

تقرير المقرر (CR) T5. COURSE REPORT

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator.

ينبغي رفع تقرير مقرر منفصل لكل مقرر ولكل شعبة أو موقع أو فرع يدرس به المقرر، حتى لو كان المقرر يدرس بواسطة نفس الشخص. كل تقرير مقرر يجب أن يستوفي بواسطة استاذ المقرر في نهاية تدريس المقرر ويسلم الى منسق البرنامج.

A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.

يجب على منسق المقرر أن يعد تقرير مقرر شامل موحد يرفق به التقارير المنفصلة لكل موقع.

تقرير المقرر Course report

For guidance on the completion of this template, refer to the NCAAA handbooks or the NCAAA Accreditation System help buttons.

للإرشادات حول تعبئة هذا النموذج يمكن الرجوع لكتيبات المركز الوطني للتقويم والاعتماد الأكاديمي.

Institution	Najran University	Date of Course Report	5/9/1438
College/ Department	Faculty of nursing		

A. Course Identification and General Information

1. Course title	Pediatric nursing	Code	433-7/ NUR	Section	156
2. Name of course instructor	dr.howaida moawad ahmed	Location	The najran university female campus.		
3. Year and semester to which this report applies: second term / 1437-1438					
4. Number of students starting the course?		13	Students completing the course?		13
5. Course components (actual total contact hours and credits per semester): مكونات المقرر (الساعات الفعلية والساعات المعتمدة لكل فصل دراسي)					
	Lecture المحاضرة	Tutorial الميداني	Laboratory المعمل	Practical التطبيقي	Other: Total
Contact Hours	45		46	134	225

T5. COURSE REPORT (CR)- Muharram 1437H, October 2015.

Credit	3			4		7
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B. - Course Delivery

1. Coverage of Planned Program

Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
Growth & development	3	3	No variation
Care of the hospitalized child and special problem for children	3	3	
The normal new born	3	3	
The High Risk Neonate	3	3	
The normal infant	3	3	
Disorders of the Infant	3	3	
The normal Toddler	3	3	
Disorders of the toddler	3	3	
The normal preschool child	3	3	
Disorders of the preschool child	3	3	
The normal school age child	3	3	
Disorders of the school age child	3	3	
The normal adolescent	3	3	
Disorders of the adolescent	3	3	

T5. COURSE REPORT (CR)- Muharram 1437H, October 2015.

Evidence based in pediatric nursing	3	3	
Pediatric triage			
Physical examination of children	12	12	
Vital signs	12	12	
Incubator care	12	12	
bathing	12	12	
Infant feeding	12	12	
Anthropometric measure	12	12	
Oxygen therapy	12	12	
Neonatal resuscitation	12	12	
Small volume nebulizer	6	6	
Blood samples	6	6	
Urine and stool samples	6	6	
Throat culture	6	6	
Drug administration	30	30	
Phototherapy	6	6	
Suction	18	18	
Restraint	6	6	

2. Consequences of Non Coverage of Topics

For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.

Topics (if any) not Fully Covered	Effected Learning Outcomes	Possible Compensating Action
Not found		

3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Knowledge <ul style="list-style-type: none"> • Explain normal & abnormal growth & development of children from birth to adolescence. 	-Quiz - written exam	*ILO Achievement %(58.1%) % of students achieved the ILO** (40%)
2	<ul style="list-style-type: none"> • Detect early signs, causes, classifications & management according to evidence based and paediatric triage of different pediatric disorders. 		*ILO Achievement %(60%) % of students achieved the ILO** (50%)
3	<ul style="list-style-type: none"> • Identify stages, characteristics, factors affecting growth & development & theories of development from new born to adolescent 		*ILO Achievement %(63%) % of students achieved the ILO** (82%)

4	Cognitive Skills <ul style="list-style-type: none"> Differentiate between critical thinking, problem solving techniques and nursing process in relation to pediatric nursing. 	- Quiz - Written exam	*ILO Achievement %(86.6%) % of students achieved the ILO** (100%)
5	<ul style="list-style-type: none"> Design nursing care for children with different illness. 		*ILO Achievement %(85.9%) % of students achieved 100%
6	<ul style="list-style-type: none"> Evaluate the different types of nursing & treatment modalities according to child condition. 		*ILO Achievement %(84.9%) % of students achieved the ILO** (100%)
7	<ul style="list-style-type: none"> Use appropriate evidence based nursing to make decisions regarding common pediatric clinical situations. 		*ILO Achievement %(80%) % of students achieved the ILO** (100%)
8	Interpersonal Skills and Responsibility <ul style="list-style-type: none"> -Apply self-direct active learning. 	- Participation checklist.	*ILO Achievement %(70%) % of students achieved the ILO** (100%)
9	<ul style="list-style-type: none"> -Manage time and work in groups actively with healthcare team and family members. 		*ILO Achievement %(75%) % of students achieved the

			ILO**(82%)
10	-Show attention and respect to patients, staff and colleagues		*ILO Achievement %(75%) % of students achieved the ILO**(100%)
11	Communication, Information Technology and Numerical Skills -Demonstrate active oral and written communication skills.	- Presentation checklist	*ILO Achievement %(91%) % of students achieved the ILO**(100%)
12	-Use computer assistive devices, basic software and electronic health record		*ILO Achievement %(69%) % of students achieved the ILO**(100%)
13	-Participate effectively as a member of the health care team.		*ILO Achievement %(90%) % of students achieved the ILO**(100%)

14	Psychomotor Skills Competently perform all procedures related to paediatrics nursing care under professional attitude and behavior	-practical exams	*ILO Achievement %(80%) % of students achieved the ILO**(100%)

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.		
4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)		
List Teaching Methods set out in Course Specification	Were these Effective?	
	No	Yes
		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.

a. Knowledge - Lecture - Discussion - Brain storming		✓	Brain storming need for more training to student
b. Cognitive Skills -Lectures - Discussion - Brain storming - Self learning - Cooperative learning		✓	Brain storming need for more training to student
c. Interpersonal Skills and Responsibility -Cooperative learning -Self -learning - Active class room participation		✓	
d. Communication, Information Technology and Numerical Skills - Self -learning - Cooperative learning		✓	

e. Psychomotor Skills		✓	
<ul style="list-style-type: none"> - Demonstration and re-demonstration - Simulation - Role play 			

Note: In order to analyze the assessment of student achievement for each course learning outcome, student performance results can be measured and assessed using a KPI, a rubric, or some grading system that aligns student work, exam scores, or other demonstration of successful learning.

C. Results

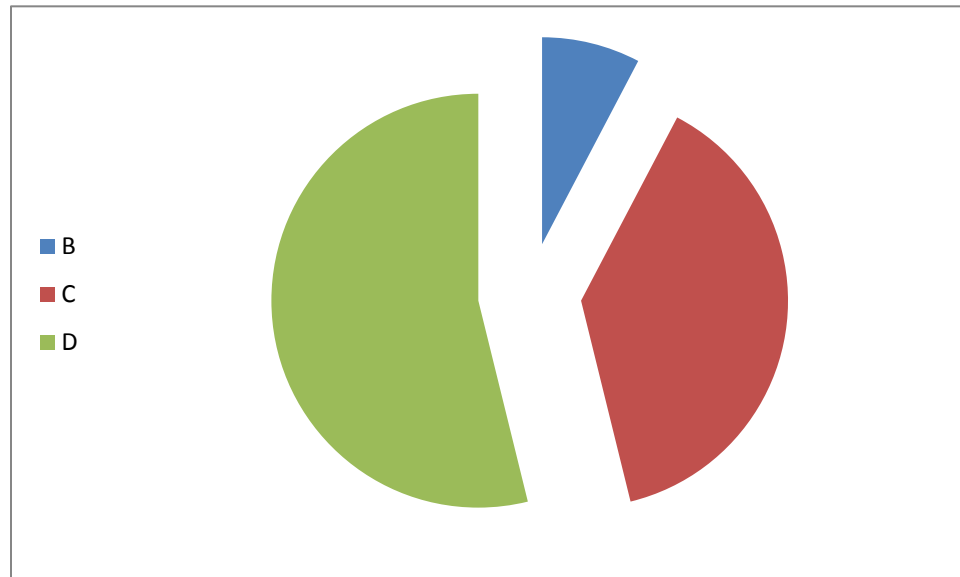
1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A	-	-	
B	1	7.7%	Less than quarter of student have very good score
C	5	38.5%	More than one third of students have good score
D	7	53.8%	Nearly more than half of students have pass score
F	-		
Denied Entry	-		
In Progress	13		
Incomplete	-		
Pass	13		

Fail	-		
Withdrawn	-		

2. Analyze special factors (if any) affecting the results

The student need more improvement for language and motivation for increase grade rate and the student need for more training about written exam



3. Variations from planned student assessment processes (if any) (see Course Specifications).

No found

a. Variations (if any) from planned assessment schedule (see Course Specification)

التباين Variation	السبب Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)

التباين Variation	السبب Reason
Not found	

4. Student Grade Achievement Verification (e.g. cross-check of grade validity by independent evaluator).

Method(s) of Verification	Conclusion
<p>*Examination committee for Practical exam</p> <p>*Using of checklist and rubric for presentation</p> <p>* correction the exam by correcting device</p> <p>*Recheck the theoretical exam scores by using model answer sheet by another faculty member (reviser)</p>	

D. Resources and Facilities

1. Difficulties in access to resources or	2. Consequences of any difficulties experienced for student
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facilities (if any) - No activate electronic lab for student which facilitate accessibility to internet for students	learning in the course. - effect on software skills for student and self-learning duties beside late in time for completing assignment
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E. Administrative Issues

1 Organizational or administrative difficulties encountered (if any) <i>Not found</i>	2. Consequences of any difficulties experienced for student learning in the course.
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F Course Evaluation

1 -Student evaluation of the course (Attach survey results report)
<p>a. List the most important recommendations for improvement and strengths</p> <p><u>The total average score is 4.63 (excellent score) ,the students are generally satisfied by the quality of this course:</u></p> <p><u>Strengths points:</u></p> <ul style="list-style-type: none"> - All objectives and topics of the course were clear from the start of study. -The contents of the course are useful and helpful for the student. -The course enhance communications and interpersonal skills of the students -Generally the student are satisfied about the quality of the course

b. Response of instructor or course team to this evaluation
- Continues this improvement and maintain to matching with new trends and technology
2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)
<i>non</i>
a. List the most important recommendations for improvement and strengths
Non
b. Response of instructor or course team to this evaluation
Non

G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).			
Actions recommended from the most recent course report(s)	Actions Taken	Results	Analysis
a. Increase student redemonstration after procedure	Divide student small group of student during redemonstration	<i>Improve student performance</i>	<i>Improve student skills</i>
b- Encourage student	Action Awards for gifted students	<i>More a competitive</i>	<i>high student level</i>

T5. COURSE REPORT (CR)- Muharram 1437H, October 2015.

	through quarterly tests	between student	
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2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).

- **Added new content matching with new trends in pediatric nursing**
- **Improve teaching strategies through active preparation and participation for student**
- **Stimulate student through course that focus on understanding which will use pediatrics nursing through all life**

3. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible
a. Increase devices in pediatric lab as phototherapy , heater and incubator and Sim-baby simulation	Request many devices for pediatric lab	At the beginning of semester	At the end of semester	Teacher
b. - Increase number of question in two ILOS which not achieved	-Formulate many question that achieved two ILOS - more attention during lecture on content that achieved this ILOS	At the beginning of semester	At the end of semester	Teacher

c- Increase videos during lecture	-Prepare videos in different More clarification for student	At the beginning of semester	At the end of semester	Teacher
d-Conduct revision as possible as at the end of each unit for the theoretical part	- Divide unit of curriculum and make revision on each unit	At the beginning of semester	At the end of semester	Teacher
e- Make periodical training written exam	- Make written exam for purposeful training	At the beginning of semester	At the end of semester	Teacher

Name of Course Instructor: dr.howaida moawad ahmed

Signature: _____ Date Report Completed: 5/9/1438

Program Coordinator: dr. Nahed Khalil Elfeky

Signature: _____ Date Received: _____