)Syllabus*: Pediatrics 2 (111504601

First/Second Semester 2023/2024

COURSE INFORMATION

Course Name: Pediatrics 2

Course Code: 111504601

Semester: First & Second

Section: Pediatrics

Department: Pediatrics

Core Curriculum: Practical Sessions and Seminares

Faculty: Medicine

Day(s) and Time(s): Sunday –Thursday: 8:00-16:00
Credit Hours: 9
Prerequisites: Pediatrics 1 during the 5th year.
Classroom: Prince Hamza hospital, New Zarqa Hospital, Al-Basheer Hospital, Queen Rania Hospital for Children/JRMS, Queen Alia Military Hospital/JRMS, Faculty of Medicine theaters.

COURSE DESCRIPTION

Students will be exposed to general pediatric problems as well as cases from various pediatric subspecialties, including neonatology, during their 8-week pediatric rotation. They will be actively involved in their patients' care as sixth-year medical students, including follow-up, interpretation of investigations, treatment options, and discharge planning.

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. Seminars
4. Tutorials
5. PowerPoint lectures and active classroom-based discussion
6. Collaborative learning through small groups acting in an interdisciplinary context.

Name	**Dr. Hamzeh Almomani**
Academic Title:	**Assistant professor**

Office Location: Prince Hamzah Hospital

Telephone Number:	**+962790308890**
Email Address:	**hamzar@hu.edu.jo**
Office Hours:	**Sunday :1-2 pm** **Tuesday : 1-2 pm**

REFERENCES AND LEARNING RESOURCES
Recommended Textbook : **Nelson textbook of pediatrics** **Harriet lane handbook** **Nelson essential of pediatrics** **Suggested Additional Resources :** **Pubmed online website** **Up to date online website**

Core Curriculum Program	Learning Outcomes		Assessment Method

- Taking pediatric history and Performing physical exam - Applying the problem solving skills to come up with a differential diagnosis to the issue(s) the patient has - knowing the investigation(s) required to prove /role out a diagnosis , in a step wise organized fashion - Having a good idea about the type of treatment to be offered for that diagnosis. - Work with the team as an active member. - Observe the process of consulting other specialties. - Follow up well babies, with age specific screening investigations/ physical exam - Vaccination schedule and vaccination counselling - Follow up of chronic illnesses , realizing the medical , psychological ,social , economic burden of chronic diseases - How to write a medical prescription - To have a good sense of emergencies in Paediatrics, types, approach, treatment. - To understand the peculiarity of pediatric age group visits to ER, as it's not always a real emergency, as some people might be new to parenthood, or over anxious. The student is expected to be	Demonstrate the ability to generate an age-appropriate differential diagnosis based on the interview and physical examination. Describe the components of a pediatric health supervision visit including health promotion and disease and injury prevention, the use of screening tools, and immunizations for newborns, infants, toddlers, school aged children, and adolescents. List the differential diagnosis for common symptoms or patient presentations such as abdominal pain, abnormal growth pattern, ALTE, respiratory distress, jaundice, vomiting, diarrhea, wheezing, and seizures. Describe the clinical features of common acute and chronic medical conditions such as asthma, anemia, atopic dermatitis, AD/HD, bronchiolitis, Kawasaki disease, cellulitis, cerebral palsy, child abuse, croup, dehydration, diabetes, strep pharyngitis, meningitis, epilepsy, urinary tract infection, osteomyelitis, gastroenteritis, gastroesophageal reflux, otitis media, viral URI. Demonstrate an ability to perform an age-appropriate		Exams Oral discussion Log book Written a complete history and examination

The Hashemite University's policy is to give students with disabilities who might find it difficult to engage in class activities or complete course requirements educational opportunities that assure fair, suitable, and reasonable accommodations. To make sure that their particular requirements are satisfied, students with impairments are invited to get in touch with their instructor. The university will make every attempt to meet each person's needs through its Special Needs division.

COURSE REGULATIONS

Participation

Class participation and attendance are critical components of every student's learning experience at The Hashemite University, and all classes are required. During a semester, a student should not miss more than 15% of his or her classes. Those who exceed the 15% limit will receive a failing grade, regardless of their performance. It is a student's responsibility to keep track of their own absences. The attendance record begins on the first day of class, regardless of the drop/add and late registration period. It is the responsibility of the student to sign in; failure to do so will result in a non-attendance being recorded.

In exceptional circumstances, the student may be excused from class with the instructor's prior permission, provided that the number of such occasions does not exceed the University's limit. The instructor will decide whether or not an absence is acceptable. A student may withdraw from a course if he or she misses more than 25% of the classes and has a valid reason for missing them.

Plagiarism

Plagiarism is a serious academic offense that can result in your work losing marks or being failed. HU expects its students to adopt and adhere to the highest standards of conduct in their interactions with their professors, peers, and the larger University community. As a result, a student is expected not to engage in behaviors that jeopardize his or her own integrity or that of Hashemite University. Plagiarism includes the following examples, which apply to all student assignments or submitted work:

Using someone else's work, ideas, images, or words without permission or attribution.

Using someone else's words, name, phrase, sentence, paragraph, or essay without using quotation marks.

Misrepresentation of the sources used.

The sources that were used were misrepresented.

When plagiarism is discovered, the instructor has the authority to fail the coursework or deduct marks.

Late or Missed Assignments

In all cases of assessment, students who fail 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 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**

ASAS

Exam 1		30% By the end of each rotation
evaluation		10% By the end of each rotation
Exam, 2		15% by the end of academic year
Final Exam (3)		45% by the end of academic year

Description of Exams

The content covered in the lectures will be the source of most test questions. Exams for the semester will be given during the regularly scheduled lecture time. The test will include case scenario OSCE and slides view in addition to multiple choice, short answer, match, true or false, and/or descriptive questions.

There won't be any make-up tests, assignments, or quizzes issued. According to HU standards, only absences with supporting documentation will be taken into account.

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	2.5
C		2.25
C-		2.00

ASAS

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 /Monday / Tuesday and Wednesday		
Morning report History taking and physical examination Followed by clinical round and bedside teaching	**Afternoon group discussion**	**Additional teaching activities, lectures**
Thursday :	**Seminars**	**Afternoon tutorial**

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ASSESSMENT RUBRICS

Classroom Participation: Assessment Criteria		
Criteria	**Quality**	**S**

	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 point)	c o r e
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 the topic at hand.	-occasionally cites from readings; - sometimes uses readings to support points; -occasionally articulates "fit" of readings with the topic at hand.	-rarely able to cite from readings; - rarely uses readings to support points; - rarely articulates "fit" of readings with the topic at hand	-unable to cite from readings; -cannot use readings to support points; cannot articulate "fit" of readings with the 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	-often a willing participant; -acts appropriately during role plays; - responds	-rarely a willing participant. -occasionally misbehaves during role plays; - rarely able to respond to direct questions; -rarely	-never a willing participant - often misbehaves during role plays;, - never able to respond to direct questions; - never volunteers point of view.	

	occasionally to questions; questions; - routinely -occasionally volunteers point of volunteers point of view. view.	volunteer point of view.		
Demonstration of professional attitude and demeanor	-always - rarely unprepared; demonstrates rarely arrives late; commitment - occasionally solicits instructors'	-often unprepared; occasionally arrives late;	-rarely prepared; - often arrives late; -never solicits instructors'	

	through thorough perspective outside preparation; class**.** - always arrives on time; - often solicits instructors' perspective outside class.	- rarely solicits instructors' perspectives outside class.	perspectives outside class	

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

Classroom Participation: Oral Presentation

Element	**Excellent**	**Satisfactory**	**Needs Improvement**	**Points**
				8 7 5 4 3 2 1 0
Organization	**Slide Design** (text, colors, background, illustrations, size, titles, subtitles)			

Content ▪ There is a logical sequence of information. ▪ Title slide and closing slide are included appropriately. ▪ Presentation is attractive and appealing to viewers.	topic completely and in-depth. ▪ Information is clear, appropriate, and accurate. ▪ There is some logical sequence of information. ▪ Title slide and closing slides are included.	appealing to viewers. ▪ Presentation includes some essential information. ▪ Some information is somewhat confusing, incorrect, or flawed. ▪ There is little or no logical sequence of information. ▪ Title slides and/ or closing slides are not included.	▪ Little attempt has been made to make the presentation appealing to viewers. ▪ Presentation includes little essential information. ▪ Information is confusing, inaccurate, or flawed.
▪ Presentation covers the	▪ Presentation is somewhat		projection, lack of preparation, incomplete work, and/or insufficient eye contact.
Language ▪ Spelling, grammar, usage, and punctuation are accurate ▪ Fluent and effective	**Delivery** ▪ Ideas were communicated with enthusiasm, proper voice projection and clear delivery. ASAS ▪ There are minor problems in spelling, grammar, usage, and/or punctuation. ▪ There was some difficulty communicating ideas due to voice		9 ▪ There are persistent errors in spelling, grammar, usage, and/or punctuation. ▪ Less or not fluent and effective. ▪ There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete
Interaction with Audience :		▪ There was sufficient eye contact with the audience. ▪ There was sufficient use of other non-verbal communication skills. ▪ Appropriate delivery pace was used. ▪ Answers to questions are coherent and complete. ▪ Answers demonstrate confidence and extensive knowledge. ▪ Insufficient use of non-verbal communication skills. ▪ Delivery pace is somewhat	▪ Most answers to questions are coherent and complete. ▪ Answers somehow demonstrate confidence and extensive knowledge. work, and/or little or no eye contact. ▪ No use of non-verbal communication skills. ▪ Inappropriate delivery pace was used. ▪ Answers to questions are neither coherent nor complete. ▪ Is tentative or unclear in responses