

### Course Specifications

Institution: Najran University.	Date of Report: 22\8\1438
College/Department: : College of Nursing	

#### A. Course Identification and General Information

1. Course title and code: Growth and development 332GRO-2			
2. Credit hours: 2 Credit Hours(Theory)			
3. Program(s) in which the course is offered. Nursing Program.			
4. Name of faculty member responsible for the course: Dr. Howaida moawad Ahmed			
5. Level/year at which this course is offered: Level 6- 3 <sup>rd</sup> year			
6. Pre-requisites for this course (if any): Anatomy and Physiology (1) 112ANT-4 Anatomy and Physiology (2) 213ANT-3			
7. Co-requisites for this course (if any): none			
8. Location if not on main campus: the university city main campus			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="90%"/>
b. Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

## B Objectives

1. What is the main purpose for this course?

By the completion of this course, the student nurse will be able to differentiate between the normal and abnormal growth and development. He also will be able to make early detection and management for the different physical , psychological and behavioral crises during the human life cycle.

### 1. Summary of the main learning outcomes for students enrolled in the course:

**BY the end of the course the students should be able to :**

- 1- Define growth and development.
- 2- Determine the stages of growth throughout life span
- 3- Discuss the role of the nurse in prevention of behavioral abnormalities during life span.
- 4- Describe normal developmental milestones throughout the life span.

Explain how and when to council mothers about developmental activities.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

### 2. Plans for developing and improving the course that are being implemented:

- Continuous updating for the contents through available references, web, and latest researches.
- Increased use of IT or web-based reference material.
- Include e-books

### Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:

- The objectives of the course will be clear from the beginning of the semester.
- Try to modify the teaching methods & choose the suitable teaching method to every subject.
- Try innovations on learning methods such as (brain storming and concept mapping)
- Start to communicate with the students via e-mail from the 1st week of teaching.
- Provide the library by names of different books & references to be available during the semester.
- Start to distribute activities and duties on a regular basis over the semester.
- Encourage students to work collectively through group activities
- Encourage students for self-learning by making simple completions for the best ideas.

2. Other action taken to improve the course this semester/year

- Increase group assignment.	- Encourage students to visit web sites
4. Recommendations to Program Coordinator (if Required)	
<ul style="list-style-type: none"> <li>• Good preparation to the library ( Try to provide the library with enough references &amp; Journals.)</li> <li>• Providing computers and internet access in the library</li> </ul>	

**C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)**

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Principles of growth and development: <ul style="list-style-type: none"> <li>• Theories of development.</li> <li>• Nursing implications of growth and development.</li> </ul>	1	2
The intrauterine period <ul style="list-style-type: none"> <li>• Fetus journey from conception to birth</li> </ul>	1	2
The neonate: <ul style="list-style-type: none"> <li>• Characteristics of the neonates.</li> <li>• Basic reflexes of neonates.</li> <li>• Adaptation to extra uterine life</li> </ul>	1	2
The infancy: <ul style="list-style-type: none"> <li>• Physical development and social behaviour.</li> <li>• Motor development.</li> <li>• Basic infant's needs.</li> </ul>	1.5	3
The toddler: <ul style="list-style-type: none"> <li>• General characteristics.</li> <li>• Communication.</li> <li>• Development of the toddler.</li> <li>• Nutrition counselling.</li> <li>• Accident prevention.</li> </ul>	2	4

<p>The preschool child:</p> <ul style="list-style-type: none"> <li>• General characteristics.</li> <li>• Physical, psychosocial and cognitive development.</li> <li>• Abnormal behaviours.</li> <li>• Accident prevention.</li> </ul>	2	4
<p>The school age child:</p> <ul style="list-style-type: none"> <li>• General characteristics.</li> <li>• Physical &amp; psychosocial development.</li> <li>• Environmental influences.</li> <li>• Injury prevention</li> </ul>	2	4
<p>The adolescence:</p> <ul style="list-style-type: none"> <li>• General characteristics.</li> <li>• Physical development.</li> <li>• Developmental tasks.</li> <li>• Special needs.</li> </ul>	1	2
<p>Young adulthood:</p> <ul style="list-style-type: none"> <li>• Developmental tasks.</li> <li>• Physical and psychosocial changes.</li> <li>• Special needs.</li> </ul>	1.5	3
<p>Middle adulthood:</p> <ul style="list-style-type: none"> <li>• Age parameters and development.</li> <li>• Theoretical formulations on personality development in this period.</li> <li>• Conflicts confronting adults of this stage.</li> </ul>	1	2
<p>Late adulthood (elderly):</p> <ul style="list-style-type: none"> <li>• Physical and psychological changes that occur in late adulthood.</li> <li>• Social forces affecting the elderly.</li> <li>• Particular nutritional needs during aging process.</li> </ul>	1	2

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	30	.....	.....	.....	.....	30
Credit	2	.....	.....	.....	.....	2

3. Additional private study/learning hours expected for students per week.	2
--	---

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
--

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

**First**, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	<b>NQF Learning Domains And Course Learning Outcomes</b>	<b>Course Teaching Strategies</b>	<b>Course Assessment Methods</b>
<b>1.0</b>	<b>Knowledge</b>		
1.1	Outline the principles and developmental tasks for different age groups.@	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Class discussion.</li> <li>• student seminars</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam (multiple choice)</li> <li>• Quiz</li> <li>• Midterm</li> </ul>
1.2	Determine physical, social and emotional disorders in each stage of growth & development.@	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Class discussion.</li> <li>• student seminars</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam (multiple choice)</li> <li>• Quiz</li> <li>• midterm</li> </ul>
1.3	Identify the physical development and social care for each stage of development.@	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Class discussion.</li> <li>• student seminars</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam (multiple choice)</li> <li>• Quiz</li> <li>• Midterm</li> </ul>
<b>2.0</b>	<b>Cognitive Skills</b>		
2.1	Compare between the changes occur in different stages of growth and development.@	<ul style="list-style-type: none"> <li>• Group discussion.</li> <li>• Seminars</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam (multiple choices, situation , discuss)</li> <li>• Quiz</li> <li>• Midterm exam</li> </ul>
2.2	Interpret the abnormal behaviour's and factors that affect growth and development.@	<ul style="list-style-type: none"> <li>• Group discussion.</li> <li>• Seminars</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam (multiple choices, situation , discuss)</li> <li>• Quiz</li> <li>• Midterm exam</li> </ul>

2.3	Explain role of nurse in prevention of abnormalities during life span.@	<ul style="list-style-type: none"> <li>• Group discussion.</li> <li>• Seminars</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>• Written exam (multiple choices, situation , discuss)</li> <li>• Quiz</li> <li>• Midterm exam</li> </ul>
<b>3.0</b>	<b>Interpersonal Skills &amp; Responsibility</b>		
3.1	Show attention and respect to staff and colleague during class discussion.@	<ul style="list-style-type: none"> <li>- Group discussion..</li> </ul>	<ul style="list-style-type: none"> <li>• Participation checklist (respect for staff and colleges)</li> </ul>
<b>4.0</b>	<b>Communication, Information Technology, Numerical</b>		
4.1	Use written and oral communication skills in dealing with different topics related to the course.@	<ul style="list-style-type: none"> <li>- Self-learning.</li> <li>- Seminars</li> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation. ( Observation check list)</li> <li>• written copy of the presentation</li> </ul>
<b>5.0</b>	<b>Psychomotor:</b> Not applicable (no practical class)		

#### Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
<b>Knowledge</b>	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
<b>Cognitive Skills</b>	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise
<b>Interpersonal Skills &amp; Responsibility</b>	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
<b>Communication, Information Technology, Numerical</b>	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize

<b>Psychomotor</b>	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct
--------------------	--

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

**Suggested assessment methods and teaching strategies are:**

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

**5. Schedule of Assessment Tasks for Students During the Semester**

	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Quiz	5	10 %
2	Mid-term exam	12	20 %
3	(presentation and altitude )	Weekly for altitude and once for presentation	10 %
4	Final exam	17	60 %



#### D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- Two office hours per week.
- Encourage student communication via e-mail or at office.
- Feedback on assignments, quizzes and exams.

#### E. Learning Resources

1. List Required Textbooks:

- 1- Mary Tudor ( 2007 ) Child Development .McGraw-Hill .
- 2- [Martha Spray M. Christine Neff](#),(2008)Introduction to maternal and child health nursing. Lippincott Williams &Wilkins.
- 3- Patricia Humphrey and [Patty Maynard Hill](#),(2008) :Human growth and development throughout life New York : Wiley.

2. List Essential References Materials (Journals, Reports, etc.)

- The new England journal of medicine (<http://www.nejm.org/medical-research/growth-and-development>)
- Wiley online library ([http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1440-169X](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1440-169X))
- Elsevier journal (<http://www.journals.elsevier.com/early-human-development/>)
- Japan journal of human growth and development journal)  
<https://www.jstage.jst.go.jp/browse/hatsuhatsu>

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

Robert M. Kliegman(2011)Nelson Text book of pediatrics 19<sup>th</sup> edition. Saunders, An Imprint of Elsevier.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

<http://www.emeraldinsight.com/loi/igdr>  
 - Kids Health.org/Parent/growth  
 -www.nlm.nih.gov/medlineplus/ency/article/002456.htm  
 - All Refer.com [www.tabebak.com](http://www.tabebak.com)  
 -www.Kids growth.com/stages/guide/index .cfm

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

Multimedia associated with the text books and the relevant websites

#### F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)
  - Lecture room suitable for 30 students.
  - Suitable light and air condition.

2. Computing resources (AV, data show, Smart Board, software, etc.)

- At least one computer, projector and smart board in lecture room.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

- Library references and services.

#### G Course Evaluation and Improvement Processes

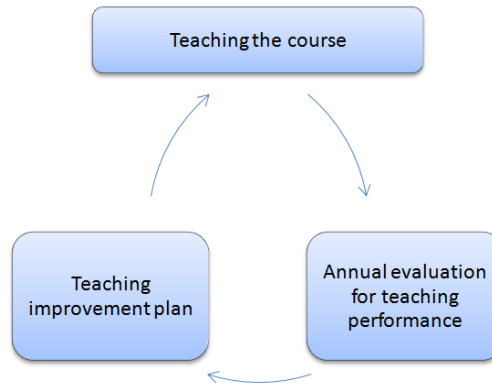
1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- University questionnaire evaluation of the course.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

- Peer observing teaching.
- Evaluation of program coordinator.
- Teacher portfolio.

3 Processes for Improvement of Teaching



The program has an approved policy for improving quality and performance of teaching staff, which is built on three essential pillars:

#### 1- Insisting on involvement:

All teaching staff **must** be committed as active participators in the implementation of both annual plans of research activities and community services. Participation in research and community activities will improve both the teaching staff performance and program outcomes. Teaching staff participations **must** be documented and kept in their own portfolios to be considered in the annual evaluation of their performance.

#### 2- Lifelong learning and self improvement:

The program encourages teaching staff to pursue promotions in their careers by conducting scientific researches and publish scientific papers in their area of specialty. Activities of self improvement includes using of new teaching strategies, new assessment methods and/or development of the course contents. All the self improvement activities **must** be documented and kept in their own portfolios to be included in the annual evaluation of the teaching staff performance.

#### 3- Sharing knowledge and experience:

The program offers equal opportunities for all the teaching staff to attend the workshops organized by the university deanship of development and quality to meet their needs. The program adopted an approved criteria to maximize the benefit from those workshops.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

#### 1- For the final written exam (to assess knowledge and cognitive skills):

The exam committee is responsible for verifying the following:

- Compliance of the question paper with the rules approved by the faculty council.
- Compliance of the weight for each question and its relevant ILO and Domain of learning with the

approved assessment matrix in manual of processes and procedures.

## 2- For overall achievement of the course ILOs

Indirect evaluation for student's overall achievement of the course ILO's is conducted by the end of the course and before final exams using self assessment survey (to be filled by the students).

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

### By the end of each semester:

- Course report is submitted to the head of the department including the results of reports and questionnaires, improvement plan is designed to be monitored by the head of the department.

### Committee of program review and improvement conducts a comprehensive study on:

- Performance of current cohort with previous cohorts at the level of all the specialty courses, results and trends are discussed at the level of faculty council and recommendations for improvement are to be considered in the improvement plan of the course.
- Effectiveness of all the specialty courses in achieving program ILOs, results and trends are discussed at the level of faculty council and recommendations for improvement are to be considered in the improvement plan of the course.

Faculty or Teaching Staff: Dr: Howaida Moawad Ahmed

Signature: Howaida

Date Report Completed: 22\8\1438

Received by: \_\_\_\_\_

Dean/Department Head: Dr: Nahed Khalil

Signature: \_\_\_\_\_

Date: \_\_\_\_\_