Syllabus*: Pediatrics 1 (111504501)

First/Second Semester 2024/2025

COURSE INFORMATION	
Course Name: Pediatrics 1 **Semester:** First & Second **Department:** Pediatrics **Faculty:** Medicine	**Course Code: 111504501** **Section:** Pediatrics **Core Curriculum**: Practical Sessions and lectures
Day(s) and Time(s): Sunday –Thursday: 8:00-16:00 **Classroom:** Prince Hamzah hospital, Al Basheer hospital, Queen Rania hospital, New Zarqa governmental hospital, Prince Hashem Hospital, Al-Mafraq hospital, Faculty of Medicine theaters	**Credit Hours:** 9 **Prerequisites**: 4th year of medical school.

COURSE DESCRIPTION

During 8 weeks pediatric rotation students will be exposed to general pediatric problems as well as different pediatric subspecialties cases including neonatology. Being fifth year medical students, they will be actively involved in their patients in form of history taking, physical examination, follow up, interpretation of investigations and treatment options.

DELIVERY METHODS

The course will be delivered through a combination of active learning strategies. These will include:

1. Supervised direct interaction with the patients
2. Bedside clinical teaching by faculty staff
3. Lectures
4. Tutorials
5. PowerPoint lectures and active classroom based discussion
6. Collaborative learning through small groups acting in an interdisciplinary context.

FACULTY INFORMATION

Name	**Dr Abdulrhman Sharif Abdelfattah**
Academic Title:	**Assistant professor**
Office Location:	**Zarqa New Governmental Hospital**
Telephone Number:	**0782014805**

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Office Hours:	**Monday** 12:00-1:00 **Thursday** 9:00-11:00

REFERENCES AND LEARNING RESOURCES
Recommended Textbook: **Nelson essential of pediatrics** **Nelson text book of pediatrics** **Suggested Additional Resources**: **Pubmed online website** **Uptodate online website**

STUDENT LEARNING OUTCOMES MATRIX*

Core Curriculum Learning Outcomes	Program Learning Outcomes	Course Student Learning Outcomes	Assessment Method
Medical knowledge	1. Demonstrate sufficient knowledge in basic biomedical and clinical medical sciences 2. Demonstrate an adequate knowledge of medical diseases clinical and diagnostic profiles 3. Demonstrate knowledge of available clinical diagnostic facilities and investigations, treatment methods, safety use of drugs, and awareness of non-pharmacological approaches 4. Demonstrate understanding of risk management, safety and medical errors 5. Demonstrate knowledge and skills in medical records (Subjective, Objective, Assessment and Plan (SOAP)) and health information systems (Hakeem)		● Exams · Clinic cases · Lectures · homework assignments
Patient Care	1. Integrate medical knowledge and clinical skills in the provision of health care 2. Conduct a clearly complete medical history and complete Physical Examination 3. Demonstrate the ability to generate and prioritize a differential diagnostic list of possible conditions causing patients findings. 4. Identify required investigations to reach a provisional diagnosis. 5. Identify and accurately record normal and abnormal patterns and patient's problems (physical, intellectual and social). 6. Assess the data in the context of the patient's status		● Evaluation ● Mini OSCE ● OSCE ● MCQ Exam ● "On-line" reading assignments

	7. Obtain necessary supplementary information and reassess the patient's status at appropriate intervals 8. Formulate a problem list for both acute and long-term problems, and a provisional diagnostic and therapeutic plan. 9. Demonstrate the ability of extracting pertinent information from medical records 10. Demonstrate competence in the performance of selected clinical skills. 11. Formulate plan management for common diseases. 12. Analyze the etiology, pathophysiology, signs and symptoms, complications, therapeutic interventions for patients health needs.		
Ethics and Professionalism	1. Demonstrate a high professional attitude and appraisal of ethical principles in medical care practices and patient rights 2. Develop positive attributes as the basis for a successful Professional career. 3. Incorporate ethical and legal concepts in providing care for patients with selected health needs and families 4. Apply infection control measures and safety rules.		
Interpersonal and Communication Skills	1. Demonstrate good interpersonal and communication skills with patients, families as well as with medical and health professional teams 2. Establish a relationship of mutual respect between the physician, patient and the patient's family, and acquire the basic interpersonal skills which facilitate this relationship. 3. Communicate competently with others using oral and written English skills 4. Present verbally at bedside or in conference, a concise summary of the patient. 5. Develop skills of interviewing, communication, and rapport establishment		
Practice-Based Learning and Improvement	1. Demonstrate lifelong learning abilities and willingness to improve knowledge and skills and to engage in applied scientific research 2. Demonstrate skills in independent learning and critical thinking. 3. Develop study habits which will enhance lifelong learning. 4. Acquire the ability to learn independently; articulate the importance of independent learning for future professional development 5. Think critically and creatively in a variety of methods in order to make decisions and solve problems. 6. Demonstrate competency in the use of research skills and various information sources.		

Systems-Based Practice	1. Practice evidence-based health care effectively and optimally within the health system 2. Appreciate the role of community agencies, practicing physicians and community health care programs in facilitating optimal care. 3. Utilize critical thinking and the practical process as a framework for clinical decisions in meeting the health care needs for patients in structured health care system. 4. Recognize and accept needs to improve in one's knowledge and clinical skills		

ACADEMIC SUPPORT

It is the Hashemite University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their Instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individual's needs.

COURSE REGULATIONS

Participation

Class participation and attendance are important elements of every student's learning experience at The Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. *Those exceeding this limit of 15% will receive a failing grade regardless of their performance*. It is a student's responsibility to monitor the frequency of their own absences. **Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.**

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviours that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples and it applies to all student assignments or submitted work:

- **Use of the work, ideas, images or words of someone else without his/her permission or reference to them.**
- **Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks.**
- **Misrepresentation of the sources that were used.**

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

- Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.
- In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with University regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

COURSE ASSESSMENT

Course Calendar and Assessment

Students will be graded through the following means of assessment and their final grade will be calculated from the forms of assessment as listed below with their grade weighting taken into account.

The criteria for grading are listed at the end of the syllabus

Assessment	Grade Weighting	Deadline Assessment
Exam 1	35%	By the end of each rotation
evaluation	20%	By the end of each rotation
Final Exam (2)	45%	by the end of academic year

Description of Exams

Test questions will predominately come from material presented in the lectures. Semester exams will be conducted during the regularly scheduled lecture period. Exam will consist of a combination of multiple choice, short answer, match, true and false and/or descriptive questions, in addition to case scenarios OSCE and slides view.

No make-up exams, homework or quizzes will be given. Only documented absences will be considered as per HU guidelines.

Grades are not negotiable and are awarded according to the following criteria*:

Letter Grade	Description	Grade Points
A+	Excellent	4.00
A		3.75
A-		3.50
B+	Very Good	3.25
B		3.00
B-		2.75
C+	Good	2.50
C		2.25
C-		2.00
D+	Pass	1.75
D	Pass	1.50
F	Fail	0.00
I	Incomplete	-

SYLLABUS TIMETABLE

Day	8:00-9:30	9:30-10:30	10:30-12:30	12:30-14:00	14:00-16:00
Sunday	**Morning report**	**History taking and physical exam**	**Clinical round and bedside teaching**	**Afternoon group discussion**	**Additional teaching activities, lectures**
Monday	**Morning report**	**History taking and physical exam**	**Clinical round and bedside teaching**	**Afternoon group discussion**	**Additional teaching activities, lectures**
Tuesday	**Morning report**	**History taking and physical exam**	**Clinical round and bedside teaching**	**Afternoon group discussion**	**Additional teaching activities, lectures**
Wednesday	**Morning report**	**History taking and physical exam**	**Clinical round and bedside teaching**	**Afternoon group discussion**	**Additional teaching activities, lectures**
Thursday	**Lectures**	**Lectures**	**Lectures**	**Lectures**	**Lectures**

ASSESSMENT RUBRICS

Classroom Participation: Assessment Criteria					
Criteria	Quality				Score
	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 points)	
Degree to which student integrates course readings into classroom participation	- often cites from readings; - uses readings to support points; - often articulates "fit" of readings with topic at hand.	-occasionally cites from readings; - sometimes uses readings to support points; -occasionally articulates "fit" of readings with topic at hand .	-rarely able to cite from readings; - rarely uses readings to support points; - rarely articulates "fit" of readings with topic at hand	-unable to cite from readings; -cannot use readings to support points; cannot articulates "fit" of readings with topic at hand .	
Interaction / participation in classroom discussions	-always a willing participant, responds frequently to questions; - routinely volunteers point of view .	-often a willing participant, - responds occasionally to questions; - occasionally volunteers point of view .	-rarely a willing participant, - rarely able to respond to questions; - rarely volunteers point of view .	-never a willing participant., - never able to respond to questions; - never volunteers point of view .	
Interaction /participation in classroom learning activities	-always a willing participant; -acts appropriately during all role plays; - responds frequently to questions; - routinely volunteers point of view.	-often a willing participant; -acts appropriately during role plays; - responds occasionally to questions; -occasionally volunteers point of view.	-rarely a willing participant. -occasionally acts inappropriately during role plays; - rarely able to respond to direct questions; -rarely volunteers point of view .	-never a willing participant - often acts inappropriately during role plays;, - never able to respond to direct questions; - never volunteers point of view.	
Demonstration of professional attitude and demeanor	-always demonstrates commitment through thorough preparation; - always arrives on time; - often solicits instructors' perspective outside class.	- rarely unprepared; rarely arrives late; - occasionally solicits instructors' perspective outside class .	-often unprepared; occasionally arrives late; - rarely solicits instructors' perspective outside class .	-rarely prepared; - often arrives late; -never solicits instructors' perspective outside class	

Classroom Participation: Oral Presentation										
Element	**Excellent**			**Satisfactory**			**Needs Improvement**			**Points**
	8	**7**	**6**	**5**	**4**	**3**	**2**	**1**	**0**	
Organization	▪ There is a logical sequence of information. ▪ Title slide and closing slide are included appropriately.			▪ There is some logical sequence of information. ▪ Title slide and closing slides are included.			▪ There is little or no logical sequence of information. ▪ Title slide and/ or closing slides are not included.			
Slide Design (text, colors, background, illustrations, size, titles, subtitles)	▪ Presentation is attractive and appealing to viewers.			▪ Presentation is somewhat appealing to viewers.			▪ Little to no attempt has been made to make presentation appealing to viewers.			
Content	▪ Presentation covers topic completely and in depth. ▪ Information is clear, appropriate, and accurate.			▪ Presentation includes some essential information. ▪ Some information is somewhat confusing, incorrect, or flawed.			▪ Presentation includes little essential information. ▪ Information is confusing, inaccurate, or flawed.			
Language	▪ Spelling, grammar, usage, and punctuation are accurate ▪ Fluent and effective			▪ There are minor problems in spelling, grammar, usage, and/or punctuation.			▪ There are persistent errors in spelling, grammar, usage, and/or punctuation. ▪ Less or not fluent and effective.			
Delivery	▪ Ideas were communicated with enthusiasm, proper voice projection and clear delivery. ▪ There was sufficient eye contact with audience. ▪ There were sufficient use of other non-verbal communication skills. ▪ Appropriate delivery pace was used.			▪ There was some difficulty communicating ideas due to voice projection, lack of preparation, incomplete work, and/or insufficient eye contact. ▪ Insufficient use of non-verbal communication skills. ▪ Delivery pace is somewhat appropriate.			▪ There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete work, and/or little or no eye contact. ▪ No use of non verbal communication skills. ▪ Inappropriate delivery pace was used.			
Interaction with Audience	▪ Answers to questions are coherent and complete.			▪ Most answers to questions are coherent and complete.			▪ Answers to questions are neither coherent nor complete.			

	▪ Answers demonstrate confidence and extensive knowledge.	▪ Answers somehow demonstrate confidence and extensive knowledge.	▪ Is tentative or unclear in responses.	
			Total Score (Y x 5/16) =	

Assessment Rubrics to be determined by the department. Add samples below.

- يمكن اجراء التعديلات المناسبة حسب طبيعة المقرر وبالتنسيق مع الكلية المعنية وتحديد أنواع التعلم بوضوح (الكتروني، مدمج، وجاهي) ونماذج التعلم (نسبة التعلم الوجاهي الى الألكتروني ونسبة التعلم المتزامن الى غير المتزامن) التي سوف يتم اتباعها أثناء تدريس المساقات وبما يتوائم مع نسب الادماج المشار اليها في كتاب مجلس التعليم العالي رقم مع/1427 .