

<b>1.Course Name:</b>	
Growth and Development	
<b>2.Course Code:</b>	
WNR-32-02	
<b>3.Semester / Year:</b>	
Third Stage/First & second Semester	
<b>4.Description Preparation Date:</b>	
15/1/2025	
<b>5.Available Attendance Forms:</b>	
In-person lectures and practical (attendance forms)	
<b>6.Number of Credit Hours (Total) / Number of Units (Total)</b>	
3 Theoretical + 6 practical training (Per Week), Number of Credits (5)	
<b>7.Course administrator's name (mention all, if more than one name)</b>	
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<b>8.Course Objectives:</b> By the end of this course, students should be able to:	
	<ul style="list-style-type: none"> <li>• Explain the principles, stages, and milestones of normal growth and development across the lifespan (infancy to old age).</li> <li>• Describe the physiological, cognitive, emotional, and social changes associated with each developmental stage.</li> <li>• Identify factors influencing growth and development, including genetics, nutrition, environment, and culture.</li> <li>• Recognize common deviations from normal growth and development (e.g., developmental delays, genetic disorders).</li> <li>• Understand the theories of development (e.g., Piaget, Erikson, Freud, Kohlberg) and their application in nursing practice.</li> <li>• Discuss the impact of illness, hospitalization, and chronic conditions on a patient's growth and development.</li> </ul>
	<ul style="list-style-type: none"> <li>• Assess growth and development using standardized tools (e.g., growth charts, Denver Developmental Screening Test).</li> <li>• Monitor developmental milestones and identify potential delays or abnormalities.</li> <li>• Adapt nursing care plans: based on a child's developmental stage (e.g., communication techniques for children vs. elderly).</li> <li>• Educate families: on promoting healthy growth and development at different life stages.</li> <li>• Apply developmental theories: when planning patient-centered interventions.</li> <li>• Document and report developmental observations accurately in patient records.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate :respect and empathy for individuals at all developmental stages.</li> <li>• Recognize the importance of family and cultural influences on growth and development.</li> <li>• Uphold ethical principles when dealing with sensitive developmental issues (e.g., informed consent for adolescents, end-of-life care for elderly patients).</li> <li>• Show patience and adaptability when communicating with patients of different ages and cognitive abilities.</li> <li>• Commit to lifelong learning in pediatric and gerontological nursing to stay updated on best practices.</li> </ul>
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### 9.Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> <li>- Theoretical lectures.</li> <li>- Discussions.</li> <li>- Reports.</li> <li>- clinical training</li> </ul>
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### 10.Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3T+6C	Learn the basic concepts of growth and development Definition of growth (quantitative changes, e.g., height, weight) vs. development (qualitative changes, e.g., motor skills, cognition). Importance of.	Introduction to growth and development	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> <li>-clinical training.</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation .
2	3T+6C	Learn how to monitoring growth and development in clinical practice: Anthropometric Measurements. Growth Charts	Measurements of growth and development	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> <li>-clinical training.</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation .
3+4	3T+6C	Define core concepts of major developmental theories (Piaget, Erikson, Freud). Compare stages of development across theories (e.g., Erikson's "Identity vs. Role Confusion" vs. Piaget's "Formal Operational Stage").	Theories related to human growth and development. \ Part I	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> <li>-clinical training.</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation .

4	3T+6C	<p>Explain how biological, psychological, and social factors interact in each developmental stage.</p> <p>Critique the cultural limitations of classical theories in diverse patient populations.</p> <p>Link developmental milestones to nursing assessments (e.g., assessing abstract thinking in adolescents per Piaget).</p>	Theories related to human growth and development. \ Part II	<p>- Lectures.</p> <p>- seminars.</p> <p>-clinical training.</p>	Quizzes, students' participation in the lecture, & Practical evaluation .
5	Mid-term exam. No 1				
6+7	3T+6C	<p><b>A. Theoretical Understanding (Knowledge):</b></p> <ol style="list-style-type: none"> <li>Describe key physical growth milestones (e.g., weight doubling by 5 months, tripling by 1 year).</li> <li>Explain developmental domains: <ul style="list-style-type: none"> <li>Motor (head control, rolling, crawling, pincer grasp).</li> <li>Cognitive (object permanence, sensory exploration).</li> <li>Language (cooing, babbling, first words).</li> <li>Social-Emotional (attachment, stranger anxiety, social smiling).</li> </ul> </li> <li>Compare theories applicable to infancy (e.g., Piaget's sensorimotor stage, Erikson's trust vs. mistrust).</li> </ol> <p><b>Practical Application (Skills)</b></p> <ol style="list-style-type: none"> <li>Accurately measure and plot infant growth (weight, length, head circumference) on WHO growth charts.</li> <li>Assess developmental milestones using standardized tools (e.g., Denver II, Ages &amp; Stages Questionnaire [ASQ]).</li> <li>Demonstrate age-appropriate nursing interventions: <ol style="list-style-type: none"> <li>Promoting bonding (e.g., kangaroo care, responsive feeding).</li> <li>Encouraging motor skills (tummy time, grasping toys).</li> </ol> </li> </ol>	Infant growth and development stage	<p>- Lectures</p> <p>- seminars</p> <p>-clinical training.</p>	Quizzes, student participation in the lecture, & Practical evaluation .

		<ul style="list-style-type: none"> <li>c. Supporting cognitive growth (high-contrast visuals, interactive play).</li> </ul> <ol style="list-style-type: none"> <li>4. Educate parents on:               <ul style="list-style-type: none"> <li>a. Nutrition (breastfeeding/formula, introducing solids at 6 months).</li> <li>b. Safety (safe sleep, baby-proofing).</li> <li>c. Stimulation (reading, singing, responsive interactions).</li> </ul> </li> <li>5. Document and report deviations from normal growth/development for early intervention.</li> </ol>			
8+9	3T+6C	<p>Theoretical Understanding (Knowledge)</p> <ol style="list-style-type: none"> <li>1. Describe key physical growth patterns (e.g., slower weight gain, increased height, brain development).</li> <li>2. Explain developmental milestones across domains:               <ol style="list-style-type: none"> <li>a. Gross Motor (walking, running, climbing).</li> <li>b. Fine Motor (stacking blocks, scribbling, self-feeding).</li> <li>c. Language (2-word phrases, 50+ words by age 2, following simple commands).</li> <li>d. Cognitive (symbolic play, object permanence, curiosity).</li> <li>e. Social-Emotional (autonomy, tantrums, parallel play).</li> </ol> </li> <li>3. Apply relevant developmental theories (e.g., Erikson's autonomy vs. shame/doubt, Piaget's preoperational stage).</li> <li>4. Identify risk factors for delays (e.g., speech disorders, autism red flags, neglect).</li> <li>5. Recognize normal vs. abnormal behaviors (e.g., temper tantrums vs. extreme aggression).</li> </ol>	Toddler Stage	<ul style="list-style-type: none"> <li>- Lectures</li> <li>- seminars</li> <li>- clinical training.</li> </ul>	Quizzes, students' participation in the lecture, & Practical evaluation .

		<b>Practical Application (Skills)</b> <ol style="list-style-type: none"> <li>1. Assess growth using pediatric growth charts (CDC/WHO) and track BMI trends.</li> <li>2. Screen development using tools (e.g. chart, Denver II).</li> <li>3. Implement age-appropriate nursing interventions: <ol style="list-style-type: none"> <li>a. Safety education.</li> <li>b. Nutrition guidance (transition to table foods, preventing picky eating).</li> <li>c. Toilet training readiness (signs, parent coaching).</li> </ol> </li> <li>4. Engage toddlers in therapeutic play.</li> <li>5. Educate parents on: <ol style="list-style-type: none"> <li>a. Discipline strategies (positive reinforcement, setting limits).</li> <li>b. Sleep routines</li> </ol> </li> </ol>			
10	Mid-term exam. No 2				
11+12	3T+6C	<b>Theoretical Understanding (Knowledge)</b> <ol style="list-style-type: none"> <li>1. Describe key physical growth patterns (e.g., steady height/weight gain, improved coordination).</li> <li>2. Explain developmental milestones across domains: <ol style="list-style-type: none"> <li>a. Gross Motor (hopping, skipping, throwing/catching balls).</li> <li>b. Fine Motor (using scissors, drawing shapes, dressing independently).</li> <li>c. Language (complex sentences, storytelling)</li> <li>d. Cognitive.</li> <li>e. Social-Emotional (cooperative play, sharing, identifying emotions).</li> </ol> </li> </ol>	Preschool Stage	- Lectures - seminars - clinical training.	<b>Knowledge:</b> Quizzes on milestones, case studies on developmental delays. <b>Skills:</b> Simulation: Conducting a preschool developmental assessment. Role-play: Counseling parents about behavior challenges. Clinical Integration

		<ol style="list-style-type: none"> <li>3. Apply developmental theories (e.g., Erikson's initiative vs. guilt, Piaget's preoperational stage).</li> <li>4. Identify risk factors for delays (e.g., speech disorders, ADHD signs, social withdrawal).</li> </ol> <p><b>B. Practical Application (Skills)</b></p> <ol style="list-style-type: none"> <li>1. Assess growth using pediatric growth charts and monitor BMI trends.</li> <li>2. Screen development</li> <li>3. Implement age-appropriate nursing interventions: <ol style="list-style-type: none"> <li>a. School readiness (pre-literacy/numeracy skills).</li> <li>b. Safety education (stranger danger, traffic safety).</li> <li>c. Nutrition guidance (healthy snacks, preventing obesity).</li> </ol> </li> <li>4. Educate parents/teachers on: <ol style="list-style-type: none"> <li>a. Behavior management (positive reinforcement, time-outs).</li> <li>b. Social skill-building (turn-taking, conflict resolution).</li> <li>c. Sleep hygiene (consistent bedtime routines).</li> </ol> </li> </ol>			Students will apply these skills in pediatric clinics, preschools, and community health settings to support healthy development.
13	3T+6C	<p><b>Theoretical Understanding (Knowledge)</b></p> <ol style="list-style-type: none"> <li>1. Describe key physical growth patterns (e.g., slower, steady growth; puberty onset in later stage).</li> <li>2. Explain developmental milestones across domains: <ol style="list-style-type: none"> <li>o Motor Skills: Refined coordination (riding bikes, writing cursive)</li> </ol> </li> </ol>	School Age Stage	<ul style="list-style-type: none"> <li>- Lectures</li> <li>.</li> <li>- seminars</li> <li>.</li> <li>-clinical training.</li> </ul>	<p><b>Knowledge:</b> Quizzes on milestones, case studies on developmental delays.</p> <p><b>Skills:</b> Simulation: Conducting a developmental assessment.</p>

		<ul style="list-style-type: none"> <li>○ Cognitive: Concrete operational thinking (logic, conservation)</li> <li>○ Language: Complex grammar, reading comprehension</li> <li>○ Social-Emotional: Peer relationships, self-concept development</li> </ul> <ol style="list-style-type: none"> <li>3. Apply relevant theories (Erikson's industry vs. inferiority, Piaget's concrete operational stage).</li> <li>4. Identify risk factors (e.g., learning disabilities, bullying, obesity).</li> <li>5. Differentiate normal behavior (e.g., peer conflicts) from red flags (e.g., social isolation, academic struggles).</li> </ol> <p><b>B. Practical Application (Skills)</b></p> <ol style="list-style-type: none"> <li>1. Assess growth using pediatric growth charts (tracking BMI for obesity prevention).</li> <li>2. Screen for developmental/behavioral concerns</li> <li>3. Implement age-appropriate interventions: <ul style="list-style-type: none"> <li>○ Health education (hygiene, nutrition, exercise)</li> <li>○ Safety guidance (internet safety, stranger awareness)</li> <li>○ Academic support (recognizing signs of learning difficulties)</li> </ul> </li> <li>4. Communicate effectively with school-age children (open-ended questions, active listening).</li> <li>5. Educate parents/teachers on: <ul style="list-style-type: none"> <li>○ Promoting self-esteem</li> <li>○ Managing screen time</li> <li>○ Supporting emotional regulation</li> </ul> </li> </ol>			<p><b>Role-play:</b> Counseling parents about behavior challenges. <b>Clinical Integration</b> Students will apply these skills in pediatric clinics, and community health settings to support healthy development.</p>
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14	3T+6C	<p>Theoretical Understanding (Knowledge)</p> <ol style="list-style-type: none"> <li>1. Describe key physical changes (pubertal development, growth spurts, sexual maturation).</li> <li>2. Explain developmental milestones across domains: <ul style="list-style-type: none"> <li>o Biological: Hormonal changes, brain development</li> <li>o Cognitive: Abstract thinking, risk assessment, identity formation</li> <li>o Psychosocial: Independence vs. dependence, peer influence, romantic relationships</li> </ul> </li> <li>3. Apply developmental theories (Erikson's identity vs. role confusion, Piaget's formal operational stage).</li> <li>4. Identify health risks (e.g., mental health disorders, substance use, risky sexual behavior).</li> <li>5. Recognize cultural/societal influences on development (sex roles, media impact, family dynamics).</li> </ol> <p>B. Practical Application (Skills)</p> <ol style="list-style-type: none"> <li>1. Assess growth and development</li> <li>2. Provide anticipatory guidance on: <ul style="list-style-type: none"> <li>o Physical health (nutrition, sleep, exercise)</li> <li>o Sexual/reproductive health</li> <li>o Mental health (stress management, coping strategies)</li> </ul> </li> <li>3. Communicate effectively using youth-friendly, nonjudgmental approaches.</li> <li>4. Screen for high-risk behaviors (self-harm, substance use, eating disorders).</li> </ol>	Adolescent Stage	<ul style="list-style-type: none"> <li>- Lectures.</li> <li>- seminars.</li> <li>-clinical training.</li> </ul>	<p>Knowledge: Quizzes on milestones, case studies on developmental</p> <p>Skills: Simulation: Conducting a developmental assessment.</p> <p>Role-play: Counseling parents about behavior challenges.</p> <p>Clinical Integration Students will apply these skills in pediatric clinics, and community health settings to support healthy development.</p>
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		5. Educate parents/caregivers on supporting adolescents (balancing autonomy with guidance).			
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### 11.Course Evaluation

Evaluation				Score standard
Formative		Summative		-Excellent (90-100) -Very Good (80-less than 90)
Scores	Evaluation methods	Scores	Evaluation methods	
4%	Daily Quizzes	10%	First-Mid-term theoretical exam	-Good (70-less than 80)
2%	Seminars	10%	Second-midterm exam	
2%	Reports	10%	Mid-term-practical evaluation	-Fair (60-less than 70) -Acceptable (50-less than 60) - Fail (less than 50)
2%	Participation	20%	Final practical exam	
		40%	Final theoretical exam	
<b>10%</b>		<b>90%</b>		

### 12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ol style="list-style-type: none"> <li>"Wong's Essentials of Pediatric Nursing" (11th Ed.) <ul style="list-style-type: none"> <li><i>Hockenberry &amp; Wilson</i></li> <li>Focus: Covers developmental stages (infancy to adolescence) with nursing applications.</li> <li>Strengths: Milestone charts, family-centered care, clinical case studies.</li> </ul> </li> <li>"Growth and Development Across the Lifespan" (3rd Ed.) <ul style="list-style-type: none"> <li><i>Gloria Leifer &amp; Eve Fleck</i></li> <li>Focus: Lifespan approach (prenatal to aging) with theory integration (Piaget, Erikson).</li> <li>Strengths: NCLEX-style questions, cultural considerations.</li> </ul> </li> <li>Nursing Care of Children" (5th Ed.) - <i>Susan James et al.</i> <ul style="list-style-type: none"> <li>Focus: Clinical pediatric nursing with developmental milestones.</li> <li>Strengths: Care plans, safety alerts, family education tips.</li> </ul> </li> </ol>
Electronic References, Websites	<ul style="list-style-type: none"> <li><a href="https://study.com/learn/lesson/developmental-domains-child-development.html">https://study.com/learn/lesson/developmental-domains-child-development.html</a></li> <li><a href="https://choc.org/primary-care/ages-stages/">https://choc.org/primary-care/ages-stages/</a></li> <li><a href="https://medlineplus.gov/ency/article/002456.htm">https://medlineplus.gov/ency/article/002456.htm</a></li> <li><a href="https://www.cdc.gov/ncbddd/watchmetraining/module2.html">https://www.cdc.gov/ncbddd/watchmetraining/module2.html</a></li> <li><a href="https://www.healthlinkbc.ca/healthwise/growth-and-development-milestones">https://www.healthlinkbc.ca/healthwise/growth-and-development-milestones</a></li> </ul>