

Course Specifications

Institution: Najran University.	Date of Report: 3\7\1439
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. Wafaa Taha Ibrahim Elgzar (for both male and female section)			
5. Level/year at which this course is offered: Level 6- 3 rd 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 (female section) Black board (Male section)			
9. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	90%
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. Other*	<input checked="" type="checkbox"/>	What percentage?	10 %
Comments:* Self-learning For the male section, the whole course is provided online through black board.			

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. The student also will be able to make early detection and management for the different physical, psychological and behavioral crises during the human life cycle.

1. Main purposes of the course:

- 1- Provide the student with background about stages of growth throughout life span
- 2- Empower student with knowledge about the role of the nurse in prevention of behavioral abnormalities during life span.
- 3- Help student to identify normal developmental milestones throughout the life span.
- 4- Help student to identify how and when to counsel 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

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

This course deals with different aspects of nursing management process and discuss the different criteria for effective nurse manager. It also elaborate the effective way to deal with different managerial problems. The main purpose for this course is to define the basic concepts of nursing administration, Be familiar with management process and functions, and Apply duties and responsibilities of first line nurse manager in different units in the selected hospitals.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Principles of growth and development: <ul style="list-style-type: none"> Theories of development. Nursing implications of growth and development 	1	2
The intrauterine period <ul style="list-style-type: none"> Fetus journey from conception to birth 	1	2

The neonate: <ul style="list-style-type: none"> • Characteristics of the neonates. • Basic reflexes of neonates. • Adaptation to extra uterine life 	1	2
The infancy: <ul style="list-style-type: none"> • Physical development and social behaviour. • Motor development. • Basic infant's needs. 	1.5	3
The toddler: <ul style="list-style-type: none"> • General characteristics. • Communication. • Development of the toddler. • Nutrition counselling. • Accident prevention. 	2	4
The preschool child: <ul style="list-style-type: none"> • General characteristics. • Physical, psychosocial and cognitive development. • Abnormal behaviours. • Accident prevention. 	2	4
The school age child: <ul style="list-style-type: none"> • General characteristics. • Physical & psychosocial development. • Environmental influences. • Injury prevention 	2	4
The adolescence: <ul style="list-style-type: none"> • General characteristics. • Physical development. • Developmental tasks. • Special needs. 	1	2
Young adulthood: <ul style="list-style-type: none"> • Developmental tasks. • Physical and psychosocial changes. • Special needs. 	1.5	3
Middle adulthood: <ul style="list-style-type: none"> • Age parameters and development. • Theoretical formulations on personality development in this period. • Conflicts confronting adults of this stage. 	1	2
Late adulthood (elderly): <ul style="list-style-type: none"> • Physical and psychological changes that occur in late adulthood. • Social forces affecting the elderly. • Particular nutritional needs during aging process. 	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
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Outline the principles and developmental tasks for different age groups.	<ul style="list-style-type: none"> Lectures Class discussion. student seminars Concept map 	<ul style="list-style-type: none"> Written exam (multiple choice) Quiz Midterm Student evaluation of their own achievement of ILO
1.2	Determine normal and abnormal physical, social and emotional changes in each stage of growth & development.	<ul style="list-style-type: none"> Lectures Class discussion. student seminars Concept map 	<ul style="list-style-type: none"> Written exam (multiple choice) Quiz Midterm Student evaluation of their own achievement of ILO
2.0	Cognitive Skills		
2.1	Compare between the changes occur in different stages of growth and development and discuss factors influencing it.	<ul style="list-style-type: none"> Lectures Group discussion. 	<ul style="list-style-type: none"> Written exam (multiple choices, situation , discuss) Quiz Midterm exam

		<ul style="list-style-type: none"> Seminars Concept map 	<ul style="list-style-type: none"> Student evaluation of their own achievement of ILO
2.2	Interpret the abnormal behaviour's during life cycle and tailor nursing care for its prevention and care.	<ul style="list-style-type: none"> Lectures Group discussion. Seminars Concept map 	<ul style="list-style-type: none"> Written exam (multiple choices, situation , discuss) Quiz Midterm exam Student evaluation of their own achievement of ILO
3.0	Interpersonal Skills & Responsibility		
3.1	Show attention and respect to staff and colleague during class discussion.	- Group discussion.	<ul style="list-style-type: none"> Class participation checklist Student evaluation of their own achievement of ILO
4.0	Communication, Information Technology, Numerical		
4.1	Use written and oral communication skills in dealing with different topics related to the course.	<ul style="list-style-type: none"> Self-learning. Seminars Problem solving 	<ul style="list-style-type: none"> Presentation. (Observation check list for oral presentation and rubric for written presentation) Student evaluation of their own achievement of ILO
5.0	Psychomotor: Not applicable (no practical class)		

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 th week	10 %
2	Mid-term exam	12 th week	20 %
3	(presentation and class participation)	13 th week	5 %
	Class participation	Continuous	5 %

4	Final exam	17 th week	60 %
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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 19th edition. Sauders, 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

-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

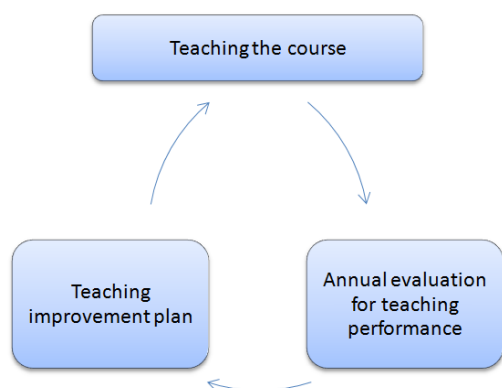
1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- 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.
- Evaluation of the course file and its related documents.

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 peruse 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.
<p>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)</p> <p>1- For the final written exam (to assess knowledge and cognitive skills):</p> <p>The exam committee is responsible for verifying the following:</p> <ul style="list-style-type: none"> • 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. <p>2- For overall achievement of the course ILOs</p> <p>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).</p>
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <p>By the end of each semester:</p> <ul style="list-style-type: none"> • 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. <p>Committee of program review and improvement conducts a comprehensive study on:</p> <ul style="list-style-type: none"> • 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.

Name of instructor اسم:	Wafaa Taha Ibrahim	Signature		Date specification
استاذ المقرر	Elgzar	التوقيع:		Completed تاريخ 2-7-1439h إكمال التوصيف
Department Coordinator	Dr. Heba Abdelfatah Ibrahim	Signature		Date received تاريخ 2-7-1439h الاستلام
منسق القسم		التوقيع		
Program coordinator	Dr: Nahid Kalil	Signature		Date received تاريخ 2-7-1439h الاستلام
منسق البرنامج:		التوقيع		
Dean of the University	Dr. Awad Al Qahtani	Signature		Date received تاريخ 2-7-1439h الاستلام
عميد الكلية:		التوقيع		