



**PEKING UNIVERSITY HEALTH SCIENCE CENTER
- MACAO POLYTECHNIC UNIVERSITY NURSING ACADEMY (AE)
BACHELOR OF SCIENCE IN NURSING
LEARNING MODULE OUTLINE**

Academic Year	2024-2025	Semester	II
Module Code	IPED2200		
Learning Module	Clinical Placement (Pediatric Nursing)		
Pre-requisite(s)	Clinical Placement (Fundamental Nursing) (IFUN1200) Pediatric Nursing (NPED2101)		
Medium of Instruction	Chinese / English		
Credits	3	Contact Hours	120
Instructor	Dr. Zhimin LUO, Glenn Associate Professor (Subject teacher)	Email	glennluo@mpu.edu.mo
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MODULE DESCRIPTION

1. Clinical placement of pediatric nursing includes six core learning abilities. They are namely knowledge application, creativity, communication, ethics, teamwork and acceptance. To define the level standard requirements that each student should meet the MPU grade.
2. Through practical training, students understand the knowledge from classes more comprehensively and more in depth.
3. Students apply the knowledge and skill of pediatric nursing to clinical practice.
4. Through practical training, students are instilled with safety concepts and are trained with certain professional skills.
5. Students are educated to be: friendly, orderly, punctual, responsible, team spirited, tidy and honest etc., and subjected to nursing professional conducts.

MODULE INTENDED LEARNING OUTCOMES (ILOS)

On completion of this learning module, students will be able to:

M1.	Describe the structure, functions and operations of Pediatric Emergency Room and Pediatric Ward, and roles of nurses and its nursing service.
M2.	Communicate effectively with children and their family, and establish good interpersonal relationship with them.
M3.	Describe the features of anatomy and physiology in childhood, the principles of growth and development, and major health problems in different stage.
M4.	Describe the etiology, clinical manifestation and treatment for common diseases in childhood.
M5.	Describe the therapeutic effect, mechanism, and dosage of drugs commonly used in Pediatric, and observe their efficacy and side effects.



M6.	Apply nursing process, assess children and their family, and make nursing diagnoses. Under the instructions of clinical preceptor and school teacher, make the nursing plan and give evaluation. Write nursing records and present report.
M7.	Apply the learned knowledge and skills, perform health teaching for children and their family.
M8.	Describe common procedure in pediatric nursing.

These ILOs aims to enable students to attain the following Programme Intended Learning Outcomes (PILOs):

The PILOs are aligned with the Dublin descriptors, including knowledge and understanding, acquisition, application, critical judgment, communication skills, and learning skills/ability.

PILOs 課程預期學習成效	M1	M2	M3	M4	M5	M6	M7	M8
P1. Demonstrate an understanding of the holistic nature of the clients' health status involving individual, family, and community aspects.			✓	✓	✓	✓	✓	
P2. Demonstrate effective communication skills and the ability to establish and maintain a therapeutic relationship with clients.		✓		✓	✓	✓	✓	✓
P3. Demonstrate acquisition, mastery, and application of knowledge and skills for nursing practice, including biological sciences, social sciences and humanities, by making appropriate clinical reasoning and performing safe and therapeutic practice.		✓	✓	✓	✓	✓	✓	✓
P4. Demonstrate the ability to maintain legal and ethical standards of nursing practice.	✓	✓	✓	✓	✓	✓	✓	✓
P5. Demonstrate the ability to carry out relevant research and contribute to the community's health.						✓	✓	
P6. Work effectively and efficiently alone or in teams.	✓	✓		✓	✓	✓	✓	✓
P7. Demonstrate the ability to identify and evaluate health care issues.		✓	✓	✓	✓	✓	✓	✓
P8. Demonstrate a critical judgment and apply the principles of evidence-based practice to deliver nursing care.		✓	✓	✓	✓	✓	✓	✓

MODULE SCHEDULE, COVERAGE AND STUDY LOAD 教與學日程、內容及學習量

Week 週	Content Coverage 涵蓋內容	Contact Hours 面授學時
1	1. Pediatric Emergency Room (40 hours). <ol style="list-style-type: none"> 1.1. Recognize the structure, functions and operations of the pediatric emergency room. 1.2. Understand and implement the work routine and nursing techniques of the pediatric emergency room under the guidance. 1.3. Describe the therapeutic effect, mechanism, and dosage of drugs, commonly used in Pediatric emergency room, and observe their efficacy and side effects. 1.4. Conduct patient education and counselling. 1.5. Describe the etiology, clinical manifestation and treatment for common diseases in Pediatric emergency room. 	40



2-3	<p>2. Pediatric Ward (80 hours).</p> <p>2.1. Recognize the structure, functions and operations of the Pediatric Ward.</p> <p>2.2. Communicate effectively with children and their family, and establish good interpersonal relationship with them.</p> <p>2.3. Describe the features of anatomy and physiology in childhood, the principles of growth and development, and major health problems in different stage.</p> <p>2.4. Apply nursing process, assess children and their family, and make nursing diagnoses independently. Make the nursing plan and give evaluation under guidance.</p> <p>2.5. Describe the etiology, clinical manifestation and treatment for common diseases in pediatric ward.</p> <p>2.6. Describe the therapeutic effect, mechanism, and dosage of drugs, commonly used in Pediatric ward, and observe their efficacy and side effects.</p> <p>2.7. Apply the learned knowledge and skills, perform health teaching for children and their family.</p> <p>2.8. Understand and implement common procedure in pediatric nursing under the guidance.</p>	80
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TEACHING AND LEARNING ACTIVITIES

In this learning module, students will work towards attaining the ILOs through the following teaching and learning activities:

Teaching and Learning Activities	M1	M2	M3	M4	M5	M6	M7	M8
T1. Demonstration	✓	✓	✓	✓	✓	✓	✓	✓
T2. Clinical practice	✓	✓	✓	✓	✓	✓	✓	✓
T3. Talks and Discussion	✓	✓	✓	✓	✓	✓	✓	✓

ATTENDANCE

Attendance requirements are governed by the Academic Regulations Governing Bachelor's Degree Programmes of the Macao Polytechnic University. Students who do not meet the attendance requirements for the learning module shall be awarded an 'F' grade.

1. Students must sign in the attendance record during the placement.
2. Students must participate in all the clinical placements arranged by the School. Clinical placement takes totally 40 hours weekly. Only when a student attends 90% or above of a placement, he/she will be eligible for assessment for that placement.



ASSESSMENT

In this learning module, students are required to complete the following assessment activities:

Assessment Activities	Weighting (%)	ILOs to be Assessed
A1. Pre-Clinical Nursing Skill Examination	10%	M2, M3, M4, M5, M6, M7, M8
A2. Attendance	5%	
A3. Group Assignment	25%	M1, M2, M3, M4, M5, M6, M7, M8
A4. Personal Clinical Assessment	60%	M1, M2, M3, M4, M5, M6, M7, M8

The assessment will be conducted following the University's Assessment Strategy (see www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits



MARKING SCHEME (評分準則)

Assessment Criteria and Scores

Parts	Assessment Criteria	Assessor	Scores
Pre-Clinical Nursing Skill Examination	<ul style="list-style-type: none"> Students who pass the PCNSE are allowed to attend the related clinical placement. 	Faculty Teacher	10%
Attendance	<ul style="list-style-type: none"> Full attendance of each week. Absent with valid reason and documentary proof (scores to be deducted proportionally). Absent for 1 day without valid reason nor documentary proof (0%) 	Attendance to be monitored by School Teacher and Clinical Preceptor	5%
Assignment	Group Assignment <ul style="list-style-type: none"> Nursing Case Study 	Faculty Teacher	20%
ISBAR Assessment	This is an assessment criteria for students' performance in nursing shift reports during clinical placement.	Clinical Preceptor	5%
Clinical Assessment	Teacher & Preceptor Assessment <ul style="list-style-type: none"> Give a score according to the assessment criteria. Professional Attitude of Assessment Form being graded ≤ 12 scores, the clinical performance of that unit is a “failed” score. 	Faculty Teacher	20%
		Clinical Preceptor	40%
Score:			100%

The assessment will be conducted following the University's Assessment Strategy (see www.mpu.edu.mo/teaching_learning/en/assessment_strategy.php). Passing this learning module indicates that students will have attained the ILOs of this learning module and thus acquired its credits.

This learning module is graded on a 100-point scale, with 100 being the highest possible score and 50 being the passing score. If a student's total score is graded less than 50% or the score of professional attitude is graded ≤ 12 , both the unit and module score would be failed.



Teaching Material(s)

Assessment Form for One-Two Weeks

學生姓名：_____ 學號：_____ 年級：_____ 班別：_____

Name of Student _____ Student's No. _____ Year _____ Class _____

臨床實習科目：_____ 實習地點：_____

Clinical Practicum _____ Clinical Unit _____

實習期：_____ 年 _____ 月 _____ 日至 _____ 年 _____ 月 _____ 日 (共 _____) 缺席：_____

Duration of Time _____ yy _____ mm _____ dd to _____ yy _____ mm _____ dd Total _____ Days of Absence _____

*若學生於實習期間出現「重要過失」，實習將被中止，並且不予考核，實習總成績為零分。
*If the student commits a 'Major Error', he/she would be stopped from placement immediately. No assessment is conducted and a 'Zero' score is given to this placement.

「重要過失」可包括以下其中一項 'Major Error' may include:

- **欠缺專業態度**—對服務對象欠缺關懷及愛心，對他人欠缺尊敬，違反紀律、逃避責任、不求進取或無故缺勤等。
Unprofessional attitude- Lacking concern about the client, disrespectful of others, violating rules, irresponsible, not motivated to improve or absence without application, etc.
- **誠信問題**—說謊、作假報告、隱瞞過失等。
Dishonest- Lying, making fake report, or hiding own mistakes, etc.
- **危險操作**—執行不懂的程式、違反已知原則、不遵從機構之指引、不理會可預見之危險而繼續操作等。
Dangerous acts- Carrying out procedure without knowing how, conducting against known principles, not following institutional regulations, ignoring foreseeable dangers and continuing to act purposively, etc.
- **侵犯私隱**—未經機構及案主同意而將案主個人資料向他人透露。
Infringing others' right to privacy- Disclosing client's information without institutional permission.
- **刑事罪行**—任何被證實之刑事罪行。
Criminal act- Any convicted criminal act.
- **嚴重疏忽或非理性行為**—態度玩忽、表現怪異、行為不合常理等。
Serious negligence or irrational behaviors- Playful attitudes, queer appearance, irrational behaviors, etc.

以上過失若屬嚴重，一次過失也會導致實習被中止。若過失不算嚴重，但經老師多次教導並警示，仍重覆出現相同過失，亦可導致中止實習。由學校導師及臨床導師共同判斷某學生犯了「重要過失」後可先暫停該學生之實習，然後向學校提交「重要過失報告」，待學校議決後才知會該學生是否需要中止實習。暫停實習之時段將不計算為缺席。
If the error is considered serious, a single case would lead to the cessation of clinical placement. For errors of minor severity, and if the error is repeatedly committed even with counselling and warning, the student would also be stopped from the placement. When the School Teacher and Nursing Preceptor jointly make a judgement of a student committing a 'Major Error', they could stop the student placement temporarily. They need to make a 'Report of Major Error' to the School. When the School makes a final judgement, the student would be notified whether he/she should stop the placement or not. The period of temporary cessation of clinical placement is not considered as absence.

1. 專業態度 (最高25分) —請參考以下評級及評分標準，於右方格內打分：

Professional Attitude (Max. 25) – Please give a score between 25 to 0 using the grades and scores as a reference:

「優」表示學生事事以服務對象之利益為先，勇於為服務對象爭取應有權益，積極、無私。

“Excellent” The student always acted for the client's benefits and interests, was active and altruistic in all aspects.

「差」表示學生於實習期間出現「重要過失」。

“Poor” The student

committed a 'Major Error'.

優 A level	良 B level	中 C level	可 D level	差 F level	評分 Score
25~23	22.9 ~ 20	19.9 ~ 15	14.9 ~ 12	≤12	(25-0)

2. 綜合表現 (最高 75 分) —請參考以下評級及評分標準，於右方格內打分：

General

Performance (Max. 75) – Please give a score for each item below using the grades and scores as a reference:

*若學生於實習期間出現「重要過失」者，毋需評分

*No scores is given if the student committed a 'Major Error' during clinical placement.

「優」表示學生觀察敏銳、積極參與。

“A level” means that the student has acute observation and active participation.

「差」表示學生概念錯誤、無心學習。

“F level” means that the student has wrong understanding and is not motivated to learn.

優 A level	良 B level	中 C level	可 D level	差 F level	評分 Score
75~70	69.9 ~ 60	59.9 ~ 50	49.9 ~ 38	< 38	(75-0)
觀察敏銳、積極參與 Acute observation and active participation	認識良好、主動提問 Good understanding, active inquiring	概念正確、學習態度端正 Accurate concepts with acceptable learning attitude	對實習內容僅有基本認識 With basic understanding only	概念錯誤、無心學習 Wrong understanding, not motivated to learn	

總分 Total Score:

(最高 Max.100分)

評語 Comments:

學校導師/臨床導師：_____

Signature of School Teacher/Clinical Preceptor

日期：_____年_____月_____日

Date _____ yyyy _____ mm _____ dd



Clinical Assignment

In "Clinical Placement (Pediatric Nursing)", students are required to do 2 assignments, which are included: (1) Write down group activities plan and individual performance according to learning objectives as one reference for teacher and preceptor when assessing students; (2) For every group, the students select a client and writes the 'Nursing Case Study' accordingly, including health assessment using Gordon's 11 Functional Health Patterns and nursing records for two days or more using Focus Chart (25% of the final scores). This is a group assignment, and every student should participate in it. In addition to the assessment of the entire assignment, each student's personal performance will also be used as a reference for his or her personal performance assessment.

All of the 2 written assignments should be submitted by the day before the last day of clinical placement.

Either Chinese or English could be used for the assignments, and the Guidance for Written Assignments should be followed. Assignment (1) will be assessed according activity plan is reasonable and feasible, as well as the implementation of the activities. Marking scheme for assignment (2) is as follows:

Nursing Case Study

評核範圍 Areas of Assessment	評核準則 Marking criteria	比重 Weighting
1. 資料收集 Data collection	<ul style="list-style-type: none"> 與患兒及陪護者有良好的互動 詢問病史有條理 恰當運用設備或工具 合理掌握時間 	Interaction with the children and their families Rational sequence Use of rational aids Have good timing 5%
2. 前言 Introduction	<ul style="list-style-type: none"> 明確說明報告之背景及學習目標動機明確 	Describe clearly the background and learning objectives of the assignment 5%
3. 基本資料及個案疾病史 Basic information and health history	<ul style="list-style-type: none"> 準確、真實 	Accurate and comprehensive assessment data 5%
4. 戈登十一項健康評估 Health assessment using Gordon's 11 Functional Health Patterns	<ul style="list-style-type: none"> 評估內容準確、真實、完整及清晰 每項5%，合計55% 	Accurate, comprehensive, complete and clear assessment data 5%per item, totally 55% 55%
5. 以焦點記錄法，撰寫兩天或以上的護理記錄 Nursing records for two days or more using Focus Chart	<ul style="list-style-type: none"> 記錄內容完整及清晰 	Complete and clear assessment data 15%
6. 總結Conclusion 6.1 對臨床經驗的反思 Reflection on clinical experience 6.2 個人及專業能力成長 Gain in personal and professional competence	<ul style="list-style-type: none"> 有深刻體會及對影響臨床經驗之因素有合理分析 	Deep reflection and rational analysis of factors affecting the clinical experience 5%
7. 文筆 Style of writing	<ul style="list-style-type: none"> 組織恰當 用詞簡潔而意義清晰 不常用之縮寫均清楚交代 傳意能力強 	Appropriate organization Concise writing, clear meaning Proper explanation of unusual abbreviations Communicative 5%



8. 參考文獻 Source of information	<ul style="list-style-type: none"> 權威、證據充分，引用最新資料 	Authoritative, up-to-date, with sound evidence, well acknowledged	5%
總分Total:			100%

MARKING SCHEME

Assessment Activities	Assessment Criteria	Mark Ranges				
		90-100	80-89	65-79	50-64	<50
A1.	Demonstrate the understanding of the subjects covered in classes and show active learning attitude	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels
A2.	Show active professional learning attitude	Only when a student attends 90% or above of a placement, he/she will be eligible for assessment for that placement.				
A3.	Demonstrate the integration ability of theoretical knowledge and clinical placement	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels
A4.	Demonstrate the practical ability and performance including attitude, knowledge, and skills	Excellent	Good/ Very Good	Satisfactory	Marginal Pass	Fail; not reaching marginal levels

REFERENCES

Reference books

- Kyle, T., & Carmon, S. (2020). *Essentials of Pediatric Nursing* (4th ed.). LWW.
- Hockenberry, M.J., Wilson, D., & Rodgers, C.C. (2021). *Wong's Essentials of Pediatric Nursing* (11th ed.). Mosby.
- 陳月枝等 (編) (2021)。實用兒科護理 (第9版)。台灣：華杏。
- 崔焱，仰曙芬 (編) (2021)。兒科護理學 (第7版)。北京：人民衛生。

Websites

- World Health Organization Health Topics: <http://www.who.int/topics/en/>
- Macao Health Bureau Child Health: <http://www.ssm.gov.mo/childhealth/>

STUDENT FEEDBACK

At the end of every semester, students are invited to provide feedback on the learning module and the teaching arrangement through questionnaires. Your feedback is valuable for instructors to enhance the module and its delivery for future students. The instructor and programme coordinators will consider all feedback and respond with actions formally in the annual programme review.



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ACADEMIC INTEGRITY

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