurate, Efficient, coordinated, confident, Expedient use of time, and with occasional physical or verbal direction |
| 2 Good | 41-60% of time the student is mostly safe and accurate, partial demonstration of skills, inefficient or uncoordinated, delayed time expenditure, and frequent verbal and/or physical direction |
| 1 Unsatisfactory | 26-50% of time the student is questionable safe and questionable accurate, unskilled and inefficient, considerable and prolonged time expenditure, and continuous verbal and/or physical direction |
| 0 V. Poor | 1%-25% of time the student is safe, inaccurate, unable to demonstrate procedures, lacks confidence, coordination and efficiency, and continuous verbal and/or physical direction |

score

Clinical Instructor
Comments

Provide Quality Nursing and Evidence Based Practice

1. Conducts thorough assessment relevant to the child's condition and presenting problems.



| | | | |
|---|--|--|--|
| 2. Assesses appropriate labs and diagnostic data | | | |
| 3. Analyzes all assessment information to identify nursing problems | | | |
| 4. Plans interventions based on assessment and nursing diagnoses. | | | |

| | | | |
|---|--|--|--|
| 5. Establishes outcome criteria that are measurable. | | | |
| 6. Considers developmental, physical, psychological, sociocultural and spiritual need of child and his/her family in nursing care. | | | |
| 7. Demonstrates understanding of skills with application of nursing skill specific critical elements | | | |
| 8. Assesses teaching/learning needs of the child and family | | | |
| 9. Provides child and his/her family with up-to-date and evidence based knowledge that is age- appropriate and relevant to the child condition | | | |
| 10. Demonstrate adequate knowledge of most common medications in children (indications, actions and side effects, nursing implications of the drugs of child's medications, | | | |
| 11. Utilizes appropriate resources as sources of information | | | |
| 12. Apply up-to-date and evidence based knowledge into the nursing care plan of the children and their families. | | | |
| Communicate Effectively | | | |
| 13. Establishes therapeutic relationships with child. | | | |
| 14. Communicates care, consideration, confidentiality, and privacy to the child at all times. | | | |
| 15. Utilizes non-verbal/ abstract communication appropriately to convey meaning | | | |
| 16. Explains nursing actions to be taken | | | |
| 17. Uses language consistent with the child's level of understanding and sensitivity to the needs of child and family | | | |
| 18. Relates in a manner that respects the values, dignity, and culture of others | | | |
| 19. Reports pertinent data to staff and instructor in a timely manner | | | |
| 20. Documentation is accurate, complete, current, concise, and organized | | | |



| | | |
|--|--|--|
| 21. Utilizes appropriate medical terminology in oral and written communication | | |
| Professionalism and leadership | | |
| 22. Seeks assistance appropriately from instructor, peers, and other professionals. | | |
| 23. Acts on constructive feedback to improve clinical performance | | |
| 24. Keeps a documentation of weekly clinical learning, objectives, expectations and experiences which foster self-awareness and reflection | | |
| 25. Appears on time and prepared to practice for all clinical activities. | | |
| 26. Plans clinical time to ensure meeting clinical objectives. | | |
| 27. Attends all clinical days | | |
| 28. Participates in-group process. Is a team player. | | |
| 29. Prepare and discuss assignments for pre-conference and/or post-conference. | | |
| 30. Complies with standards of professional ethics | | |
| 31. Complies with dress code and grooming standards for clinical practice | | |
| Delivers Safe Care | | |
| 32. Protects the child from physical injury by implementing appropriate safety measures (i.e. Fall prevention, skin integrity, aspiration prevention, seizure precautions) | | |
| 33. Uses appropriate ambulation and transfer techniques | | |
| 34. Performs psychomotor skills safely and according to skills guidelines and hospital protocols | | |
| 35. Identifies patient prior to interventions | | |
| 36. Protects self from injury | | |
| 37. Safely administers medications | | |
| 38. Complies with standard precautions and all infection control standards: | | |
| Critical Thinking | | |
| 39. Uses clinical judgment and decision-making skills to solve problems. | | |



| | | |
|---|--|--|
| 40. Engages in self-reflection and collegially talk to instructor and others about professional practice. | | |
| 41. Recognize life threatening situations and <i>propose</i> protective and management interventions | | |
| Final Total: | | |
| Instructors' comments on areas needing improvement: | | |

| | | |
|------------------------|------|--|
| Instructor's Signature | Date | |
| Student's Signature | Date | |

**The University of
Jordan/Aqaba
Faculty of Nursing**



**الجامعة الأردنية / فرع العقبة
كلية التمريض**

Appendix (3)

The University of Jordan
School of Nursing
Department of Maternal and Child Health Nursing
Child and Adolescent Health Nursing Clinical)
S.O.A.P.I. E Template

Students Name:
Clinical Instructor:

University No.
Clinical Area:

Child's name: _____ Birthdate: _____
Gender: _____ Medical Diagnosis: _____



data Base (/4)

Demographic data; name, age, gender, sibling order, Developmental stage, school level, date of admission & via, & health insurance.

Chief complain

- Subjective data (symptoms and duration for each one)
- Objective data (symptoms and duration for each one)

History of present illness; detailed chief complain, complete health examination (such as general survey, physiologic measurements, growth measurements), intravenous fluid and blood transfusions , Lab.results, x rays, medication, scales (such as humpty dumpty , pain, coma scale) or any other therapies



| | | |
|----------------------------|---|--|
| | <p>Past history (past Hx): perinatal Hx, medical Hx (such as childhood diseases and injuries), surgical Hx (previous operation), previous hospitalization, medication Hx, immunization, allergies</p> | |
| <p>(/ 1) Problem list</p> | <p><input type="checkbox"/> Derived from the database.</p> <p>All problems</p> | |
| <p>Progress note</p> | | |



| | | |
|----------------|--|--|
| S /2 | Write one problem according to the priority and according to the nursing Diagnosis | |
| O /5 | Detailed assessment related the problem that you choose | |
| A /2 | It is a statement of the problem (nursing diagnosis). + one smart goal | |
| | | |



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|---|--|--|
| <p>P /2</p> | <p>A plan of care designed to resolve the stated problem+ rational</p> | |
| <p>I /2</p> | | |
| | | |
| <p>E Evaluation/ Education /2</p> | <p>The response to the intervention (reassessment)</p> | |
| <p>Instructors Notes</p> | | |



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|------------------------|---------------------|------|-----------|
| Instructor's Signature | Student's Signature | Date | Total /10 |
|------------------------|---------------------|------|-----------|

Appendix 4
The University of Jordan
School of Nursing
Child and Adolescent Health Nursing Course (0703304)
Seminar's Evaluation Form
1st semester 2022-2023

| | | | | | | | | |
|----------------------------|---|---------|---------|---------|------------|------------------|-----------------|-----|
| Title of the presentation: | | | | | | Date: | | |
| Presenter's Name: | | | | | | Evaluator's Name | | |
| Key | 0= Not Observed | 1= Poor | 2= Fair | 3= Good | 4= V. Good | 5= Excellent | Student's Score | |
| A | Preparation of the seminar | | | | | | | /10 |
| | 1. Organization and simplicity: logical presentation, smooth transitions, well designed and simple slides 2. The presenter was well prepared | 0 | 1 | 2 | 3 | 4 | 5 | |
| B | Demonstration of Skills in organizing the presented material | | | | | | | /20 |

| | | | | | | | | |
|---|--|---|---|---|---|---|---|-----|
| | 1. Follow a written outline | 0 | 1 | 2 | 3 | 4 | 5 | |
| | 2. Set measurable learning objectives | 0 | 1 | 2 | 3 | 4 | 5 | |
| | 3. State introduction at the beginning of the seminar | 0 | 1 | 2 | 3 | 4 | 5 | |
| | 4. present the material at reasonable pace | 0 | 1 | 2 | 3 | 4 | 5 | |
| C | Ability to show understanding of the subject | | | | | | | /25 |
| | 1. Able to transfer information and convey ideas | 0 | 1 | 2 | 3 | 4 | 5 | |
| | 2. Clarify ideas and technical terms | 0 | 1 | 2 | 3 | 4 | 5 | |
| | 3. Convey comprehensive information | 0 | 1 | 2 | 3 | 4 | 5 | |
| | 4. Integrate Evidence-based findings relate to the topic | 0 | 1 | 2 | 3 | 4 | 5 | |
| | 5. Summary of the important points | 0 | 1 | 2 | 3 | 4 | 5 | |
| D | Demonstration of good communication skills | | | | | | | /40 |
| | 1. Provision of feedback to students | 0 | 1 | 2 | 3 | 4 | 5 | |
| | 2. Maintenance of eye contact with the audience | 0 | 1 | 2 | 3 | 4 | 5 | |
| | 3. Use of effective instructional media | 0 | 1 | 2 | 3 | 4 | 5 | |
| | 4. Effective use of time | 0 | 1 | 2 | 3 | 4 | 5 | |



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|---|--|---|---|---|---|---|----|
| 5. Speech volume appropriate for the audience | 0 | 1 | 2 | 3 | 4 | 5 | |
| 5. emphasis of important points through voice tone | 0 | 1 | 2 | 3 | 4 | 5 | |
| 6. Show of being in control of the session | 0 | 1 | 2 | 3 | 4 | 5 | |
| 7. Provision of conclusion at the end of the presentation | 0 | 1 | 2 | 3 | 4 | 5 | |
| D | Use of most recent References (within last 5 years) | | | | | | /5 |
| | 0 | 1 | 2 | 3 | 4 | 5 | |
| Total score | /100 | | | | | | |
| Instructors Name / Signature | Date | | | | | | |



Clinical Training Guidelines

First: Dress code

A- Female students:

1. White Lab coat (buttoned, clean, neat, and ironed).
2. Dark navy blue clothes underneath the white Lab coat
3. The identification badge (name tag), and University logo are part of the uniform and should be placed above the left upper pocket of the lab coat
4. Plain white head cover (head scarf) free of accessories.
5. Hair neatly styled short or tied up.
6. White or black shoes, (heels and sport shoes or ballerinas are not allowed).
7. Jewelry is limited to engagement and wedding rings
8. Students are not allowed to wear scrub uniforms outside the hospital unit or setting and as described by a hospital policy only.
9. The uniform (Lab coat) should be worn only during the clinical and within laboratory settings

B. Male students:

1. White Lab coat (buttoned, clean, neat, and ironed).
2. The identification badge (name tag) and University logo are part of the uniform and should be placed above the left upper pocket of the lab coat
3. Black or navy blue trousers with plain light or dark blue shirt
4. The hair should be cut and styled neatly without any additives, beards must be shaved neatly
5. Black shoes (sport shoes are not allowed)
6. In case of wearing specific uniform (scrub) that described by a hospital policy, the students are not allowed to wear it outside the unit itself.
7. The uniform should be worn only in all clinical training areas and laboratory settings

***Note:** Non-compliance with the Dress Code should result in denied permission into practice settings (absenteeism for that day).



Second: Equipment for the Clinical Training:

Students should come to the clinical area with:

- Procedure Manual
- Stethoscope
- Scissors
- Notebook (Textbook are not allowed)
- Torch
- Pen, and pencil
- Watch with a second hand, and any needed items according to the requirement of the clinical course (Example; measuring tape, community bag... etc.)

Third: Attendance and Punctuality

- Students must attend all clinical days of the course. Absence of more than 15% (more than 5 clinical days), and 10% with or without an official excuse (i.e. sick report), student will not be permitted to sit for the final exam and will be given the university (F grade) on this course.
- Students with excused absenteeism with dean's permission based on the official credit hours' regulations i.e. sick report, will be considered as withdrawn from the course.
- The excuse or sick report should be approved and stamped by the University physician at the University health clinic or the University hospital. The excuse should be submitted within two weeks of absence date.
- The orientation program of the clinical course; the first two weeks are part of the course and failing to attend is considered absenteeism.
- Punctuality in clinical practice is mandatory; that is (8-2) for 3 credit hours course and (8-12) for 2 credit hours course.
- Break time during clinical training ranges from (20 -30) minutes only and must be arranged with the clinical instructor.
- No late arrivals (more than 30 minutes) are allowed to clinical settings. Late students are not allowed to come to the clinical area and considered as absent for that day.



- Students must be on the bus at 7.30 am for training that requires transportation from the University to another hospital or clinical setting.
- Unexcused absenteeism from clinical or written final exams are dealt with according to the University's instructions stipulated by the University of Jordan Council of Deans under paragraph (a) of Article (3) of the degree-granting honorary degrees and diplomas at the University of Jordan article system (16), which states:

A) student who is absent for an exam she/he must submit an excuse to her/his instructor within three days from the date of his absence and in case of accepting this excuse the student is allowed to sit for a compensated exam

B) Student who is absent from the final exam without an accepted formal excuse from the Dean of the school submitting that course the grade is considered (zero)

Fourth: Transportation (Buses)

**** The university buses are considered a part of the university's property, any intentional damage to the buses is considered a damage of the university possessions. Therefore, students are expected to:**

- Go to the clinical area accompanied by a clinical instructor or faculty member.
- Follow the regulations related to the departing and arrival times of the buses
- Leave or get into the buses before arriving to the final destination at the exact time
- Follow the regulations regarding health and safety standards and avoid misuse of buses
- Do not smoke, drink, or eat inside buses
- Do not clap or sing or behave inappropriately

**** In the event that a student for any reason won't be able to join the bus, he/she has to inform the clinical instructor. It allows him/her to go to the clinical area on his/her own responsibility and not be late more than 30 minutes from the bus arrival time**



Fifth: Professional behavior:

During the clinical training, students are expected to:

- Demonstrate professional attitudes and behaviors as listed in the student clinical Training Instructions.
- Arrive and depart from the clinical setting promptly
- Introduce themselves to the head of the department (supervisor) before initiating their nursing care with patients/ clients
- Maintain client/ patient privacy and confidentiality
- Students are not allowed to take photos of any patient during their clinical training.
- Adhere to the regulations and policies regarding safety goals and infection control standards followed in clinical areas. Students are not allowed to practice in the clinical area unless they have an immunization certificate with three doses of Hepatitis B, In case of exposure to needle stick injury or any infectious disease in any clinical area, management of cases will be according to the policy from the infection control office at the University of Jordan hospital.
- Demonstrate ethical behaviour (Adhere to the Jordanian Code of ethics)
- Practice only with direct supervision either from clinical instructor/faculty or staff nurses in the clinical area
- Commit to training according to schedule; no training outside of regular hours is allowed. Exceptions are made by special consent from the course coordinator
- Adhere to the following instructions in the clinical area:
 - No chewing gum
 - Nails must be cleaned, trimmed and free of nail polish
 - Jewelry is limited to engagement or wedding rings
 - Smoking is forbidden
 - No Mobile phone during training hours
 - Do not stay in the nursing station unless required
 - Do not sit on patients' beds or room tables



- Speak gently.
- Present a professional appearance when talking with patients, colleagues, and others
- Avoid placing the hands in your pockets



**** Clinical training site is assigned to help and guide students to achieve course intended-learning outcomes. It is not allowed to work on your class or homework assignments during this time**

Distribution of clinical Grades

Coordinators of the clinical courses should follow the approved University's administrators' regulations and instructions in item (16) as follows:

- Clinical evaluation and activities throughout the period of training according to requirements of each course which is elaborated for students in the course syllabus.
- Grades out of 60-70% % should be announced to students before sitting for their final exam
- Written final exam = 30%
- Final clinical exam and assignments 60-70% (The exam should be conducted through exam committee in the clinical setting, if possible)

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|---|
| Name of Course Coordinator: -----Signature: ----- Date: ----- |
| Head of Curriculum Committee/Department: ----- Signature: ----- |
| Head of Department: ----- Signature: ----- |
| Head of Curriculum Committee/Faculty: ----- Signature: ----- |
| Dean: ----- Signature: ----- |