

Philadelphia University	 <b>PHILADELPHIA UNIVERSITY</b> <small>THE WAY TO THE FUTURE</small>	Approval date: 6/10/2021
Faculty: Nursing		Issue: Summer
Department: Nursing		Credit hours: 3
Academic year 2021/2022		Course Syllabus

### Course information

Course#	Course title	Co /Pre-requisite
0910229	Growth and development	Course prerequisite(s): Fundamentals of Nursing (Theory)
Course type		Class time
<input type="checkbox"/> University Requirement <input type="checkbox"/> Faculty Requirement <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Compulsory		Room #
		<b>Thursday</b> <b>9421</b>

### Instructor Information

Name	Office No.	Phone No.	Office Hours	E-mail
<i>Dr.Maha Atout</i>	509	2138	9:45-12:45 (M, W)	m.atout@philadelphia.edu.jo

### Course Delivery Method

Course Delivery Method			
<input checked="" type="checkbox"/> Physical		<input type="checkbox"/> Online	
		<input type="checkbox"/> Blended	
Learning Model			
Precentage	Synchronous	Asynchronous	Physical
			100

### Course Description

This course highlights the contribution of biology and environment to the developing child, explains how the research process helps solve real-world problems, illustrates commonalities and differences between ethnic groups and cultures, discuss the broader social context in which children develop; and pay special attention to the policy issues that are crucial to safeguarding children's well-being in today's world .

The purpose of this course is to provide the nursing students with knowledge and skills necessary for effective assessment of growth and development, for promoting normal growth and development, and for detecting any disorders of newborns, infants and children

## Learning Resources

Course textbook	<ul style="list-style-type: none"> <li>• Berk, L. (2013). Child Development (9th ed.). New Jersey: Pearson</li> </ul>
Supporting References	<ul style="list-style-type: none"> <li>• Berk, L. (2017). Development Through the Lifespan (7th ed.). Boston, MA: Pearson</li> <li>• Medina, J. (2014). Brain Rules for Baby How to Raise a Smart and Happy Child from Zero to Five (2nd ed.). Seattle, WA: Pearson Press</li> <li>• Pillitteri, Adele, Maternal &amp; Child Health Nursing: Care of the Childbearing &amp; Childrearing Family, 10th Edition, Wolters Kluwer Health   Lippincott Williams &amp; Wilkins, Philadelphia, 2018.</li> <li>• Davidson, M., London, M., &amp; Ladewig, P. (2017). Maternal and Child Nursing Care. (5th Edition). Boston: Pearson .</li> <li>• Ricci, Susan Scott, and Terry Kyle (2013), Maternity and Pediatric Nursing, 2nd edition, Lippincott Williams &amp; Wilkins, Philadelphia</li> <li>• Study Guide for Ricci and Kyle's Maternity and Pediatric Nursing (2013), 2nd edition, Lippincott Williams &amp; Wilkins, Philadelphia</li> <li>• Doenges, M., Moorhouse, M., &amp; Murr, A. (2010). Nursing care plans: Guidelines for individualizing client care across the lifespan. (9th Edition Philadelphia: F. A. Davis.</li> <li>• Frances Fischbach, Marshall B. Dunning III (2015). A Manual of Laboratory and Diagnostic Tests, Ninth Edition. Lippincott Williams &amp; Wilkins.</li> <li>• American Psychological Association. (2011). Publication manual of the American psychological association. (6th Edition.). Washington, DC.</li> </ul>
Supporting websites	<a href="https://www.ncbi.nlm.nih.gov/books/NBK567767/">https://www.ncbi.nlm.nih.gov/books/NBK567767/</a>
Teaching Environment	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> laboratory <input type="checkbox"/> Learning platform <input type="checkbox"/> Other

### Course intended learning outcomes

Number	Learning Outcomes	Corresponding Program outcomes
<b>K1</b>	<ul style="list-style-type: none"> <li>• Understand child developmental stages according to major theorists.</li> </ul>	Kp1
<b>K2</b>	<ul style="list-style-type: none"> <li>• Use critical thinking to analyze factors that influence growth and development and ways strengthen path to achieving a new developmental stage.</li> </ul>	Kp2
<b>K3</b>	<ul style="list-style-type: none"> <li>• Construct a concept map to organize, synthesize, and summarize concepts of child development and their relationship to one another.</li> </ul>	Kp3
<b>S1</b>	<ul style="list-style-type: none"> <li>• Develop charts that synthesizes and summarizes information on the physical development.</li> </ul>	Sp1
<b>S2</b>	<ul style="list-style-type: none"> <li>• Utilize modeling and role-modeling, nursing process.</li> </ul>	Sp2
<b>C1</b>	<ul style="list-style-type: none"> <li>• Assess a child to determine the stage of development the child has reached according to the international standards</li> </ul>	Cp2
<b>C2</b>	<ul style="list-style-type: none"> <li>• Apply developmental psychological principles in understanding their own respective growth and development.</li> </ul>	Cp3

## 🌟 Course Schedule

Week #	Topics	Learning methods	Task	LEARNING MATERIAL
1	<p>Introduction &amp; safety precaution regarding to COVID-19 Pandemic The vision and mission of nursing school / Philadelphia University</p> <p><b>History, theory and applied directions</b></p> <ul style="list-style-type: none"> <li>• The Field of Child Development</li> <li>• Basic Issues</li> <li>• Historical Foundations</li> <li>• Mid-Twentieth-Century Theories</li> <li>• Recent Theoretical Perspectives</li> <li>• Comparing Child Development Theories</li> <li>• Applied Directions: Child Development and Social Policy</li> <li>• Introduction &amp; safety precaution regarding to COVID-19 Pandemic</li> <li>• History, theory and applied directions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion topic</li> <li>• Group work</li> <li>• Video demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Midexam</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chapter 1</b></li> </ul>
2	<p><b>Research strategies</b></p> <ul style="list-style-type: none"> <li>• From Theory to Hypothesis</li> <li>• Common Research Methods</li> <li>• Reliability and Validity: Keys to Scientifically Sound Research</li> <li>• General Research Designs</li> <li>• Designs for Studying Development</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• <b>Journal article:</b> Project SMART, An Interdisciplinary Collaboration to Design and Test a Mentored Health Promotion Program for School Children</li> <li>• Nursing Care of a Family with a Toddler: <b>Patient Scenarios</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Midexam</b></li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 2</li> </ul>
3	<p><b>Biological foundations, Prenatal development, and birth</b></p> <ul style="list-style-type: none"> <li>• Genetic Foundations</li> <li>• Reproductive Choices</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• <b>Discussion Topics,</b> Nursing Care of a</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Midexam</b></li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 3</li> </ul>

	<ul style="list-style-type: none"> <li>• Prenatal Development</li> <li>• Prenatal Environmental Influences</li> <li>• Childbirth</li> <li>• Approaches to Childbirth</li> <li>• Birth Complications</li> <li>• Heredity, Environment, and Behavior: A Look Ahead</li> </ul>	<p>Family with a Toddler</p> <ul style="list-style-type: none"> <li>• Nursing Care of a Family With a School-Age Child,</li> <li>• <b><i>Pre-Lecture Quiz</i></b></li> </ul>		
4	<p><b>Infancy: Early learning, Motor skills, and perceptual Capacities</b></p> <ul style="list-style-type: none"> <li>• The Organized Newborn</li> <li>• Motor Development in Infancy</li> <li>• Perceptual Development in Infancy</li> <li>• Early Deprivation and Enrichment: Is Infancy a Sensitive Period of Development ?</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion topic</li> <li>• Group work</li> <li>• Video demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Midexam</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 4</li> </ul>
5	<p><b>Physical Growth</b></p> <ul style="list-style-type: none"> <li>• The Course of Physical Growth</li> <li>• Brain Development</li> <li>• Factors Affecting Physical Growth</li> <li>• Puberty: The Physical Transition to Adulthood</li> <li>• The Psychological Impact of Pubertal Events</li> <li>• Puberty and Adolescent Health</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion topic</li> <li>• Group work</li> <li>• Video demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Midexam</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 5</li> </ul>
6	<p><b>Cognitive Development: Piagetian, Core Knowledge, and Vygotskian Perspectives</b></p> <ul style="list-style-type: none"> <li>• Piaget’s Cognitive-Developmental Theory</li> <li>• The Sensorimotor Stage: Birth to 2 Years</li> <li>• The Preoperational Stage: 2 to 7 Years</li> <li>• The Concrete Operational Stage: 7 to 11 Years</li> <li>• The Formal Operational Stage: 11 Years and Older</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Discussion Topics,</i></b> Nursing Care of a Family With an Adolescent</li> <li>• <b><i>Pre-lecture quiz:</i></b> Nursing Care of a Family With a Preschool Child</li> <li>• <b><i>Assignment:</i></b> School</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Midexam</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 6</li> </ul>

	<ul style="list-style-type: none"> <li>• Piaget and Education</li> <li>• The Core Knowledge Perspective</li> <li>• Vygotsky's Sociocultural Theory</li> <li>• Vygotsky and Education</li> <li>• Evaluation of Vygotsky's Theory</li> </ul>	<p>visit report (children with parental concerns)</p> <ul style="list-style-type: none"> <li>• Nursing Care of the Child Born With a Physical or Developmental Challenge: <i>Patient Scenarios</i></li> <li>• Second exam</li> </ul>		
7	<p><b>Cognitive Development: An Information-Processing Perspective</b></p> <ul style="list-style-type: none"> <li>• The Information-Processing Approach</li> <li>• General Models of Information Processing</li> <li>• Developmental Theories of Information Processing</li> <li>• Attention</li> <li>• Memory</li> <li>• Metacognition</li> <li>• Applications of Information Processing to Academic Learning</li> <li>• Evaluation of the Information-Processing Approach</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion topic</li> <li>• Group work</li> <li>• Video demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Midexam</i></li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 7</li> </ul>
8	<p><b>Intelligence</b></p> <ul style="list-style-type: none"> <li>• Definitions of Intelligence</li> <li>• Recent Advances in Defining Intelligence</li> <li>• Measuring Intelligence</li> <li>• What Do Intelligence Tests Predict, and How Well ?</li> <li>• Ethnic and Socioeconomic Variations in IQ</li> <li>• Explaining Individual and Group Differences in IQ</li> <li>• Early Intervention and Intellectual Development</li> <li>• Giftedness: Creativity and Talent</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion topic</li> <li>• Group work</li> <li>• Video demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Midexam</i></li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 8</li> </ul>

**Midterm Exam**

9	<p><b>Language Development</b></p> <ul style="list-style-type: none"> <li>• Components of Language</li> <li>• Theories of Language Development</li> <li>• Prelinguistic Development: Getting Ready to Talk</li> <li>• Phonological Development</li> <li>• Semantic Development</li> <li>• Grammatical Development</li> <li>• Pragmatic Development</li> <li>• Development of Metalinguistic Awareness</li> <li>• Bilingualism: Learning Two Languages in Childhood</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion topic</li> <li>• Group work</li> <li>• Video demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Final exam</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 9</li> </ul>
10	<p><b>Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Functions of Emotions</li> <li>• Development of Emotional Expression</li> <li>• Understanding and Responding to the Emotions of Others</li>   <li>• Temperament and Development</li> <li>• Development of Attachment</li> <li>• Attachment, Parental Employment, and Child Care</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion topic</li> <li>• Group work</li> <li>• Video demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Final exam</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 10</li> </ul>
11	<p><b>Self and Social Understanding</b></p> <ul style="list-style-type: none"> <li>• Emergence of Self and Development of Self-Concept</li> <li>• Self-Esteem: The Evaluative Side of Self-Concept</li> <li>• Constructing an Identity: Who Should I Become ?</li> <li>• Thinking About Other People</li> <li>• Understanding Conflict: Social Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Journal article:</i> The Evidence Behind Developmental Screening Instruments</li> <li>• <i>Critical thinking activities :</i> Nursing Care of a Family With a Preschool Child</li> <li>• Moral development: <i>Case study</i></li> </ul>	<ul style="list-style-type: none"> <li>• Final exam</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 11</li> </ul>

12	<p><b>Moral Development</b></p> <ul style="list-style-type: none"> <li>• Morality as Rooted in Human Nature</li> <li>• Morality as the Adoption of Societal Norms</li> <li>• Morality as Social Understanding</li> <li>• Development of Morally Relevant Self-Control</li> <li>• The Other Side of Self-Control: Development of Aggression</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion topic</li> <li>• Group work</li> <li>• Video demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Final exam</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 12</li> </ul>
13	<p><b>Development of Sex Differences and Gender Roles</b></p> <ul style="list-style-type: none"> <li>• Gender Stereotypes and Gender Roles</li> <li>• Influences on Gender Stereotyping and Gender-Role Adoption</li> <li>• Gender Identity</li> <li>• To What Extent Do Boys and Girls Really Differ in Gender-Stereotyped Attributes?</li> <li>• Developing Non-Gender-Stereotyped Children</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion topic</li> <li>• Group work</li> <li>• Video demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Final exam</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 13</li> </ul>
14	<p><b>The Family</b></p> <ul style="list-style-type: none"> <li>• Origins and Functions of the Family</li> <li>• The Family as a Social System</li> <li>• Socialization Within the Family</li> <li>• Family Lifestyles and Transitions</li> <li>• Vulnerable Families: Child Maltreatment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion topic</li> <li>• Group work</li> <li>• Video demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Final exam</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 14</li> </ul>
15	<p><b>Peers, Media, and Schooling</b></p> <ul style="list-style-type: none"> <li>• Peer Relations</li> <li>• Media</li> <li>• Schooling</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion topic</li> <li>• Group work</li> <li>• Video demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Final exam</li> </ul>	<ul style="list-style-type: none"> <li>• Chapter 15</li> </ul>
<b>Final exam</b>				



## Course Contributing to Learner Skill Development

Using Technology
Utilize evidence based practice in providing care for individuals, families, and groups
Communication skills
Self-reflection, friendliness, confidence, empathy, respect, responsiveness, morality.
Application of concepts learnt
Apply leadership and lifelong learning skills such as

### Assessment Methods and Grade Distribution

Assessment Methods	Grade Weight	Assessment Time (Week No.)	Link to Course Outcomes
<b>Mid Term Exam</b>	<b>30%</b>	<b>8<sup>th</sup> week</b>	K1, K2
<b>Various Assessments *</b>	<b>30%</b>	<b>Overall course duration</b>	S1,S2, S3,C1,C2
<b>Final Exam</b>	<b>40%</b>	<b>16<sup>th</sup> week</b>	K1,K2,K3
<b>Total</b>	<b>100%</b>		

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

### Alignment of Course Outcomes with Learning and Assessment Methods

Number	Learning Outcomes	Learning Method*	Assessment Method**
<b>Knowledge</b>			
<b>K1</b>	Understand child developmental stages according to major theorists.	Lecture, role play, discussion	<b>Exam and evaluation sheet</b>
<b>K2</b>	Use critical thinking to analyze factors that influence growth and development and ways strengthen path to achieving a new developmental stage.	Lecture, case study, video Critical thinking activity	<b>Exam Homework discussion</b>
<b>K3</b>	Construct a concept map to organize, synthesize, and summarize concepts of child development and their relationship to one another.	Lecture, case study, video	<b>Exam, discussion</b>
<b>Skills</b>			
<b>S1</b>	Develop charts that synthesizes and summarizes information on the physical development.	Lecture, case study, video Group work,	<b>Exam and assignments</b>
<b>S2</b>	Utilize modeling and role-modeling, nursing process.	Group work, role play, video	<b>Homework, quiz</b>

<b>Competencies</b>			
<b>C1</b>	Assess a child to determine the stage of development the child has reached according to the international standards	Lecture Role play Case study Group discussion	<b>In class assignment Exam</b>
<b>C2</b>	Explore, learn about important developmental psychological principles and to apply these principles in understanding their own respective growth and development.	Lecture Role play Case study Group discussion	<b>Exam and assignments</b>

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

### Course Polices

<b>Policy</b>	<b>Policy Requirements</b>
<b>Passing Grade</b>	The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%).
<b>Missing Exams</b>	<ul style="list-style-type: none"> <li>• Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment.</li> <li>• A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date.</li> <li>• A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.</li> </ul>
<b>Attendance</b>	The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (Sunday, Thursday) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded.
<b>Academic Honesty</b>	Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights.

### Program Learning Outcomes to be assessed in this Course

<b>Number</b>	<b>Learning Outcome</b>	<b>Course Title</b>	<b>Assessment Method</b>	<b>Target Performance level</b>
<b>KP1</b>	To equip nursing students with theoretical knowledge of nursing	Growth and development	Short exam	85 % of students get

	science with the aim of promoting and maintaining health, and preventing diseases, at all levels of health care			60% or above from the exam marks
<b>KP2</b>	Combine knowledge and critical thinking from humanities and sciences with knowledge of nursing to care for individuals, families and groups	Growth and development	Short exam	85 % of students get 60% or above from the exam marks
<b>Cp2</b>	Apply global health standards, values and ethics in providing nursing care for individual, families and groups	Growth and development	Short exam	85 % of students get 60% or above from the exam marks

### Description of Program Learning Outcome Assessment Method

Number	Detailed Description of Assessment
<b>K1</b>	Short exam will be done at 4 <sup>th</sup> year with exam of training course
<b>K2</b>	Short exam will be done at 4 <sup>th</sup> year with exam of training course
<b>Cp2</b>	Short exam will be done at 4 <sup>th</sup> year with exam of training course