1.Course Name:
Growth and Development
2.Course Code:
WNR-32-03
3.Semester / Year:
Third Stage/First & second Semester
4.Description Preparation Date:
1/9/2025-2026
5.Available Attendance Forms:
In-person lectures and practical (attendance forms)
6.Number of Credit Hours (Total) / Number of Units (Total)
3 Theoretical + 6 practical training (Per Week), Number of Credits (5)
7.Course administrator's name (mention all, if more than one name)
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8.Course Objectives: By the end of this course, students should be able to:

Course Objectives:	1. Understand the basic principles of child development 2. Explain and distinguish between basic terms related to growth and development 3. List the theories of human growth and development and understand their basic principles. 4. Distinguish the main points in the theories of development according to Piaget, Erikson, and Freud. 5. Provide examples of theoretical development and how to relate them to reality 6. Identify the optimal choice for growth and development during the different stages of a child's and adolescent's life.
9. Teaching and Learning Strategies	
Strategy	- Theoretical lectures. - group discussions. - Reports. - clinical training

1. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3T+6C	The basic concepts of growth and development	Introduction to growth and development	- Lectures. - Clinical training	-Oral Quizzes
2	3T+6C	Monitoring growth and development Measurements: Anthropometric Growth Charts	Measurements of growth and development	- Lectures. -clinical training.	- Oral Quizzes -Skills assessment
3+4	3T+6C	Explain concepts of major developmental theories (Piaget, Erikson, Freud).	Theories related to human growth and development. \ Part I	- Lectures. -clinical training.	Oral Quizzes, students' participation in the lecture.

4	3T+6C	Explain how biological, psychological, and social factors interact in each developmental stage. Critique the cultural limitations of classical theories in diverse patient populations. Link developmental milestones to nursing assessments (e.g., assessing abstract thinking in adolescents per Piaget).	Theories related to human growth and development. \ Part II	- Lectures. -clinical training.	Oral Quizzes, students' participation in the lecture .
5	**Written Quiz**				

6+7	3T+6C	**A. Theoretical Understanding (Knowledge):** 1. **Describe** key **physical growth milestones** (e.g., weight doubling by 5 months, tripling by 1 year). 2. **Explain developmental domains**: o **Motor** (head control, rolling, crawling, pincer grasp). o **Cognitive** (object permanence, sensory exploration). o **Language** (cooing, babbling, first words). o **Social-Emotional** (attachment, stranger anxiety, social smiling). 3. **Compare** theories applicable to infancy (e.g., Piaget's **sensorimotor stage**, Erikson's **trust vs. mistrust**). **Practical Application (Skills)** 1. **Accurately measure and plot** infant growth (weight, length, head circumference) on **WHO growth charts**. 2. **Assess developmental milestones** using standardized tools (e.g., **Denver II**, **Ages & Stages Questionnaire [ASQ]**). 3. **Demonstrate** age-appropriate **nursing interventions**: a. **Promoting bonding** (e.g., kangaroo care, responsive feeding). b. **Encouraging motor skills** (tummy time, grasping toys). c. **Supporting cognitive growth** (high-contrast visuals, interactive play). 4. **Educate parents** on: a. **Nutrition** (breastfeeding/formula, introducing solids at 6 months). b. **Safety** (safe sleep, baby-proofing). c. **Stimulation** (reading, singing, responsive interactions).	Infant growth and developme nt stage	- Lectures. -clinical training.	Oral Quizzes, students' participation in th lecture

		5. **Document and report** deviations from normal growth/development for early intervention.			
8+9	3T+6C	**Theoretical Understanding (Knowledge)** 1. **Describe** key **physical growth patterns** (e.g., slower weight gain, increased height, brain development). 2. **Explain developmental milestones** across domains: a. **Gross Motor** (walking, running, climbing). b. **Fine Motor** (stacking blocks, scribbling, self-feeding). c. **Language** (2-word phrases, 50+ words by age 2, following simple commands). d. **Cognitive** (symbolic play, object permanence, curiosity). e. **Social-Emotional** (autonomy, tantrums, parallel play). 3. **Apply** relevant developmental theories (e.g., Erikson's **autonomy vs. shame/doubt**, Piaget's **preoperational stage**). 4. **Identify risk factors** for delays (e.g., speech disorders, autism red flags, neglect). 5. **Recognize normal vs. abnormal behaviors** (e.g., temper tantrums vs. extreme aggression). **Practical Application (Skills)** 1. **Assess growth** using pediatric growth charts (CDC/WHO) and track BMI trends. 2. **Implement** age-appropriate **nursing interventions**: a. **Safety education**. b. **Toilet training readiness** (signs, parent coaching). 3. **Engage toddlers** in therapeutic play. 4. **Educate parents** on:	Toddler Stage	- Lectures. -clinical training.	Oral Quizzes, students' participation in the lecture.

		a. **Discipline strategies** (positive reinforcement, setting limits). b. **Sleep routines**			
10	Mid-term exam.				
11+12	3T+6C	**Theoretical Understanding (Knowledge)** 1. **Describe** key **physical growth patterns** (e.g., steady height/weight gain, improved coordination). 2. **Explain developmental milestones** across domains: a. **Gross Motor** (hopping, skipping, throwing/catching balls). b. **Fine Motor** (using scissors, drawing shapes, dressing independently). c. **Language** (complex sentences, storytelling) d. **Cognitive**. e. **Social-Emotional** (cooperative play, sharing, identifying emotions). 3. **Apply** developmental theories (e.g., Erikson's **initiative vs. guilt**, Piaget's **preoperational stage**). 4. **Identify risk factors** for delays (e.g., speech disorders, ADHD signs, social withdrawal). **B. Practical Application (Skills)** 1. **Assess growth** using pediatric growth charts and monitor BMI trends. 2. **Screen development** 3. **Implement** age-appropriate **nursing interventions**: a. **School readiness** (pre-literacy/numeracy skills). b. **Safety education** (stranger danger, traffic safety). c. **Nutrition guidance** (healthy snacks, preventing obesity). 4. **Educate parents/teachers** on: a. **Behavior management** (positive reinforcement, time-outs). b. **Social skill-building** (turn-taking, conflict resolution). c. **Sleep hygiene** (consistent bedtime routines).	Preschool Stage	-Lectures. -clinical training.	Knowledge: Quizzes on milestones, case studies on developmental delays. Skills: Simulation: Conducting a preschool developmental assessment. Role-play: Counseling parents about behavior challenges. **Clinical Integration** Students will apply these skills in pediatric clinics, preschools, and community health settings to support healthy development.

13	3T+6C	**Theoretical Understanding (Knowledge)** 1. **Describe** key **physical growth patterns** (e.g., slower, steady growth; puberty onset in later stage). 2. **Explain developmental milestones** across domains: o **Motor Skills**: Refined coordination (riding bikes, writing cursive) o **Cognitive**: Concrete operational thinking (logic, conservation) o **Language**: Complex grammar, reading comprehension o **Social-Emotional**: Peer relationships, self-concept development 3. **Apply** relevant theories (Erikson's **industry vs. inferiority**, Piaget's **concrete operational stage**). 4. **Identify risk factors** (e.g., learning disabilities, bullying, obesity). 5. **Differentiate normal behavior** (e.g., peer conflicts) from **red flags** (e.g., social isolation, academic struggles). **B. Practical Application (Skills)** 1. **Assess growth** using pediatric growth charts (tracking BMI for obesity prevention). 2. **Screen for developmental/behavioral concerns** 3. **Implement age-appropriate interventions**: o **Health education** (hygiene, nutrition, exercise) o **Safety guidance** (internet safety, stranger awareness) o **Academic support** (recognizing signs of learning difficulties) 4. **Communicate effectively** with school-age children (open-ended questions, active listening). 5. **Educate parents/teachers** on: o Promoting self-esteem	School Age Stage	- Lectures. - seminars. -clinical training.	Knowledge: Quizzes on milestones, Skills: Simulation: Conducting a developmental assessment. Role-play: Counseling parents about behavior challenges. **Clinical Integration** Students will apply these skills in pediatric clinics, and community health settings to support healthy development.

		○ Managing screen time ○ Supporting emotional regulation			
14	3T+6C	**Theoretical Understanding (Knowledge)** 1. **Describe** key **physical changes** (pubertal development, growth spurts, sexual maturation). 2. **Explain developmental milestones** across domains: ○ **Biological**: Hormonal changes, brain development ○ **Cognitive**: Abstract thinking, risk assessment, identity formation ○ **Psychosocial**: Independence vs. dependence, peer influence, romantic relationships 3. **Apply** developmental theories (Erikson's **identity vs. role confusion**, Piaget's **formal operational stage**). 4. **Identify health risks** (e.g., mental health disorders, substance use, risky sexual behavior). 5. **Recognize cultural/societal influences** on development (sex roles, media impact, family dynamics). **B. Practical Application (Skills)** 1. **Assess growth and development** 2. **Provide anticipatory guidance** on: ○ **Physical health** (nutrition, sleep, exercise) ○ **Sexual/reproductive health** ○ **Mental health** (stress management, coping strategies) 3. **Communicate effectively** using youth-friendly, nonjudgmental approaches. 4. **Screen for high-risk behaviors** (self-harm, substance use, eating disorders). 5. **Educate parents/caregivers** on supporting adolescents (balancing autonomy with guidance).	Adolescent Stage	- Lectures. - seminars. -clinical training.	Knowledge: Quizzes on milestones, case studies on developmental Skills: Simulation: Conducting a developmental assessment. Role-play: Counseling parents about behavior challenges. **Clinical Integration** Students will apply these skills in pediatric clinics, and community health settings to support healthy development.

2. Course Evaluation

Evaluation				Score standard
Formative		**Summative**		-Excellent (90-100)
Scores	**Evaluation methods**	**Scores**	**Evaluation methods**	

5M	Daily Quizzes	15M	Mid-term theoretical exam	-Very Good (80-less than 90) -Good (70-less than 80) -Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
5M	Clinical Reports	10M	Mid-term-practical evaluation	
5M	Participation	20M	Final practical exam	
		40M	Final theoretical exam	
15M		65M	100M	

3. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1. **"Wong's Essentials of Pediatric Nursing"** (11th Ed.) o *Hockenberry & Wilson* o **Focus**: Covers developmental stages (infancy to adolescence) with nursing applications. o **Strengths**: Milestone charts, family-centered care, clinical case studies. 2. **Hockenberry, M. J., & Wilson, D. (2023). :**Wong's Nursing Care of Infants and Children (12th ed.). Elsevier. 3. **"Growth and Development Across the Lifespan"** (3rd Ed.) o *Gloria Leifer & Eve Fleck* o **Focus**: Lifespan approach (prenatal to aging) with theory integration (Piaget, Erikson). o **Strengths**: NCLEX-style questions, cultural considerations. 4. **Nursing Care of Children"** (5th Ed.) - *Susan James et al.* • **Focus**: Clinical pediatric nursing with developmental milestones. • **Strengths**: Care plans, safety alerts, family education tips.
Electronic References, Websites	- https://study.com/learn/lesson/developmental-domains-child-development.html - https://choc.org/primary-care/ages-stages/ - https://medlineplus.gov/ency/article/002456.htm - https://www.cdc.gov/ncbddd/watchmetraining/module2.html - https://www.healthlinkbc.ca/healthwise/growth-and-development-milestones

End of program student learning outcomes (EPSLO)	Course Learning outcomes	Show the Link to EPSLO
Knowledge **EPSLO-1:** Demonstrate the highest level of understanding and awareness of the scientific related to the nursing profession **EPSLO-2:** Engage in **lifelong learning and self-development** to continuously improve nursing practice. **EPSLO-3:** Integrate pathophysiological and psychosocial knowledge to design advanced, individualized care plans for patients with complex and multi-system health needs."	• **Define** key concepts, principles, and theories of human growth and development across the lifespan • **Describe** normal physical, cognitive, psychosocial, and moral development from conception through death • **Identify** developmental milestones and expected behaviors for each life stage • **Explain** the influence of genetics, environment, culture, and family on human development.	• **EPSLO-1 (Quantitative reasoning):** Compute WHO growth percentiles and z-scores for a 9-month-old; interpret if weight-for-length indicates risk. • **EPSLO-2 (Nursing process & critical thinking):** Formulate nursing diagnoses and prioritized interventions for a toddler. • **EPSLO-3 (EBP & technology):** integrate a dosing calculator into the care plan. • **EPSLO-4 (Communication):** Use teach with parents to ensure safe medication

EPSLO-4 Utilize evidence-based research and advanced clinical judgment to improve patient care strategies and achieve the best clinical and psychosocial outcomes for individuals with complex health conditions.		administration for infants; as vaccinations.
<u>Cognitive Skills</u> **EPSLO-5:** Apply **evidence-based knowledge and technology** in the provision of safe and effective nursing care. **EPSLO-6:** Demonstrate **quantitative reasoning** and apply relevant scientific principles in the practice of nursing. **EPSLO-7:** Demonstrate clinical competence in providing therapeutic nursing care across the lifespan. **EPSLO-8:** Perform nursing procedures and clinical interventions accurately and safely in accordance with established standards.	• **Analyze** developmental theories (Piaget, Erikson, Freud, etc.) and their application to nursing practice • **Compare and contrast** normal and abnormal developmental patterns • **Evaluate** factors that promote or hinder optimal development. • **Critical thinking**: Apply developmental concepts to predict potential health issues at different life stages.	• **EPSLO-6** (Clinical competence): Demonstrate correct newborn thermoregulation and safe swaddling in simulation, meeting all checklist criteria. • **EPSLO-7** (Cultural & holistic care): Adapt feeding guidance to accommodate fasting practices while maintaining infant nutritional needs.
<u>Values</u> **EPSLO-8:** Demonstrate respect for patient diversity, cultural values, and individual beliefs when providing nursing care. **EPSLO-9:** Exhibit a professional attitude of integrity, accountability, and empathy by embracing holistic, patient-centred care. **EPSLO-10:** Demonstrate effective communication and collaboration skills in the role of the nurse when interacting with patient and members of the interdisciplinary and inter-professional healthcare team.	• **Perform** comprehensive developmental assessments using age-appropriate tools • **Demonstrate** effective communication techniques suitable for different developmental stages • **Plan** developmentally appropriate nursing interventions • **Implement** health promotion strategies based on developmental needs • **Document** developmental findings accurately and comprehensively	**EPSLO-8:** Understand cultural differences in: Child-rearing practices and parenting styles Adolescent rites of passage and identity formation. Infant feeding practices (breastfeeding vs. formula) Discipline and behavioral expectations Gender identity development **EPSLO-9:** **Holistic Developmental Assessment** • Consider all domains of development (physical, cognitive, emotional, social, spiritual) • Recognize how developmental stage affects: − Pain perception and expression − Coping mechanisms − Understanding of illness and treatment − Decision-making capacity **EPSLO-10:**

1. Age-Appropriate Communication Techniques <u>Infants/Toddlers:</u> • Non-verbal communication and soothing techniques • Parent-mediated communication • Simple, concrete language for toddlers <u>Preschool/School-age:</u> • Use of play and storytelling • Concrete explanations with visual aids • Age-appropriate medical play		

تدريسية المادة:

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