

The Hashemite University

Faculty of Nursing

(FON)

**Course Syllabus**

**Course Name**

Growth and Development

**Course Number**

**150703363**

**FACULTY OF NURSING (FON)**

**COURSE SYLLABUS**

**DDEPARTMENT:**  **Maternal, Child and Family Health Care Nursing**

**[FIRST 2021-2022]**

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**The Mission of The Hashemite University**

The Hashemite University as a youthful and prominent higher education institution is committed to actively participate in achieving the goals of the comprehensive national development through preparing loyal men and women who are not only technically competent in their professional fields, but also life-long learners who have a breadth vision, loyalty to their nation, and a sense of civic and moral responsibility and a devotion to the fundamental values of human life.

**The Vision of The Faculty of Nursing**

The Faculty of Nursing will be a benchmark in nursing education and research at the national and international levels. Our graduates will be creative, skillful, caring, knowledgeable nurses who will lead for excellence in health care and health promotion of individuals, families and communities in collaboration with other health disciplines.

**The Mission of The Faculty of Nursing**

To offer a quality undergraduate program in nursing that prepare life-long competent, skillful, and adaptive leaders to develop, disseminate, and perform latest evidence- based quality nursing knowledge in promoting and protecting the health and well-being of all individuals, families and communities, improving nursing profession and developing health care system.

**Core Values of The Faculty of Nursing**

Our values are derived from the Islamic Arabic heritage and the nursing profession which include:

***Respect, Integrity, Professionalism, Caring, Excellence, Leadership Discipline****.*

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| **1** | Course title | Growth and Development |
| **2** | Course number | 150703363 |
| **3** | Credit hours (theory, practical) | 3 credit hours (Theory) |
| Contact hours (theory, practical) | 3 credit hours (Theory) |
| **4.** | Classroom | Online Meetings |
| **5.** | Prerequisites/co-requisites | 150702243 Adult Health Nursing theory (2) |
| **6.** | Program title | BS.C in Nursing |
| **7.** | Program code | - |
| **8.** | Awarding institution | The Hashemite University |
| **9.** | School | Faculty of Nursing |
| **10.** | Department | Maternal, Child and Family Health Care Nursing |
| **11.** | Level of course | Third year |
| **12.** | Year of study and semester(s) | Third year (1st and 2nd semester) |
| **13.** | Final Qualification | B.Sc. in Nursing |
| **14.** | Other department(s) involved in teaching the course | None |
| **15.** | Language of Instruction | English |
| **16.** | Learning (teaching) Methodology | ☐Face to face ☐Blended (face to face+ online)  ☒Full online |
| **17.** | |  | | --- | | Forms (models) of Learning | | ☐ 2 +1: 2 Synchronous and 1 A synchronous  ☐1+2: 1 Synchronous and 2 Asynchronous  ☒1+1: 1 Synchronous and 1 Asynchronous |
| **18.** | Electronic platform(s)   |  | | --- | |  | | ☒Moodle ☒Microsoft Teams ☐Skype ☐Zoom  ☐Others………… |
| **19.** | Date of production/revision | September ,2021 |

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| Course Coordinator: | Dr. Manal Al-Kloub**,** PhD, RN |
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| Other Instructors: | Dr. Murad Sawalha, PhD, RN |
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**20. Course Description**

This full online course (Synchronous and Asynchronous) focuses on the processes of human growth and development across the life span with an emphasis on cognitive, psychological, social, physical, and spiritual development. Major theories will be discussed, and significant milestones, developmental tasks, adjustments, and common health problems will be explored.

Course learning activities and experiences will enhance students’ critical thinking and problem-solving skills to provide holistic, professional and ethical evidence-based nursing care for clients in different age groups. The course will also provide students with sufficient evidence-based knowledge to communicate, collaborate, and work effectively with clients, families, communities and member of multi-disciplinary health care team to maintain and promote optimal health.

**21.Course general objective and outcomes:**

1. **General objective:**

The main goal of this course is to cover several areas of growth and development (e.g., physical, cognitive, social, moral, and so on) from conception to death. This course would enhance the student abilities to assess & understand the normal aspects as well as the unique problems and health promotion needs of each age and stage of development.

Students will use case studies and debate to enhance learning.

**Learning Outcomes (SLOs):** Upon successful completion of this course, students will be able to…

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| **Student Learning Outcomes (SLO's)** | |
| **SLO 1**: Utilize the nursing process to promote health, prevent diseases and provide holistic care of diverse individuals, families, and populations in various health care settings. | |
| Specific Course Objectives | * Utilize the knowledge gained from the study of human growth & development to provide holistic and safe care for individuals in different age groups. * Integrate evidence-based knowledge from nursing, medicine & other sciences to meet the health needs of clients & their families**.** * Competent, and attain the necessary knowledge to be a caring nurse for humans in different age groups. * Outline a health teaching plan for preschool, school age, & adolescent & integrate strategies for health promotion as well as disease & injury prevention when providing care for clients & their families |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 2**: Person-Centered Care  **Domain 3:** Population Health  **Domain 5:** Quality & Safety  **Domain 9:** Professionalism |
| Relevant JNC Standard & Core-Competencies | **1. Performance:**  Professional Practice, Holistic Care  **2. Knowledge:**  Evidence-Based Knowledge, Critical Thinking |
| JNC Program Outcome Competencies | 1. Safe and effective care environment 35%  2. Health Promotion\prevention and maintenance 15%  3. Physiological Integrity 35%  4. Psychosocial Integrity 10%  5. Global health and health economics 5% |
| Evaluation Methods | * Quizzes * First, second and final exams * Assignment |
| **SLO 2**: Demonstrate competency and safety in providing professional, ethical and evidence based nursing care to individuals, families and populations across life span and health continuum. | |
| Specific Course Objectives | * Demonstrate an understanding of social, ethical, cultural, and political concepts necessary to the provision of client health care * Review the most recent evidence-based studies related health promotion and concerns of each developmental stage * Integrate relevant knowledge of growth and development when providing care to children, adults, and families across the life span. |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 2**: Person-Centered Care  **Domain 3:** Population Health  **Domain 4:** Scholarship for Nursing Discipline  **Domain 5:** Quality & Safety  **Domain 9:** Professionalism |
| Relevant JNC Standard & Core-Competencies | **1. Performance:**  Professional practice, Ethics, Accountability, Safety  **2. Knowledge:**  Evidence-Based Knowledge, Critical Thinking |
| JNC Program Outcome competencies | 1. Safe and effective care environment 35%  2. Health Promotion\prevention and maintenance 15%  3. Physiological Integrity 35%  4. Psychosocial Integrity 10%  5. Global health and health economics 5% |
| Evaluation Methods | * Quizzes * First, second and final exams * Assignment |
| **SLO 3**: Demonstrate critical thinking and problem-solving skills in clinical decision making, planning, implementing and evaluating evidence based nursing practice. | |
| Specific Course Objectives | * Employ a systematic approach and make rational decisions based on research findings when caring for clients with different age groups. * Demonstrate the knowledge, skills, understanding and capacity for critical thinking and analysis. * Integrate knowledge and skills to promote health and prevent disease across the lifespan * Discuss the effectiveness of specific health promotion strategies for the client using a scientific and updated knowledge |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 2:** Person-Centered Care  **Domain 4:** Scholarship for Nursing Discipline  **Domain 5:** Quality and Safety |
| Relevant JNC Standard & Core-Competencies | **1. Performance**  **2. Knowledge:**  Evidence-Based Knowledge, Critical Thinking |
| JNC Program Outcome Competencies | 1. Safe and effective care environment 35%  3. Physiological Integrity 35%  4. Psychosocial Integrity 10% |
| Evaluation Methods | * Quizzes * First, second and final exams * Assignment |
| **SLO 4**: Apply leadership principles, management skills and quality improvement techniques within the scope of professional practice to ensure quality client-centered care. | |
| Specific Course Objectives | * Learn independently about client health care using a variety of information sources. * Plan essential health promotion and protection strategies to meet the needs of an individual in different developmental stages * Elaborate health promotion strategies, and preventive measures throughout life span like prevention of injuries and accidents * Demonstrate an ability to change the wrong practice and knowledge of the nurses using the updated studies. * Participate in activities that promote professional development and enrich the profession. |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 6:** Interprofessional Partnerships  **Domain 7:** Systems-Based Practice  **Domain 9:** Professionalism  **Domain 10:** Personal, Professional, and Leadership Development |
| Relevant JNC Standard & Core-Competencies | **5. Leadership and Management:**  Leadership and Management  **1.Performance**  **2. Knowledge** |
| JNC Program Outcome Competencies | 1. Safe and effective care environment 35%  3. Physiological Integrity 35%  4. Psychosocial Integrity 10% |
| Evaluation Methods | * Quizzes * First, second and final exams * Assignment |
| **SLO 5:** Communicate, collaborate, and work effectively with individuals, families, communities, and members of the multi-disciplinary health care team to promote health. | |
| Specific Course Objectives | * Demonstrate effective communication with children's family & other health care providers considering their values, beliefs, preferences, culture & environment * Integrate relevant knowledge of growth and development when providing care to children, adults, and families across the life span * Establish therapeutic relationship when caring to the client that helps to achieve human need. * Demonstrate relevant communication and research skills. |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 6:** Interprofessional Partnerships  **Domain 9:** Professionalism |
| Relevant JNC Standard & Core-Competencies | **3. Relationship:**  Communication, Therapeutic relationship, Collaboration, Coordination  **1. Performance**  **2. Knowledge** |
| JNC Program Outcome competencies | 1. Safe and effective care environment 35%  2. Health Promotion\prevention and maintenance 15% |
| Evaluation Methods | * Quizzes * First, second and final exams * Assignment |
| **SLO 6**: Utilize appropriate, cost-effective resources and use information and health care technologies in a variety of health care settings. | |
| Specific Course Objectives | * Recognize patients teaching needs in the plan of safe care utilizing cost-effective resources. * Use health information systems to obtain data and information necessary for individuals in different developmental stages * Competently use technology to access information necessary for identifying trends used in promoting quality improvement, and preserving safety, to provide patient care. |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 7:** Systems-Based Practice  **Domain 8:** Informatics and Healthcare Technologies  **Domain 10:** Personal, Professional, and Leadership Development |
| Relevant JNC Standard & Core-Competencies | **6. Resource Utilization:**  Evaluate safety, effectiveness, availability and cost benefits, Allocation of resources, Manage human, equipment and technologies resources  **1. Performance**  **2. Knowledge**  **3. Relationship**  **4. Leadership and Management** |
| JNC Program Outcome competencies | 1. Safe and effective care environment 35%  3. Physiological Integrity 35%  4. Psychosocial Integrity 10%  5. Global health and health economics 5% |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 7:** Systems-Based Practice  **Domain 8:** Informatics and Healthcare Technologies  **Domain 10:** Personal, Professional, and Leadership Development |
| Evaluation Methods | * Quizzes * First, second and final exams * Assignment |
| **SLO7**: Demonstrate ability for professional growth and lifelong learning | |
| Specific Course Objectives | • Integrate theories of development to each developmental stage  • Plan essential health promotion and protection strategies to meet the needs of an individual in different developmental stages |
| Relevant AACN Domains | **Domain 1:** Knowledge for Nursing Practice  **Domain 9:** Professionalism |
| Relevant JNC Standard & Core-Competencies | **4. Professional Development:**  Promotes quality improvement program, Professional development, Continuing competence  **1. Performance**  **2. Knowledge** |
| JNC Program Outcome competencies | 1. Safe and effective care environment 35%  3. Physiological Integrity 35%  4. Psychosocial Integrity 10% |
| Evaluation Methods | * Quizzes * First, second and final exams * Assignment |

**22.Teaching Methods and Assignments:**

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| **Teaching Methodologies:** Full online learning (1 Synchronous and 1 Asynchronous)  The following approaches that are guided by *Adult Learning Theory* will be used to achieve course objectives and related to the ILOs: | |
| **Instructional Methods** | **Learning Activities (Examples)** |
| Synchronous lecturing/meeting | * Interactive lectures and group discussions * E-learning using Moodle & Microsoft Teams * Scenarios and Case studies * Problem-based method |
| Asynchronous lecturing/meeting | * E-learning using Moodle & Microsoft Teams * Assignments / Homework * Evidence-based articles * Lecture Posted online * Watching educational videos |

**23.Evaluation Methods and Course Requirements:**

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| 1. **Evaluation Methods** | |
| **Exams** | **Assigned Points** |
| Midterm Exam 17/8/2022 | 40% |
| Quizzes, online participation, assignment  Submission date 21/8/2022 | 20% |
| Final Exam | 40% |
| **Total** | **100%** |

**24**. **Textbooks and Study Resources**

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| **Required Textbooks** | |
| * Liefer & Hartson (2013**).** Growth and development across the life span: A health promotion approach. (2 Ed ). Sanders   **Other Study Resources**:   * Hockenberry, M. J., Wilson, D., & Wong, D. L. (2016). Wong's Essentials of Pediatric Nursing, 10 th edition. Elsevier Health Sciences * Adele Pillitteri (2017). Maternal & Child Health Nursing: Care for the Childbearing and "Childrearing Family (8th Ed). Lippincott, NY. * Sigelman, C., & Rider, E. (2018). Life-Span Human Development. (9th Ed). Cengage   **Related websites:**  [http://pediatrics.about.com/od/growthanddevelopment/](http://pediatrics.about.com/od/growthanddevelopment/#_blank)  [http://www.ext.vt.edu/pubs/family/350-850/350-850.html](http://www.ext.vt.edu/pubs/family/350-850/350-850.html#_blank)  [http://medicalcenter.osu.edu/patientcare/healthinformation/otherhealthtopics/Pediatrics/GrowthandDevelopment/TheGrowingChildNewborn/](http://medicalcenter.osu.edu/patientcare/healthinformation/otherhealthtopics/Pediatrics/GrowthandDevelopment/TheGrowingChildNewborn/#_blank)  [http://www.kidsource.com/kidsource/pages/growth.general.html](http://www.kidsource.com/kidsource/pages/growth.general.html#_blank)  [http://www.hec.ohio-state.edu/famlife/yc/growth.htm#general%20development](http://www.hec.ohio-state.edu/famlife/yc/growth.htm#_blank) | |
| **Evidence-Based Articles** |  |
| Tran, T.D., Holton, S., Nguyen, H. &Fisher, J,(2019)Physical growth: is it a good indicator of development in early childhood in low- and middle-income countries?. BMC Pediatr 19, 276.https://doi.org/10.1186/s12887-019-1654-9  1. Sherrington C, Michaleff ZA, Fairhall N, PaulSA, Tiedemann A, Whitney J, Cumming RG, et al., (2017) Exercise to prevent falls in older adults: an updated systematic review and meta-analysis British Journal of Sports Medicine;51:1750-1758. 2. Ritu Singh, Niharika Bisht and Huma Parveen. (2019). Principles, Milestones and Interventions for Early Years of Human Growth and Development: An Insight. Int.J. Curr. Microbiol. App.Sci. 8(6): 181-190. | |
| **Course Requirements:**  students should have a computer, speakers internet connection, webcam, account on a Moodle and M-Teams platform, official HU email | |

**25.Grading Scale**

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| 1. **Grading Scale**   Note. In-course assessment mark is provided in two decimal points and the final exam marks in one decimal. | | | |
| Letter Grade | Numeric Value | Range | Description |
| A+ | 4.00 | > 88.0% | Exceptional performance |
| A | 3.75 | 84.0 – 87.9 |
| A - | 3.50 | 80.0 - 83.9 |
| B + | 3.25 | 76.0 - 79.9 | Very good performance |
| B | 3.00 | 73.0 - 75.9 |
| B - | 2.75 | 70.0 - 72.9 |
| C + | 2.50 | 65.0 - 69.9 | Satisfactory performance |
| C | 2.25 | 60.0 - 64.9 |
| C - | 2.00 | 57.0 - 59.9 |
| D + | 1.75 | 54.0 - 56.9 | Minimally acceptable performance |
| D | 1.50 | 50.0 - 53.9 |
| F | 0.0 | < 50.0 | Unacceptable performance |

**26.Course Policies**

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| **Code of Ethics:** |
| * Academic misconduct is defined as the use of any dishonest or deceitful means to gain some academic advantage or benefit. This can take many forms, including but not limited to, the following:   1. **Examinations**      1. Copying, or attempting to copy, from another student's work, or permitting another student to copy from your work.      2. Using notes of whatever kind in the formation of answers in a closed book examination.      3. Impersonation of another student in an examination, seminar or other form of presentation.      4. Disrupting the conduct of examinations by illegally obtaining access to examination papers or answers, and/or distribution of this material to others.   2. **Assignements**  1. *Copying:* Copying another person's answers in a paper, assignment, essay, etc. and presenting it as if it were the student's own work. 2. *Collusion:* Incorporating material into your work that was a results of working with others on an assignment which is intended to be an individual assignment. 3. *Plagiarism:* Using the thoughts, ideas, words, results, etc., of another person in a written assignment, without recognizing the source, as if it were the student's own work. 4. *Falsification:* altering data or Inventing data that have been obtained from legitimate sources    1. **Forging University Documents**    * Submitting or using forged academic documents or forged signatures for the purpose of personal gain or fraud. If a student commits an act of academic misconduct, whether defined above or of different nature, it may be documented and then one or more of the following penalties may be applied:    1. Written warning.    2. Deducting of an assignment or examination.    3. An 'Zero' grade given to the assignment or examination.    4. An 'F' grade given to the course.    5. Suspension from the University for a Specified Period.    6. Dismissal from the University. |
| **Attendance, Preparation, and Participation Policy** |
| 1. It is the student’s responsibility to attend all classes. Per the Hashemite University’s rules and regulations, the student’s total absences must not exceed 15% of the total class hours. 2. Failure to attend classes without prior approval for whatever reason is considered as part of the percentage missed. 3. Students bear full responsibility for checking their own attendance record. Attendance records are kept. 4. Compulsory attendance is required for all in-course assessment and final examination. The examination will not be postponed for any student without an emergency reason or approved medical certificates. 5. Compulsory participation in discussions, written assignments, use of case scenarios and e-learning. Moodle) is expected to complete the course requirements. 6. Students should interact with the teacher on Moodle for discussion related to the content taught in the classroom. Students should register for the course work on Moodle and use it frequently for the teaching learning sessions and instructions. The students should actively involve in these interactive classroom and online learning sessions. 7. Absenteeism: Students who remain absent should meet the Course Co-ordinator. Those who are sick will produce a medical certificate certified by the University's Medical Center and submit it. |
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**27.Course Outlines**

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| **Week #** | **Unit** | **Topic** | **Learning Methods** |
| **Weeks 1**  17/7/2022 | Course Introduction | -Course overview  - Course teaching and evaluation methods | Synchronous |
| **Weeks 1**  18/7/2022 | Foundation of growth and development | Major concepts, principles and stages | Synchronous |
| **Week 1**  19/7/2022 | The influence of family on developing lifestyle | Types of families and raring styles | Synchronous |
| **Week 1**  20/7/2022 | Developmental theories 1 | Psychoanalytic Theory | Synchronous |
| **Week 2**  24/7/2022 | Developmental theories 2 | Psychosocial Theory | Synchronous |
| **Week 2**  25/7/2022 | Developmental theories 3 | Cognitive and Moral Developmental Theory | Synchronous |
| **Week 2**  26-27/7/2022 | Prenatal influences on healthy development | -Conception  -Fetal Development | Synchronous |
| **First Exam** | **First Exam** | **3/8/2022** |  |
| **Week 3**  31/7/2022 | Health promotion of **Newborn** | - Physical, Cognitive,  Psychosocial changes | Synchronous |
| **Week 3**  1-2/8/2022 | Health Promotion  of the **Infants** | - Physical, Cognitive,  Psychosocial changes | Synchronous |
| **Week 4**  7-8/8/2022 | Health Promotion of the  **Early Childhood** | Physical, Cognitive,  Psychosocial changes | Synchronous |
| **Second**  **Exam** | **Second Exam** | **17/8/2022** |  |
| **Week 4**  9-10/8/2022 | Health Promotion of the  **Middle Childhood** | -Physical, Cognitive,  Psychosocial changes | Synchronous |
| **Week 5**  14-15/8/2022 | Health Promotion of the **Adolescent** | Physical, Cognitive,  Psychosocial changes | Synchronous |
| **Week 5**  16-17/8/2022 | Health Promotion of the **Young Adults** | - Physical, Cognitive,  Psychosocial changes | Synchronous |
| **Week 6**  21-22/8/2022 | Health Promotion of the **Middle Adults** | Physical, Cognitive,  Psychosocial changes | Synchronous |
| **Week 6**  23-24/8/2022 | Health Promotion of the **Older Adults** | Physical, Cognitive,  Psychosocial changes | Synchronous |
| **Week 7**  28-31/8/2022 | **Students Presentation** | Health Promotion  Topics All age groups | Synchronous |
| **Final**  **Exam** | **Final Exam** | **Between (3-8/9/2022)** |  |

**28.Additional information:**

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