



**Philadelphia University**  
**Faculty of Nursing**  
**Second Semester 2020/2021**  
**Human Growth and development Syllabus (Theory)**

**Course Syllabus**

<b>Course Title: Human Growth and development Syllabus (Theory)</b>	<b>Course code: 0910229</b>
<b>Course Level: Third Year</b>	<b>• Course prerequisite(s) : Fundamentals of Nursing (Theory)</b>
<b>Lecture Time: 8:10 AM -11:00 AM (Thursday) using <u>Microsoft Teams</u></b>	<b>Credit hours: 3</b>

**Course Coordinator:** Maha Atout RN, PhD

<b>Faculty</b>	<b>Rank</b>	<b>Office Number and Location</b>	<b>Office Hours</b>	<b>E-mail Address</b>
Maha Atout RN, PhD	Assistant Professor	Microsoft Teams	<ul style="list-style-type: none"><li>• Monday 12:30-2:30</li><li>• Wednesday 9:00 AM- 11:00 AM</li><li>Thursday 11:00AM -1:00 PM</li></ul>	<a href="mailto:m.atout@philadelphia.edu.jo">m.atout@philadelphia.edu.jo</a> <a href="mailto:mahaatout2019@gmail.com">mahaatout2019@gmail.com</a> Phone no. 0799011304

**Course Description:**

This course highlights the joint 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

- **Course Intended Learning Outcomes (ILOs) Competencies:**

Upon completion of this course students will be able to:

**1. Knowledge and Understanding**

1. Understand development stages according to major theorists.
2. Understand principle of growth and development.
3. Explain factors that affect growth and development.
4. Construct a concept map to organize, synthesize, and summarize concepts of child development and their relationship to one another.

**2. Intellectual Skills**

1. Assess a child to determine the stage of development the child has reached.
2. Utilize modeling and role-modeling, nursing process.
3. Develop charts that synthesizes and summarizes information on the physical development.
4. Use critical thinking to analyze factors that influence growth and development and ways strengthen path to achieving a new developmental stage.

**3. Professional Skills**

1. Describe milestones in child's development.
2. Identify and examine specific behaviors of development based on personal observations.

**4. Transferable Skills**

1. Evaluate growth condition, which are appropriate & suitable with peers & siblings.
2. Explore, learn about important developmental psychological principles and to apply these principles in understanding their own respective growth and development.

 **Required Titles:**

- Berk, L. (2013). Child Development (9th ed.). New Jersey: Pearson

 **Recommended Titles:**

- Berk, L. (2017). Development Through the Lifespan (7th ed.). Boston, MA: Pearson
- 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
- Pillitteri, Adele, Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family, 10th Edition, Wolters Kluwer Health | Lippincott Williams & Wilkins, Philadelphia, 2018.
- Davidson, M., London, M., & Ladewig, P. (2017). Maternal and Child Nursing Care. (5th Edition). Boston: Pearson.
- Ricci, Susan Scott, and Terry Kyle (2013), Maternity and Pediatric Nursing, 2nd edition, Lippincott Williams & Wilkins, Philadelphia
- Study Guide for Ricci and Kyle's Maternity and Pediatric Nursing (2013), 2nd edition, Lippincott Williams & Wilkins, Philadelphia
- Doenges, M., Moorhouse, M., & Murr, A. (2010). Nursing care plans: Guidelines for individualizing client care across the lifespan. (9th Edition Philadelphia: F. A. Davis .
- Frances Fischbach, Marshall B. Dunning III (2015). A Manual of Laboratory and Diagnostic Tests, Ninth Edition. Lippincott Williams & Wilkins.
- American Psychological Association. (2011). Publication manual of the American psychological association. (6th Edition.). Washington, DC.

**Suggested Readings:**

- Boyer, C. E., Carlson, A. G., & Pasnak, R. (2012). Object and size awareness in preschool-age children. Perceptual & Motor Skills, 114(1), 29–42.

- Bralić, I., Tahirović, H., Matanić, D., et al. (2012). Association of early menarche age and overweight/obesity. *Journal of Pediatric Endocrinology & Metabolism*, 25(1–2), 57–62.
- da Fonseca, M. A. (2012). The effects of poverty on children’s development and oral health. *Pediatric Dentistry*, 34(1), 32–38.
- Delaney, L., & Smith, J. P. (2012). Childhood health: Trends and consequences over the life course. *Future & Children*, 22(1), 43–63.
- Jones, A., Charakida, M., Falaschetti, E., et al. (2012). Adipose and height growth through childhood and blood pressure status in a large prospective cohort study. *Hypertension*, 59(5), 919–925.
- Lin, L. P., Lin, J. D., Chu, C. M., et al. (2011). Caregiver attitudes to gynaecological health of women with intellectual disability. *JIDR: Journal of Intellectual Developmental Disability*, 36(3), 149–155.
- Melchior, M., Chastang, J. F., de Lauzon, B., et al. (2012). Maternal depression, socioeconomic position, and temperament in early childhood: The EDEN Mother-Child Cohort. *Journal of Affective Disorders*, 137(1–3), 165–169.
- Pak, L., & Allen, P. J. (2012). The impact of maternal depression on children with asthma. *Pediatric Nursing*, 38(1), 11–19.
- Pike, K., Jane-Pillow, J., & Lucas, J. S. (2012). Long term respiratory consequences of intrauterine growth restriction. *Seminars in Fetal & Neonatal Medicine*, 17(2), 92–98.
- Raynor, H. A., Osterholt, K. M., Hart, C. N., et al. (2012). Efficacy of U.S. paediatric obesity primary care guidelines: Two randomized trials. *Pediatric Obesity*, 7(1), 28–38.
- Rollof, L., & Elfving, M. (2012). Evaluation of self-assessment of pubertal maturation in boys and girls using drawings and orchidometer. *Journal of Pediatric Endocrinology & Metabolism*, 25(1–2), 125–129.
- Sandella, B., Hartmann, B., Berkson, D., et al. (2012). Testicular conditions in athletes Torsion, tumors, and epididymitis. *Current Sports Medicine Reports*, 11(2), 92–95.

 **Student Evaluation/Grading Policies:**

Evaluation method	Mark
Mid-term exam	30%
Activities (Quizzes, assignments, case studies, discussion topics) (See schedule table )	20%
Final Exam	50%
Total	100%

 **Attendance Policies:**

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

 **Documentation and Academic Honesty**

Please, submit your homework covered with a sheet containing your name, number, course title and number, and type of the home work (e.g. case study, assignment, and report). Any completed homework must be handed in to my office (room 509/second floor) by 16:00 PM on the due date. If I was not in my office, you can submit the homework to the dean's secretary who will protect them inside my post office. After the deadline, the grade will be decrease one mark every day late.

 **Avoiding Plagiarism.**

1. Unacknowledged direct copying from the work of another person, or the close paraphrasing of somebody else's work, is called plagiarism and is a serious offence,

equated with cheating in examinations. This applies to copying both from other students' work and from published sources such as books, reports or journal articles.

2. Paraphrasing, when the original statement is still identifiable and has no acknowledgement, is plagiarism. A close paraphrase of another person's work must have an acknowledgement to the source. It is not acceptable for you to put together unacknowledged passages from the same or from different sources linking these together with a few words or sentences of your own and changing a few words from the original text: this is regarded as over-dependence on other sources, which is a form of plagiarism.
3. Direct quotations from an earlier piece of your own work, if not attributed, suggest that your work is original, when in fact it is not. The direct copying of one's own writings qualifies as plagiarism if the fact that the work has been or is to be presented elsewhere is not acknowledged.
4. Plagiarism is a serious offence and will always result in imposition of a penalty. In deciding upon the penalty the Department will take into account factors such as the year of study, the extent and proportion of the work that has been plagiarized, and the apparent intent of the student. The penalties that can be imposed range from a minimum of a zero mark for the work (without allowing resubmission) through caution to disciplinary measures (such as suspension or expulsion).

## ✚ Course Schedule

Week #	Chapter	ILOCS	Topics	Evaluation Methods
1	<ul style="list-style-type: none"> <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>• 1.1, 1.2, 1.3, 2.1, 2.2, 4.2, 4.3.</li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Topics</b>, Nursing Care of a Family with a Toddler</li> <li>• Nursing Care of a Family With a School-Age Child, <b>Pre-Lecture Quiz</b></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>
2	<ul style="list-style-type: none"> <li>• Research strategies</li> </ul>		<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>	
3	<ul style="list-style-type: none"> <li>• Biological foundations, Prenatal development, and birth</li> </ul>		<ul style="list-style-type: none"> <li>• Genetic Foundations</li> <li>• Reproductive Choices</li> <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>	

4	<ul style="list-style-type: none"> <li>• Infancy: Early learning, Motor skills, and perceptual Capacities</li> </ul>		<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>	
5	<ul style="list-style-type: none"> <li>• Physical Growth</li> </ul>		<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>	
First exam				
6	<ul style="list-style-type: none"> <li>• Cognitive Development: Piagetian, Core Knowledge, and Vygotskian Perspectives</li> </ul>	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2.	<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>Discussion Topics</b>, Nursing Care of a Family With an Adolescent</li> <li>• <b>Pre-lecture quiz</b>: Nursing Care of a Family With a Preschool Child</li> <li>• <b>Assignment</b>: School visit report (children with parental concerns)</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>	<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	<ul style="list-style-type: none"> <li>• Cognitive Development: An Information-Processing Perspective</li> </ul>		<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>	
8	<ul style="list-style-type: none"> <li>• Intelligence</li> </ul>		<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> </ul>	

			<ul style="list-style-type: none"> <li>• Explaining Individual and Group Differences in IQ</li> <li>• Early Intervention and Intellectual Development</li> <li>• Giftedness: Creativity and Talent</li> </ul>	
9	<ul style="list-style-type: none"> <li>• Language Development</li> </ul>		<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>	
10	<ul style="list-style-type: none"> <li>• Emotional Development</li> </ul>		<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> </ul>	

			<ul style="list-style-type: none"> <li>Attachment, Parental Employment, and Child Care</li> </ul>	
<b>Second Exam</b>				
11	<ul style="list-style-type: none"> <li>Self and Social Understanding</li> </ul>	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2,	<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><b>Journal article:</b> The Evidence Behind Developmental Screening Instruments</li> <li><b>Critical thinking activities :</b> Nursing Care of a Family With a Preschool Child</li> <li>Moral development: <b>Case study</b></li> <li><b>Final exam</b></li> </ul>
12	<ul style="list-style-type: none"> <li>Moral Development</li> </ul>		<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>	
13	<ul style="list-style-type: none"> <li>Development of Sex Differences and Gender Roles</li> </ul>		<ul style="list-style-type: none"> <li>Gender Stereotypes and Gender Roles</li> <li>Influences on Gender Stereotyping and Gender-Role</li> </ul>	

			<ul style="list-style-type: none"> <li>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> </ul>	
14	<ul style="list-style-type: none"> <li>• The Family</li> </ul>		<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>	
15	<ul style="list-style-type: none"> <li>• Peers, Media, and Schooling</li> </ul>		<ul style="list-style-type: none"> <li>• Peer Relations</li> <li>• Media</li> <li>• Schooling</li> </ul>	
Final Exam				