

In the Name of
God

Islamic Republic of Iran
Ministry of Health and Medical Education
Deputy Minister of Education
Master's Degree
In Pediatric Nursing

Total Course Credits:

Basic Courses: 4

Core Courses: 28 (10 credits of Clinical internship and 2 credits clinical practice)

Thesis: 4

Total: 36

Course duration:

It is in accordance with the regulations of the non-continuous master's degree program approved by the Supreme Council for Medical Sciences Planning.

Program Description

Introduction: Introduction:

Children have diverse physical, psychological, social, and cultural needs, requiring specialized nursing care. The master's program in pediatric nursing is designed to train nurses in providing comprehensive care, education, and research to reduce disease complications and improve the health of children and their families. Given the challenges in this field, the curriculum was revised after six years to align with current professional and educational needs. In this regard, an expert committee evaluated the program using the CIPP model, gathering feedback from students, graduates, and professionals. The findings of this study can contribute to improving the quality of education and enhancing pediatric health outcomes.

Definition of the Field:

The field of pediatric nursing at the master's level (non-continuous program) is a branch of nursing in which graduates, through gaining experience and sufficient skills, focus on providing comprehensive clinical care ranging from primary prevention to rehabilitation. They are capable of addressing the health and illness conditions of children, as well as their families and society, by applying principles of human communication and professional ethics. They identify the biological, psychological, social, and cultural needs of the patients in pediatric nursing services and take the necessary measures to ensure, maintain, and enhance their health.

Values:

Aligned with the prevailing philosophy of society, Islamic philosophy serves as the foundation of the current program's design. Under this framework, the philosophy of pediatric nursing education is committed to training nurses as guardians of children's and families' health in society. This philosophy integrates the fundamental values of nursing, including knowledge acquisition, clinical reasoning, evidence-based practice, application of theory, child safety, quality collaboration, and professional development. The philosophy of pediatric nursing education also emphasizes professional relationships with students and other healthcare team members, considering societal philosophy, decision-making, educational research, and the implementation of innovative educational strategies.

This program emphasizes the following values:

- Adherence to justice and social, ethical, religious, and Islamic values.
- Community-oriented and holistic view.
- Lifelong learning.
- Providing quality care to children and their families.
- Adherence to ethical and legal principles consistent with the dignity and status of the profession.
- Teamwork and professional collaboration.
- Transparency and honesty in performing duties.
- Ensuring the health and safety of children, families, and colleagues.
- Achieving independence and advanced skills in care.
- Advancing the academic and professional excellence of the nursing profession.

Vision: In the next ten years, pediatric nursing education will rank among the leading countries in the region in terms of generating relevant knowledge and achieving educational excellence.

Mission: The mission of this program is to educate competent, responsible, and compassionate professionals who are dedicated to the health and well-being of children, their families, and the community as a whole.

Admission Requirements:

Admission to this field is subject to the regulations and policies of the Ministry of Health, Treatment, and Medical Education. Candidates applying for the Master's (Non-Continuous) Program in Nursing Management must meet the general eligibility criteria in addition to the following specific requirements:

- Holding a Bachelor's degree in Nursing (continuous program) obtained from domestic or international institutions recognized by the Ministry of Health, Treatment, and Medical Education.
- Successfully passing the entrance exam for the Master's (Non-Continuous) Program.

For the latest updates regarding accepted academic degrees, exam subjects, and entrance exam weightings for each academic year, applicants should refer to the official Master's Entrance Exam Guide for Medical Sciences Programs of the respective year.

Roles of Graduates in Society:

Graduates of this field will serve in the following roles within society:

- Specialized pediatric departments and children's wards in educational, therapeutic, governmental, private, and charitable hospitals.
- Centers providing palliative care and long-term care.
- Counseling centers and organizations offering nursing care at home.
- Schools.
- Producer (Entrepreneur)
- Children's health and rehabilitation centers.
- Nursing education facilities.

The Aims of the Course:

The overarching goal of the Master's program in Pediatric Nursing is to prepare graduates with the necessary knowledge, attitudes, and skills to sustain and promote the holistic growth and development of children, encompassing their physical, psychological, social, and spiritual dimensions. It aims to enhance the capacities and self-care abilities of children and their families in both health and illness contexts, whether in hospital or community settings. The program emphasizes critical thinking, decision-making, and clinical judgment in nursing responsibilities and health system assessments, while mitigating abnormalities, disease complications, and the long-term impacts of stress within child and family environments. Recognizing the family as a vital pillar of the health system, it focuses on innovative solutions to help children adapt to contemporary living conditions. With chronic illnesses and rising life expectancy necessitating improved quality of life, this program prioritizes rehabilitation, long-term care, and palliative support while distinguishing pediatric care from adult care. Additionally, it seeks to promote research rooted in up-to-date scientific evidence, facilitated by skilled professionals with relevant educational expertise.

Expected Competencies at the End of the Program:

General Competencies¹:

General Competencies (Expected Foundational Skills):

- Communication, interaction, and negotiation skills with children and their families.
- Teamwork abilities, resilience, and empathy.
- Skills for both internal and external communication (establishing effective organizational communication with members of the healthcare team).
- Creative and critical thinking, independence, and clinical judgment.
- Education for children and their families.
- Scientific article production.
- Crisis management and problem-solving skills.
- Evidence-based management skills (aligned with policymaking, planning, organizing, monitoring, supervision, and evaluation).

1. General competencies expected of the graduates such as communication skills, critical thinking & problem-solving skills, professionalism

- Evidence-based education and practice.
- Effective counseling for children and their families.
- Professionalism.
- Cognitive skills development.
- Professional communication and teamwork abilities.
- Proficiency in utilizing modern technologies and contemporary information systems.

Specific Competencies and Skills:

At the end of the program learners will be competent in the following skills:

- Health-related skills
- Diagnostic and therapeutic skills
- Procedural skills in the provision of pediatric care for clients
- Supportive, preventive, educational, consultative, investigative, monitoring and managerial skills

Educational Strategies¹, Teaching & Learning Methods² (aligned with the expected competencies):

Educational Strategies: This program is based on the following strategies:

- Self-directed/Independent learning.
- Task-based learning.
- Evidence-based learning.
- Clinical teaching.
- E-learning and virtual education.
- Problem-based learning.
- Project-based learning.
- Integrated education (with research and service).
- Cooperative learning.
- Community-based learning.
- Portfolio

Teaching Methods and Techniques: Throughout the course, the following methods and techniques will predominantly be utilized:

1. Educational Strategies such as Problem-Based Education, Discipline-Based Education, Hospital- Based Education, Community-Based Education, Electives, Student-Centered Education, etc.
 2. Teaching & Learning Methods such as Interactive Lecture (questions and answers, group discussions, etc.), Small Group Discussion, Role Play, Guided Discovery Learning, Team-Based Learning (TBL), Problem-Based Learning (PBL), Case-Based Learning, Peer Education, etc.

- Various types of conferences, including group discussions, workshops (both virtual and in-person), journal clubs, book discussions, and case presentations.
- Morning reports, virtual and on-site rounds (both working and educational), outpatient teaching, operating room training, use of fully equipped practical procedure rooms, and grand educational rounds at hospitals.
- Implementation of simulation techniques and distance education, depending on available resources.
- Active participation in research projects.
- Flipped classrooms, self-directed learning, and independent study.
- Other teaching methods and techniques, based on educational needs and objectives.
- Engagement with organizations and institutions, incorporating gamification strategies.

Student Assessment Types and Methods (aligned with the expected competencies):

A - Assessment Methods:

Students will be assessed using the following methods:

- Written Tests
- Oral Tests
- Computer Interaction Tests
- 360-Degree Feedback
- Portfolio Assessment
- Anecdotal Evaluation
- Objective Structured Clinical Examinations (OSCE)
- Direct Observation of Procedural Skills (DOPS)
- Mini Clinical Evaluation Exercise (Mini-CEX)
- Project-Based Assessment
- Workshop-Related Documentation

Portfolio Assessment includes the evaluation of the Logbook, results of conducted tests, published articles, commendations and warnings, work completion certificates, and other related documents.

B - Frequency of Assessment:

Assessments will be conducted continuously, periodically, and at the final stage, as follows:

- Intra-group assessments will be managed by the educational group.
- Assessments based on specific and case-specific needs will also be conducted.

The overall structure of the course:

Basic Courses/ Compensatory Courses (4 Credits)

Code	Course Title	Course Credits			Credit Hours			Prerequisite
		Total	Theoretical	Practical	Total	Theoretical	Practical	
01	Medical Information Systems ¹	1	0.5	0.5	26	9	17	-
02	Advanced Statistics and Research Methodology	3	2	1	68	34	34	-
Total		4						
^{1.} Taking this course is mandatory as a remedial or deficiency course only for students who did not complete it at the undergraduate level.								

Core Courses (2^ Credits)

Code	Course Title	Course Credits					Credit Hours					Prerequisite
		Total	Theoretical	Practical	Clinical practice	Internship Courses	Total	Theoretical	Practical	Clinical practice	Internship Courses	
03	Basic concept in pediatrics nursing	1	1	-	-	-	17	17	-	-	-	-

04	Nursing process application in pediatrics care	2	1	-	-	1	68	17	-	-	51	-
05	Child and family health development	2	1.5	-	-	0.5	52	26	-	-	26	04
06	Nursing theories and its application in pediatric nursing	1.5	1	-	-	0.5	43	17	-	-	26	-
07	Introduction to Modern Teaching Methods for Children and Families	١,٥	١	-	٠,٥	-	٣٤	17	-	١٧	-	-
08	Ethics and Law in pediatric Nursing	1.5	١	-	٠,٥	-	٣٤	17	-	١٧	-	-
09	Pediatrics pharmacology	1	1	-	-	-	17	17	-	-	-	-
10	Review of Common procedures	1	-	-	1	-	34	-	-	34	-	-
11	Principles of Management and Leadership Theories in pediatrics units	1.5	1	-	-	0.5	43	17	-	-	26	06
12	Principles of pediatrics and family care	4	2	-	-	2	136	34	-	-	102	03, 06, ٠٩, ١٠
13	Principles of	4	2	-	-	2	136	34	-	-	102	١٢

	advanced pediatrics care1											
14	Principles of advanced pediatrics care 2	4	2	-	-	2	136	34	-	-	102	13
15	Family and Child Care in Emergencies and Crises	1,0	1	-	-	1,0	94	17	-	-	77	04, 09
15	Complement ary and Alternative Medicine	0,0	0,0	-	-	-	9	-	-	-	-	-
Total		28										

Clinical practice:

Code of the Course	Name of the Course	Credits	Teaching Hours
07	Introduction to Modern Teaching Methods for Children and Families	0,0	17
08	Ethics and Law in pediatric Nursing	0,0	17
10	Review of Common procedures	1	34

Internship Courses:

Code of the Course	Name of the Course	Credits	Teaching Hours
04	Nursing process application in pediatrics care	1	51
05	Child and family health development	0,0	26
06	Nursing theories and its application in pediatric nursing	0.5	26
11	Principles of Management and Leadership Theories in pediatrics units	0,0	26
12	Principles of pediatrics and family care	2	102
13	Principles of advanced pediatrics care1	2	102
14	Principles of advanced pediatrics care 2	2	102

15	Family and Child Care in Emergencies and Crises	١,٥	٧٧
----	---	-----	----