

University of Telafer
College of Nursing
Undergraduate Program
Biostatistics

1. Course Title: Biostatistics

2. Course Number: (401)

3. Credit Hours: Total of (3) credits:

Theory (2) credit.

4. Course Calendar: Total (5) hours weekly of (15) weeks:

Theory (2) hrs.

5. Placement: Third year / first semester.

6. Instructors: Specialties in Statistics.

7. Course Description:

This course is designed to provide fourth year students with basic principles of statistical procedures, understanding the ideas, methods used in biostatistician studies and their applications to health.

8. Course Goals:

At the end of this course the students will be able to:

- Demonstrate the statistical methods for collecting data, summarization, tabulation, presentation and analysis.
- Apply manual calculation for descriptive and inferential tests.
- Apply certain statistical program as excel or SPSS which are used for data

analysis in computer.

- □ Deal with different data sets such as hospital records.

9. Course Outline:

The Theoretical Content

Unit 1: Introduction to statistics: (2) hr

- □ Definition of statistics / biostatistics.
- □ Aims of statistics & statistic's types.
- □ Statistical methods (descriptive & inferential statistics

Unit 2: Data collection: (4) hrs

- □ Data sources.
- □ Population, Samples & their types.
- □ Variables and its types.

Unit 3: Descriptive Statistical Methods: (10) hrs.

1 Grouping data in tables (single & double frequency tables).

2 Representing grouped & ungrouped data in graphs,

3 Measures of central tendency (mean, median, mode) for grouped & ungrouped data.

1 Measure of variation (range, standard deviation, variance, standard score & coefficient of variation)

Unit 4: Inferential Statistical Methods: (4) hrs.

2 Probability distribution.

3 Type of distribution.

4 Normal distribution & its characteristics.

Unit 5: Estimation (Point estimation & Interval estimation): (8) hrs.

1 Testing hypotheses (Z, T. test).

2 Contingency tables & Chi-square for independence.

3 Correlation & simple regression analysis.

Unit 6: Vital statistics (Morbidity & Mortality): (2) hr.

1 Hospital records.

10. Learning Resources:

Blackboard, Calculators, Computers

11. Teaching / Learning Strategies:

Lectures, daily assignment, computer lab, field visits.

12. Student Evaluation:

Mid term Examination 30%

Daily Assignment 20%

Final Examination 50%

Total 100%

13. References:

· □ Utts.J. & Heckard R. Mind on Statistics, Australia, Duxbury Thomson Learning, 2002.

مطابع جامعة الملك سعود, الرياض, الاحصاء التطبيقي, عبد الرحمه به محمد واخرون. د1995,

University of Telafer
College of Nursing
Undergraduate Program
Infant, Child and Adolescent's health

I. Course Title: Infant, Child and Adolescents health

2. Course Number: eA7)

3. Credit Hours: Total (6) credits:

Theory (1) credits

Lab. (2) credits

Clinical (3) credits

4. course calendar: Total : (14) hours weekly of (15) weeks:

Theory (3) hrs.

Lab. (2) hrs.

Clinical (6) hrs.

5. .Placement: Third Years / second semester

6.Course Description: This course is designed to assist the 3'd year students to acquire the basic knowledge, concepts and understanding of the health problems associated with stages of growth and development (age-related concerns) and provides the opportunity to the students to deal with normal and sick child and adolescent.

7- Course Goals:

- 1- Identify the basic child's needs (age related needs and concerns).
- 2- Assess the child and adolescent physically.
- 3- Outline the communication techniques to deal with child & adolescent.
- 4- Discuss the types of accidents according to the stages of growth and development.
- 5- Provide traumatic care for hospitalized child and adolescent.
- 6- Identify the high risk infants and figure out their physical and physiological problems.
- 7- Discuss nutritional assessment & figure out the child's and adolescent with nutritional problems.
- 8- Utilize the nursing process to deal with child's health problems.
- 9- Emphasis on preventive aspects of care to promote health for children and adolescents.
- 10- Implement nursing care for children with:
 - 1 0. 1. Respiratory diseases
 - 1 0.2. Gastrointestinal diseases
- 11- Demonstrate pediatric Nursing procedures related to:
 - 11.1. Restraining
 - 1 1.2. Blood withdrawal
 - 1 1.3. CSF

Part VI: Midterm Exam

Part VII: The child with urological problems

7. 1.Nephritis and Nephritic syndrome.

7 .2.Urinary tract infection.

7.3.William's tumor

Part VIII: The child with health problems related to the blood and its production
The nursing care of:

8.1.Leukemia.

8.2.Hemophilia.

8.3.Thalassemia.

8.4.Sickle-cell anemia

Part IX: The child with health problems interfere with respiration and transfer of oxygen ,the nursing care oft

9.1.Asthma.

9.2.Bronchitis.

9.3.Pneumonia.

9.4.CoId.

9.5.Inhalation of foreign body.

Part X: The child with health problems of cardio vascular problem:

10.1.Nursing care of children with congenital heart disease.

10.2.Nursing care of children with congestive heart failure.

Part XI: Midterm Exam

Part XII: Nursing care of children with surgical cases:

1 2. 1 .Intestinal obstruction.

L 2 .2 .Intussusceptions

12.3 .Pyloric stenosis.

12.4.Cleft lip and cleft- palate.

12.5 .Imperforated anus

Part XIII: Nursing care of children & adolescent with chronic diseases

13. 1. Chronic illnesses.

13.2.Cerebral palsy.

13.3.Special needs.

Part X IV: Emotional, Psychosocial consideration of the child, adolescent and the family:

14.1. Impact of chronic illness.

14.2. Family centered home care.

14.3. The nurse and the family of fatally ill child and adolescent.1 1.4. Setting IV
Fluid

1 1.5. Giving I.M injection

12- Analyze critically the condition of the child and adolescent with blood diseases.

13- Applied scientific approach during practice of nursing care with children and adolescents.

14- Identify the needs of children and adolescent with special needs (Handicapped children).

8- Course Outline

Part I: Historical perspective of nursing care of children at different civilization and religions.

1.1. nursing care of children and adolescents

1.2. Child's physical health assessment and developmental assessment.

Part II: Principles of children's needs:

2.1. Immunization.

2.2. Nutritional needs throughout stages.

2.3. Play and playing throughout stages of growth & development.

2.4. Accidents, injuries and its prevention

2.5. Birth injuries

Part III: Nursing care of the newborn baby.

3.1. Nursing care of the newborn baby

3.2. Health problems of the newborn baby.

3.3. Nursing care of newborn baby with common problems

3.4. High risk related to prematurity & post maturity.

Part IV: Nursing care of high risk newborn baby

4.1. High risk related to physiological disorders of the newborn.

4.2. Impact of high risk babies upon their Families.

4.3. High risk related to neurological disorders.

Part V: Nursing care of children and adolescents with health problems:

The child with nutritional disturbance:

5. 1. Protein and energy malnutrition.

5.2. Kwashiorkor.

5.3. Marasmus.

5.4. Obesity.

5.5. Feeding difficulties.

5.6. Nutritional counseling

University of Telafer
College of Nursing
Undergraduate Program
Maternal and Newborn Health

1. Course Title: Maternal and Newborn Health

2, Course Number: (302)

3. Credit Hours: Total (6) credits:

Theory (1) credits

Lab. (2) credits

Clinical (3) credits

4. Course Calendar: Total (11) hours weekly of (15) weeks:

Theory (3) hrs.

Lab. (2) hrs.

Clinical (6) hrs.

5. .Placement: Third year/First Semester

6. Course Description :

This course is designed to assist nursing students, to acquire a comprehensive knowledge & skills necessary in providing care of normal and high risk women during preconception, prenatal ,intra-natal , postnatal, and menopause periods, taking in consideration that women is a unique individual with special needs .

The course also provide knowledge & skills relative to neonates care .Students are trained in various setting :maternity hospitals ,primary health care center, and family planning clinic .

7. Course Goals:

At the end of this course the students will be able to:

1. Identify the goals & philosophy of maternal & child health nursing
 2. Explain family's structure, function & roles
 3. Describe the structure & function of male & female reproductive system
 4. Explain the phases of menstrual cycle
 - 5,. Identify stages of embryonic & fetal development
 - 6" Describe growth & development of fetus by gestational weeks
 - 7' Formulate nursing diagnosis related to the needs of pregnant woman
And developing fetus
 8. Discuss physiologic & psychological adaptation to pregnancy
 9. Describe nutritional needs of pregnant women albumin&
sugar & pregnancy test, comb test bilirubin).
 - 1.9. Exercise & relaxation technique
 - 1.10. Instrument related to obstetrical, gynecological & neonatal procedures.
 - 1.11. Partograph
 - 1.12. Documentation
- Part II: Implementation of certain procedures regarding neonate

2.1. Weight, height, head & chest circumference

2.2. Apgar score (first one & five minute)

2.3. Cord care

2.4.Immediate & daily newborn care (Bathing)

2.5. Care of incubators

2.6.Type of feedings

Part III: Health Education and Counseling

The Clinical Content

Course Outline:

Part I: Prenatal and postpartum care (obstetrical wards)

Part II: Labor & delivery

Part III: Operating room (Cesarean section (C/S), Gynecological operation).

Part IV: Emergency wards (pregnancy Induced Hypertension (PIH), Urinary

Tract Infection (UTI), postpartum Hemorrhage (PPH) & Ant partum

Hemorrhage (APH).

Part V: Family planning unit.

Part VI: Neonate unit : premature newborn, twin, RDS, Jaundice, Blood

transfusion, newborn for high risk mother.

Part VII: Infertility center

Part VIII: Assessment & management of emergency obstetric conditions.

8.1. Ant partum Hemorrhage

8.2. Obstructed labor

8.3. Postpartum Hemorrhage

8.4. Infections

Part IX: Neonatal nursing care:

9.1. Physiological changes & adaptation to extra uterine environment.

9.2. Nursing assessment & management of neonate.

9.3. Immediate & daily neonatal care.

9.4. Nursing assessment & management for high risk neonate.

9.5. Regulation of birth & death certificate for newborn & its importance.

Part X: Midterm Examination

Part XI: Family planning:

11.1. Objectives of family planning in Iraq.

11.2. Contraceptive methods in Iraq including emergency contraceptive.

11.3. Advantages & disadvantages of each method.

11.4. Role of Nurse in family planning in primary health care centers and hospitals including health education & counseling.

Part XII: Gynecological disorders:

12.1. Nursing care for common gynecological disorders

(Prolapsed of genital tract ,benign & malignancy of

genital tract& menstrual disorders), & Infertility.

The Laboratory Content

Course Outline:

Part I: Implementation of certain procedures regarding women:

1.1. Anthropometric calculation: Calculate body mass index (BMI., west-hip ratio, arm circumference

1.2. Estimation of gestational age (GA), (EDD).

1. 3. Physical & obstetrical exam.

1.4. Monitoring fetal heart rate (FHR) & fetal movement .

1 .5. Monitoring uterine contractions.

1.6. Vaginal exam.,Pap smear.

1.7.Breast examination for early detection of any abnormalities.

1.8. certain investigation (Blood group & RH, Hb, urine test .

8.Course Outline:

Part r: introduction to maternal & neonatal nursing

1.1. Family Concepts.

I.2. Family centered maternity care.

1.3. Care for family as part of community.

1.4. Preconception

Part II: Reproductive system:

2.1. Revision of anatomy & physiology of.

2.2. reproductive system (male& female).

2.3. Menstrual Cycle.

Part III: Pregnancy: (Normal & Complicated)

3.1. Development & physiology of fetus.

3.2. Normal pregnancy (Physiological & psychological changes) Prenatal care.

3.3. Nursing care during complications of pregnancy (Ant partum Hemorrhage, Pregnancy Induced Hypertension, Gestational Diabetic, urinary Tract Infection, & anemia).

Part IV: Labor & delivery: (Normal & Complicated)

4.1. Theories of labor onset.

4.2. Signs of labor.

4.3. Components of labor.

4.4. Stages of labor.

4.5. Nursing management of each stage of labor.

4.6. Role of the nurse in delivery room.

4.7. Infection and pollution prevention & control in the delivery room.

4.8. Nursing management during complicated labor & delivery.

4.9. Using of partograph in labor.

Part V : Midterm Examination

Part VI : Obstetrical operation:

6.1. Nursing care during obstetrical operation

(Episiotomy, forceps, C/S & induction & Augmentation of labor).

Part VII: Puerperium:

7.1. Physiologic & physiological changes during Puerperium.

- 7.2. Nursing management during normal Puerperium.
- 7.3. Nursing management during complicated Puerperium (PPH),
10. Explain causes & nursing intervention for common discomfort of pregnancy
11. Describe potential complications of pregnancy & its management
12. Describe the stages of labor
13. List signs of labor
14. Distinguish between false & true labor
15. Describe a pregnant physiologic & psychological responses to labor
16. Discuss nursing responsibilities towards woman & her family before, during & after normal vaginal delivery.
17. Explain types, indications, benefits, risk, precautions & contra-indications for obstetric operation (Episiotomy, forceps, c/s, amniotomy and induction of labor)
18. Identify possible complications of labor & delivery
19. Describe physiological & psychological changes that normally occur during puerperium.
20. Discuss nursing management for normal & complicated puerperium
21. Describe nursing assessment & intervention for common problems in breast feeding
22. Describe normal physical & neurological characteristics of neonate
23. Explain nursing management for immediate & daily newborn baby
24. Identify potential complications & its management for high risk neonate
25. Compare & contrast the advantages & disadvantages & risk factors associated with each method of family planning

26. Discuss nursing management
27. Identify nursing management for common gynecological disorder
28. Demonstrate skill in monitoring different health needs during childbearing periods
29. Communicate with pregnant women & their family
30. Apply nursing process in providing care during normal & complicated childbearing conditions
31. Provide immediate & daily newborn care
32. Assist or observe obstetrical procedures:
33. Implement health education programs related to different maternal aspects during the different childbearing periods
34. Participate in counseling related to health maintenance & promotion of women & their family (Family planning clinic, primary health care center)

University of Telafer
College of Nursing
Undergraduate Program
Research Methods in Nursing

1. Course Title: Research Methods
2. Course Number: (403)
3. Credit Hours: (2) credits.
4. Course Calendar: (2) hours weekly of (15) weeks.
5. Placement: Fourth year / first semester.
6. Instructors: Allied faculties.
7. Course Descriptive:

The course is designed to provide the nursing students with knowledge related to basic concepts & principles of scientific research process. It is contributed to increase their knowledge, awareness, understanding & recognition on areas of priorities for nursing research.

8. Course Goals:

At the end of this course the students will be able to:

- 1 Identify research concepts, purposes, and characteristics of scientific research.
- 2 Search for nursing problem statement.
- 3 list sources of nursing research problem.
- 4 Discuss initial & secondary sources of review of literature.
- 5 Describe types of variables used in nursing research.
- 6 Discuss the types of research design.
- 7 Define the population, sampling & sample.
- 8 Discuss types of sampling techniques (probability & non probability sample).

9 Identify the various methods used in data collection.

10 Explain the types of statistical procedures (descriptive & inferential tests).

11 Analyze, represent & interpret the results.

12 Write a study project.

9. Course outline:

Unit 1: Introduction to scientific research: (2) hrs.

1 Basic concepts.

2 Purposes of scientific research.

3 Characteristics of scientific research & research hypothesis.

Unit 2: Major steps in scientific research. (2) hrs.

Unit 3: Research problem & research questions. (2) hrs.

Unit 4: Review of literature: (4) hrs.

1 Purposes of review of literature.

2 Types of information.

3 Writing review of literature.

Unit 5: Sample & sampling: (4) hrs.

1 Population.

2 Sample.

3 Types of sample.

Unit 6: Research design: (4) hrs.

1 Experimental design.

2 Quasi Experimental design.

3 Non- Experimental design (Descriptive & correlation design).

4 Survey.

Unit 7: Measurement & data collection: (4) hrs.

1 Observational methods.

2 Types of questionnaire & interviews.

3 Scales.

Unit 8: Tabulation & analysis of data. (4) hrs.

Unit 9: Discussion the findings of the study (2) hrs.

Unit 10: Methods of writing research reports or study. (2) hrs.

10. Learning Resources:

Blackboard, Calculators, Overhead Projector, and Handout.

11. Teaching / Learning Strategies:

Lecture, discussion, Groups work and daily assignments.

12. Student Evaluation:

1st theory exam. 20%

2nd theory exam. 20%

Assignments 10%

Final exam. 50%

Total 100%

13. References:

1 Massey, V., Nursing Research: A Study And Learning Tool, Pennsylvania, Springhousenote, 1999.

2 Nieswiadomy, R., Foundation of Nursing Research, 3rd ed., Stam & Appleton & Lange, 1998.

3 Polit, Denise F and Cheryl Tatano Beck, Essentials of Nursing Research Methods, Appraised, and Utilization, 6th ed., New York Lippincott Williams & Wilkins, 2005.

4 Polit, Denise F. and Cheryl Tatano Beck, Nursing Research Principles and Methods, 7th ed., New York Lippincott Williams & Wilkins, 2004.

**University of Telafer
College of Nursing
Clinical Nursing Sciences Department
Course Syllabus**

Course Information	
Course Title	Medical Sociology For Nursing
Course Number	
Credit Hours	2 hours
Course Calendar	15 weeks
Placement	Theory in college and practice in hospital
Course Instructor	
Course Coordinator	
Office Hours	2 hours
Course Description	
<p>This course provides students with a conceptual framework of sociology and its applications to different aspects of social life. Emphasis is applied on concepts related to rights/ rules issues and interpersonal relationships among health team and between the nurse and clients to enhance the development of positive attitudes towards nurses, health team and clients. It identifies the health and disease in a social context, explores their reflection on different individuals, groups and communities, and determines the role of community in the health services as well. This course enables students to identify, predict, criticize and respond to the health problems of the society.</p>	

Course Objectives	Weights
1. Introduction	
2. Theories of sociology	
3. Analysis of sociology	

4. Social problems	
5. The Family	
6. Analysis of impulsive behavior and its effect on	
7. Interpersonal relationships	
8. Social alteration	

Intended Student Learning Outcomes (ISLOs)		
Upon successful completion of this course, students should be able to:		
ISLOs	Related Objective(s)	Reference(s)
The students know the Concept, nature, and the goals of sociology.		
The students identify The relationship between sociology and nursing/ medicine professions.		
The students know The social roles, Rights and rules.		
The students know the Common social problems affecting individuals physically and psychologically (murder or crime, abduction, family dissociation and divorce).		
The students identify The role of community in facing the social problems.		
The students learn The concept of a family, Types of families and their problems, health problems facing the family.		

Text Book	
Title	Sociology in Nursing and Health Care.
Author(s)	Cooke, H., Philpin, S.
Publisher	Elsevier Limited
Year	(2008).
Edition	4 th ed

Reference	
Title	• المدخل الى علم الاجتماع
Author(s)	احسان محمد
Year	. 2005

Teaching & Learning Methods
- Laptop, data show, at college.

Useful Learning Resources
.Cooke, H., Philpin, S. (2008). Sociology in Nursing and Health Care. Elsevier Limited - الحسن ، احسان محمد، المدخل الى علم الاجتماع، 2005. -

Course Outline Schedule / Theory			
Week	Topics	Instructors/ Concept /Reading Assignments	Achieved ILOs
1.	Introduction		
2.	Theories of sociology		
3.	Analysis of sociology		
First Exam			
4.	Social problems		
5.	The Family		
6.	Analysis of impulsive behavior and its effect on		
Second Exam			
7.	Interpersonal relationships		
8.	Social alteration		
Course Feedback and Revision			
Final Exam			

Theoretical Contents of the Course

Unit 1: Introduction:

(4) hrs.

- Concept, nature, and the goals of sociology.
- The relationship between sociology and nursing/ medicine professions.
- Research in sociology.

Unit 2: Theories of sociology. (2) hrs.

Unit 3: Analysis of sociology: (4) hrs.

- Establishment of societies.
- Societal communities.
- The social roles.
- Rights and rules.
- Personality in the social context.

Unit 4: Social problems: (6) hrs.

- The concept of problems and its nature.
- The cause and the effect of social problems on the society.
- Approaches to solve social problems.
- Common social problems affecting individuals physically and psychologically (murder or crime, abduction, family dissociation and divorce).
- The role of community in facing the social problems.

Unit 5: The Family: (4) hrs.

- Family as one of the community organizations.
- The concept of a family.
- Types of families and their problems.
- Health problems facing the family.

Unit 6: Analysis of impulsive behavior and its effect on: (4) hrs.

- Individuals.
- Groups.

- Community.

Unit 7: Interpersonal relationships: (2) hrs.

- Social relationships
- Nurse – client’s relationship.
- Nurse – health team relationships.

Unit 8: Social alteration: (4) hrs.

- Concept of Social alteration.
- Effect of Social alteration on the individual, group and community.

Course Evaluation Methods (Opportunities to demonstrate Learning)				
Evaluation Type	Description	Expected Due Date	Mark%	Course Goals Addressed
Written Assignments	-		10	
First Theory Exam	-		20	
Second Theory Exam	-		20	
Final Theory Exam	-		50	
Total			100%	

Grading system	
Mark %	Grade
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Fair
50-59	Pass
≤49	Fail

Course Information and Policies	
Attendance	
Professional Conduct	
Students Participation	
Assignment	
Unannounced Quizzes	
Testing Policy and Procedure	
Academic Progress	
Communication Policy	
Complaints/ Appealing Process	
Academic Honesty and Plagiarism	
Safety Procedures	-
Diversity	-
Disabilities	-
Visitors	-
Equipment/ Materials	-

Course Coordinator		Signature:	
Head of Curriculum Committee		Signature:	
Department Head		Signature:	
Dean Faculty		Signature:	

University of Telafer
College of Nursing
Basic Nursing Sciences Department
Course Syllabus

Nutrition Therapy

Course Information	
Course Title	Nutrition Therapy
Course Number	105
Credit Hours	(2) credits
Course Calendar	(2) hours weekly of (15) weeks.
Placement	Third year / First semester
Course Instructor	
Course Coordinator	
Office Hours	Student can be contact with faculty member on Monday from 8.30 am to 1.30 pm
Course Description	
The course focuses on the fundamental principles of human nutrition and applied nutrition (curative). The importance and role of good nutrition in building the human body is emphasized. The students can offer nutritional care according to the category of clients	

Course Objectives	Weights
1. Know the fundamental principles of human nutrition.	2.5
2. Identify the relationship between nutrition and body energy.	2.5
3. Recognize the specification and functions of different nutritional elements.	2.5
4. Understand the importance of applied nutrition (curative) as an essential part of the nursing care.	2.5
5. Assess types of nutrition according to the category of clients.	2.5
6. Assist in helping client adopt and enjoy eating the prescribed food.	2.5

Intended Student Learning Outcomes (ISLOs)		
Upon successful completion of this course, students should be able to:		
ISLOs	Related Objective(s)	Reference(s)
Student able to identify <ul style="list-style-type: none"> • Nutrition & nutrients • Nutrient & metabolism • Factors that influence the food intake • The role of diet in healthy status. 	1. Define concepts. 2. Classified the nutrients and metabolism. 3. Identify the functions of nutrients. 4. Discuss the role of diet on health status. 5. Discuss the types of nutrients.	Staci , Nix , William's . Basic nutrition and diet therapy , Elsever Mosby 15 th ed.. 2016

	<ol style="list-style-type: none"> 6. Compare between macronutrients and micronutrients. 7. Discuss the factors that affecting nutrition. 8. Identify the clinical signs of good nutritional status 	
<p>Student able to discuss</p> <ul style="list-style-type: none"> • The basis for recommended dietary allowances (RDA). • The food table (Food Consumption pattern). 	<ol style="list-style-type: none"> 1. Discuss the Standards for a healthy diet. 2. Describe and draw the food guide pyramid. 3. Discuss the nutritional care process. 	<p>Staci , Nix , William’s . Basic nutrition and diet therapy , Elsever Mosby 15th ed.. 2016</p>
<p>Student able to identify :</p> <ul style="list-style-type: none"> • the body deals with energy in take above or below requirements. • Food energy value (metabolism). • The body of measures related below and their strength and weakness. • Body mass index (BMI). • Body Circumference measurement. 	<ol style="list-style-type: none"> 1. Define concepts 2. Discuss the energy balance . 3. Discuss the Measurement of metabolic rate or energy expenditure 4. Describe the factors which Affect Basal Metabolic Rate. 5. Discuss the term of Body weight and body mass standards. 6. Outline the classification of overweight and obesity by BMI and arm circumference. 7. Identify examples of energy requirements for people according to their daily activities and nature of work. 	<ol style="list-style-type: none"> 1. Staci , Nix , William’s . Basic nutrition and diet therapy , Elsever Mosby 15th ed.. 2016 2. Sareen , S . gropper , J . S . Advanced nutrition and human metabolism . 7th ed . 2018 .
<p>Student able to discuss :</p> <ul style="list-style-type: none"> • Function • Requirement and Sources • Various health of dietary fiber 	<ol style="list-style-type: none"> 1. Define concepts. 2. Identify the functions of carbohydrates. 3. Compare between soluble and insoluble dietary fibers. 4. Disuses the daily requirements for carbohydrates and 	<p>Marie , K .R. ,Alan , C. , Allison , C. , Cheryl , G and William , M . Human nutrition , Elsever Mosby , 2018 .</p>

	fibers. 5. Describe the dietary sources of carbohydrates and fibers. 6. Outline the main therapeutic effect of rich- fiber diet	
Student able to identify : <ul style="list-style-type: none"> • lipids . • essential fatty acids . dietary lipids	<ol style="list-style-type: none"> 1. Define concepts 2. Identify the functions of lipids 3. Compare between saturated and unsaturated fat. 4. Differentiate between essential and nonessential fatty acids. 5. Discuss the sources of different types of fat. 	Marie , K .R. ,Alan , C. , Allison , C. , Cheryl , G and William , M . Human nutrition , Elsever Mosby , 2018 .
Student able to identify : <ul style="list-style-type: none"> • Function of protein • Protein quality • Requirements of protein • Nitrogen balance and the suitable situation to be positive or negative . 	<ol style="list-style-type: none"> 1. define concepts 2. discuss the roles of proteins in the body. 3. Compare between complete and incomplete proteins. 4. Mentions the sources for each type of proteins 5. Describe the effect of proteins on the body weight. 6. Discus the daily requirement for protein. 	Marie , K .R. ,Alan , C. , Allison , C. , Cheryl , G and William , M . Human nutrition , Elsever Mosby , 2018 .
Student able to identify : <ul style="list-style-type: none"> • Vitamins • Water Soluble Vitamins • Fat Soluble Vitamins • The function ,deficiency ,symptoms, toxic effect, sources for each Vitamins 	<ol style="list-style-type: none"> 1. Define vitamin 2. discuss the functions and metabolism of vitamins. 3. Compare between water-soluble protein and Fat-soluble vitamins. 4. Identify the main sources for each of water-soluble protein and Fat-soluble vitamins. 5. Describe the daily requirements for each 	Marie , K .R. ,Alan , C. , Allison , C. , Cheryl , G and William , M . Human nutrition , Elsever Mosby , 2018 .

	vitamin.	
<p>Student able to identify :</p> <ul style="list-style-type: none"> • Water in the body and the daily requirements. • Electrolytes . • Mineral functions. • Major minerals. • Trace elements 	<ol style="list-style-type: none"> 1. Identify the functions of water. 2. Compare the various types, location, and subdivisions of body fluids. 3. Discuss the mechanisms of water balance. 4. Describe the functions of major minerals. 5. Compare between major and trace minerals. 6. Discuss the daily requirements, deficiency and toxic symptoms, and the main sources of major and trace minerals 	<p>Marie , K .R. ,Alan , C. , Allison , C. , Cheryl , G and William , M . Human nutrition , Elsever Mosby , 2018 .</p>
<p>Student able to identify :</p> <ul style="list-style-type: none"> • Client's Diets • Modification for diseases • Vegetarian diets • The system of diet therapy 	<ol style="list-style-type: none"> 1. discuss the effects of disease on body systems. 2. Identify the types of therapeutic diet. 3. Specify the objectives of each types of therapeutic diet. 4. Describe the internal feeding and vegetarian nutrition . 5. Mention the diet therapy for the more common problems in body systems. 	<p>Michele , G. , Sylvia , E .S. and Suzanne, D. Nutritional foundation and clinical applications , a nursing approach , Elsever Mosby 6th ed. 2016 .</p>
<p>Student able to identify :</p> <ul style="list-style-type: none"> • Healthy pregnancy • Weight gain during pregnancy • Nutritional demands of pregnancy • General dietary problems • Complications of pregnancy • nutrition during pregnancy and lactation 	<ol style="list-style-type: none"> 1. Identify the characteristics of healthy pregnancy. 2. Describe the Weight changes during the different stages of pregnancy. 3. Principles of Nutritional therapy during Pregnancy. 4. Discuss the general 	<p>Kathleen Mohan and Janice , L . Raymond . Krause's food and nutrition care process . saunders 14th ed..2016</p>

	<p>dietary problems during pregnancy and lactation.</p> <p>5. Describe the dietary requirement for pregnant and lactating women.</p>	
<p>Student able to identify :</p> <ul style="list-style-type: none"> • Breast feeding • Bottle feeding • Weaning time 	<ol style="list-style-type: none"> 1. Describe the energy and nutritional requirements for infant. 2. Identify the principles and advantages of breast feeding. 3. Discuss the indications of bottle feeding. 4. Identify the steps of formula preparation of bottle feeding. 	<p>Kathleen Mohan and Janice , L . Raymond . Krause's food and nutrition care process . saunders 14th ed..2016</p>
<p>Student able to identify Nutritional variation throughout the life cycle</p> <ul style="list-style-type: none"> • Neonate to 1 Year • Children • Adult • Elders 	<ol style="list-style-type: none"> 1. Discuss the daily nutritional requirement for different stages of human growth. 2. Describe the nutritional habits during the different stages of development. 3. Outline the dietary changes for elderly. 	<p>Kathleen Mohan and Janice , L . Raymond . Krause's food and nutrition care process . saunders 14th ed..2016</p>
<p>Student able to identify the nutrition the concept of western diseases</p> <ul style="list-style-type: none"> • Diabetes Mellitus • Cardio vascular disease : • Cancer • Obesity 	<ol style="list-style-type: none"> 1. Define concepts 2. Differentiate between type 1 and type 2 diabetes. 3. Describe the metabolic changes in diabetic patients. 4. Explain the dietary modifications used for management of people with diabetes, CVD. Cancer, and obesity. 5. Describe the relationships among diet, exercise, and medication or oral for people with diabetes.CVD. Cancer, and obesity. 	<p>Kathleen mohan and Janice , L . Raymond . Krause's food and nutrition care process . saunders 14th ed..2016</p>
<p>Student able to identify Malnutrition :</p> <ul style="list-style-type: none"> • Concept of Malnutrition. • Protein-energy Malnutrition (PEM) 	<ol style="list-style-type: none"> 1. Define concepts. 2. Describe the types of protein-energy malnutrition. 3. discuss causes, clinical 	<p>Michele , G. , Sylvia , E .S. and Suzanne, D. Nutritional foundation</p>

Vitamins and minerals Malnutrition	features and managements of protein-energy malnutrition . 4. differentiate between Kwashiorkor and Marasmus. 5. Describe the most common Vitamin-deficiency anemia.	and clinical applications , a nursing approach , Elsever Mosby 6 th-ed . 2016 .
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Text Book	
Title	Basic nutrition and diet therapy
Author(s)	Staci , Nix , William's
Publisher	Elsever Mosby
Year	2016
Edition	15 th ed

Reference	
Title	Nutritional foundation and clinical applications , a nursing approach
Author(s)	Michele , G. , Sylvia , E .S. and Suzanne, D.
Publisher	Elsever Mosby
Year	2016
Edition	6 th ed.

Reference	
Title	Krause's food and nutrition care process
Author(s)	Kathleen mohan and Janice , L . Raymond
Publisher	Saunders
Year	2016
Edition	14 th ed.

Reference	
Title	Human nutrition
Author(s)	Marie , K .R. , Alan , C. , Allison , C. , Cheryl , G and William , M .
Publisher	Elsever Mosby
Year	2018
Edition	PDF on line

Reference	
Title	Advanced nutrition and human metabolism
Author(s)	Sareen , S . gropper , J . S
Publisher	Elsever Mosby
Year	2018
Edition	7 th ed.

Teaching & Learning Methods

- Lecture
- Group discussion
- Writing reports.

Useful Learning Resources

- Laptop.
- Handouts
- Report about nutrition therapy.

Course Outline Schedule / Theory

Week	Topics	Instructors/ Concept /Reading Assignments	Achieved ILOs
1.	Unit 1: Overview of nutrition, Assessment of nutritional Status:		The objectives are achieved As mentioned above
2.	Unit 2: Dietary references and diet- planning Guides:		The objectives are achieved As mentioned above
3.	Unit 3: Metabolism of nutrients and energy balance:		The objectives are achieved As mentioned above
4.	Unit 4: Carbohydrate (Sugar, starch, and Fiber):		The objectives are achieved As mentioned above
5.	Unit 5: Lipids, Fats, Oil, Phospholipids, and Sterols:		The objectives are achieved As mentioned above
6.	Unit 6: Protein and Amine Acids:		The objectives are achieved As mentioned above
First Exam			
7.	Unit 7: Vitamins:		The objectives are achieved As mentioned above
8.	Unit 8: Water and Minerals		The objectives are achieved As mentioned above
9.	Unit 9: The healthiest diet		The objectives are achieved As mentioned above
10.	Unit 10: Nutrition during pregnancy and lactation		The objectives are achieved As mentioned above
11.	Unit 11: Infant nutrition		The objectives are achieved As mentioned above

12.	Unit 12: Nutrition during Aging		The objectives are achieved As mentioned above
Second Exam			
13.	Unit 13: The Concept of Western diseases		The objectives are achieved As mentioned above
14.	Unit 14: Malnutrition		The objectives are achieved As mentioned above
Course Feedback and Revision			
Final Exam			

Theoretical Contents of the Course

Unit 1: Overview of nutrition, Assessment of nutritional Status: (2) hrs.

- Meaning of nutrition & nutrients.
- Classes of nutrient.
- Factors that influence the food intake.
- The role of diet in healthy status.

Unit 2: Dietary references and diet- planning Guides: (2) hrs.

- The basis for recommended dietary allowances (R.D.A).
- The Food table (Food Consumption pattern).

Unit 3: Metabolism of nutrients and energy balance: (2) hrs.

- How the body deals with energy in take above or below requirements.
- Food energy value (metabolisms).
- The body energy expenditure and energy balance.
- Type of measures related below and their strength and weakness.
 - Body mass index (BMI).
 - Body Circumference measurement.

Unit 4: Carbohydrate (Sugar, starch, and Fiber): (2) hrs.

- The chemistry of carbohydrate and fiber.
- Digestion of the Carbohydrate.
- Function of carbohydrate and fiber.
- Requirements of Carbohydrate and fiber.
- Sources of Carbohydrate and fiber.
- Various health effect of dietary fiber.

Unit 5: Lipids, Fats, Oil, Phospholipids, and Sterols: (2) hrs.

- Mono, di and tri glyceride Phospholipids and Sterols.
- The Families of essential fatty aids.
- The function of lipids and essential Fatty acids.
- Major sources of different types of dietary lipids.
- Requirement of lipids.

- Unit 6: Protein and Amine Acids:** (2) hrs.
- Definition of protein and amino acids.
 - The function of protein.
 - Requirements of protein.
 - The protein quality.
 - Nitrogen balance and the suitable situation to be positive or negative.
- Unit 7: Vitamins:** (2) hrs.
- Water Soluble Vitamins.
 - Fat Soluble Vitamins.
 - The difference between water and Fat Soluble Vitamins.
 - The function of vitamins.
 - The function, deficiency, symptoms. Toxic effect, Sources and stability for each vitamins.
- Unit 8: Water and Minerals:** (2) hrs.
- The role of water in the body and the body daily water requirements.
 - The function of water in the body.
 - The function of trace elements.
- Unit 9: The healthiest diet:** (2) hrs.
- The health advantages and potential problems of a vegetarian diet.
 - The relation of fat, Fruit, vegetable grain, Sugar and salt to disease.
- Unit 10: Nutrition during pregnancy and lactation:** (3) hrs.
- Requirement of nutrition during pregnancy.
 - Requirement of nutrition during lactation.
- Unit 11: Infant nutrition:** (3) hrs.
- Breast Feeding.
 - Bottle Feeding.
 - Weaning time.
- Unit 12: Nutrition during Aging:** (2) hrs.
- Unit 13: The Concept of Western diseases:** (4) hrs.
- Cardio Vascular disease.
 - Diabetes mellitus.
 - Obesity.
 - Cancer.
 - The role of diets in the Causation and Control diabetes mainly type -2- .
 - The relationship between dietary Fat, blood cholesterol and the risk CHD.
 - The role of dietary fiber, Fruit vegetable, Grams, alcohol in CHD.

- The role of fat, Sugar, fiber and Exercise in the causation and prevention of obesity.
- The possible role of fat in the Colon and breast cancer, and the role of dietary fiber in cancer of colon.

Unit 14: Malnutrition:

(2) hrs.

- Concept of Malnutrition.
- The role of protein (essential amino acid) in prevention of malnutrition.
- Methods used to prevent Malnutrition.

Course Evaluation Methods (Opportunities to demonstrate Learning)				
Evaluation Type	Description	Expected Due Date	Mark%	Course Goals Addressed
Written Assignments	- Examination	1. First course: October – January 2. Second course: February- July		
Case study Presentation	- Report discussion		10%	
First Theory Exam		First course: mid of November Second course: April	20%	
First Clinical Practice Exam				
Second Theory Exam		First course: last of March Second course: mid of May	20%	
Second Clinical Practice Exam				
Final Clinical Practice Exam				
Final Theory Exam		First course: February Second course: July	50%	
Total			100%	

Grading system	
Mark %	Grade
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Fair
50-59	Pass
≤49	Fail

Course Information and Policies	
Attendance	The student should be full time in order to enroll in semester without any absence except if he/she has any hospital admission
Professional Conduct	Misconduct includes cheating , violation of course roles and if student fail in this course
Students Participation	Discussion through the lecture
Assignment	Seminar preparation
Unannounced Quizzes	Pop quizzes
Testing Policy and Procedure	The student should follow the instruction of examination comitee
Academic Progress	The student in the end of course should be qualified to improve his/ her knowledge and develop these abilities through the ability to identify the legal aspects practical performance and gain more information to expand his knowledge about the course's topics.
Communication Policy	Verbal and non verbal communication with respectful manner with his teacher and peers
Complaints/ Appealing Process	Teacher and head departments will work together to solve any misconduct behavior and problem the face the student and academic teacher
Academic Honesty and Plagiarism	This student in cheating can be excluded from academic course (dropping)
Safety Procedures	Administrative agreement must be done before attendance to any clinical practice
Diversity	Diversity in references, teaching strategies,
Disabilities	Any problem that face faculty members as well as students should discussed in the college council in order to be solved
Visitors	N/A
Equipment/ Materials	Using data show, WHO charts, Recommended books .

Course Coordinator		Signature:	
Head of Curriculum Committee		Signature:	
Department Head		Signature:	
Dean Faculty		Signature:	

**University ofTelafer
College of Nursing
Clinical Nursing Sciences Department
Course Syllabus**

Course Information	
Course Title	Human Growth &Development
Course Number	
Credit Hours	Credit Hours (Theory 2 Hours (2) credit, Lab 2 Hours (2) credit) Theory/ week for (15) weeks. Total: 30 Hours (2) Hours Lab./ week for (15) weeks. Total: 30 Hours Total: 60 Hours
Course Calendar	Theory: Wednesday 8.30-10.30 College of nursing Lab: Monday 11:00-1.00 College of nursing, Children lab.
Placement	Third year/ Second semester.
Course Instructor	
Course Coordinator	
Office Hours	Sunday 8.30 – 1.30
Course Description	
This course will provide the students with basic knowledge related to human growth & development. It deepens their understanding about the human characteristics, needs, & their normal growth and developmental problems during different stages of human life.	

Course Objectives	Weights
1. Define the concepts of growth, development, and maturation, and differentiate them.	10%
2. Understand psychosocial theories related to human growth and development.	10%
3. Identify the patterns of growth and development.	10%
4. State the principles of child development with examples to show the understanding of the principles.	10%
5. Describe the physical, social, emotional, spiritual and mental development that take place during different stages of the human beings life.	10%
6. Measure and records a particular weight, height, head circumference on a growth chart, In addition to use of Denver development screening test.	10%
7. Explain the stages of growth and development throughout the human being life cycle.	10%
8. Identify developmental problems the Individual face during different stages of growth and development.	10%
9. Discuss the role of the peer group, play, school and friends on the socialization of early and middle childhood and adolescence periods.	10%
10. Utilize the knowledge gained from the study of human growth and development in nursing care of individuals.	10%

Intended Student Learning Outcomes (ISLOs) Upon successful completion of this course, students should be able to:			
ISLOs		Related Objective(s)	Reference(s)
1. Knowledge and understanding	A-Recognize basic concepts of the growth and development of children from birth to adolescent. B- Identify the stages of the growth and development c- Identify the patterns of growth and development -	All	The course textbook and references
2. Cognitive and intellectual skills:	A-psychosocial theories related to human growth and development.	All	

	B-Describe the physical, social, emotional, spiritual and mental development that take place during different stages of the human beings life.		
3. Subject specific skills	A -Measure and records a particular weight, height, head and chest circumference on a growth chart. B- use of Denver development screening test(DDST).	All	
4.Transferable skills:	Explain the health needs and demands of children with common health problems from birth to adolescent	All	

Reference	
Title	Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family, Edition 6, 2010 Adele Pillitteri
Author(s)	Adele Pillitteri
Publisher	Mosby com.
Year	2010
Edition	Edition 6

Reference	
Title	Wong's Nursing Care of Infants and Children
Author(s)	HOCKENBERRY I WILSON and WILSON DAVID
Publisher	ELSEVIER COM. Canada
Year	2015
Edition	10 th ed.

Reference	
Title	Essentials of pediatric nursing. Wolters Kluwer Health
Author(s)	Kyle Terri and Carman Susan:
Publisher	Lippincott Williams & Wilkins. China.
Year	2013
Edition	2 nd ed.

Text Book	
Title	Essentials of Pediatric Nursing
Author(s)	Wong Donna L. et.al.
Publisher	New York, Mosby com.
Year	2001
Edition	6 th ed.

Teaching & Learning Methods
Lecture, Demonstration Discussion Small group work Seminars and Case based learning.

Useful Learning Resources
- Children lab. - Pediatric hospitals. - Videos on in Nursing Skills Lab.

Course Outline Schedule / Theory			
Week	Topics	Instructors/ Concept /Reading Assignments	Achieved ILOs
1.	Overview Definition of growth, development, and maturation. Patterns of growth and development. Stages of growth and development. 1-Prenatal period (embryonic stage). 2- Infancy period 3-Early childhood period 4- Middle child hood (school age) period. 5-Adolescence period. 6-Adulthood period. 7- Elderly period	CH.1	ALL
2.	Factors Influences Growth and development 1. Hereditary. 2.Genetic potentials. 3.Environmental factors. 4.Socioeconomic. 5.Nutrition.	Ch.2	ALL

	6.Exposure to teratogens. 7.Endocrine functioning. 8.Infectious diseases and accidents -		
3.	Growth and development Measurement 1. Growth chart (growth monitoring). 2. Measurement techniques. 3. Denver development screening test (DDST). 4. Measurement of height, weight, head circumference, 5. Chest circumference, thickness of skin fold ,body mass index, &arm circumference -	CH.3	ALL
4.	Theories of development 1. Freud’s Psychoanalytic Theory, 2. Erikson’s Theory of Psychosocial Development, 3. Cognitive Development (Piaget).	CH.4	ALL
5.	The growing fetus - Stages Of Fetal Development, - Terms Used To Denote Fetal Growth, - Origin And Development Of Organ Systems. -	CH.5	ALL
First Exam			
6.	Infancy period 1.Physical characteristics of new-born baby. 2.Birth problems and later handicapped. 3.Sensory development. 4.Central nervous system. -	CH.6	ALL
7.	The infant (infancy period) 1.Physical characteristics. 2. Cognitive	CH.7	ALL

	development. 3.Psychosocial development. 4.Common infant needs 5.Development problems 6.Accidents and injuries -		
8.	1. Toddler and preschool Development 2.-Biophysical development. 3.-Psychosocial development. 4.-Moral development. 5.-Cognitive and Language development. 6.-Social and emotional development.	CH.8	ALL
9.	- Toddler and preschooler needs - Toddler and preschooler developmental problems - Promoting health development and growth	CH.9	ALL
10.	- Toddler nutrition - Preschooler nutrition - Immunization - Communication	CH.10	ALL
Second Exam			
11.	Middle childhood and latency period (the school age) Biophysical development. Psychosocial development. Moral and spiritual development. -	CH.11	ALL

12.	Middle childhood and latency period (the school age) Cognitive development. School age need. Developmental problems during school age.	CH.12	ALL
13.	Adolescence period Biophysical development. Cognitive and psychosexual development. Moral and spiritual development.	CH.13	ALL
14.	Adolescence period Common needs during adolescence period. Common Health Problems Of An Adolescent Communication.	CH.14	ALL
15.	Adulthood young adulthood, Middle adulthood 1 -Biophysical and cognitive development. 2.-Normal age - related changes and health Promotion. 3. -Psychosocial development of the young adult. 4 -Physical health problems during adulthood	CH.14	ALL
Course Feedback and Revision			
Final Exam			

Theoretical Contents of the Course

1: Course Orientation and Introduction.

1-Name of the chapter Human Growth and Development

-competencies

Contents

Define the Growth:

Meaning of growth

Weight measurement

Head circumference measurement

Length or height measurement

Dentition

Development

Patterns of Growth and Development

Prenatal period (embryonic stage).

Infancy period

Early childhood

Middle childhood

The Adolescent Period

Adulthood

Stages of growth and development

Readings: Essential of pediatric nursing number of the chapter
(1) and page number(73-90)

2-Name of the chapter Factors Influences on growth and
development

Contents

Factors influencing growth and development

A: Internal factors

1. Heredity

2. Genes

B: External Factors: Include

1. Environment

a. prenatal environment(Intrauterine environment)

b. Postnatal environment:

1.Socio-economic status

2.Nutrition

3. Teratogens:

Behavioral teratogens

Factors influencing the effect of teratogens

a. Timing Exposure

b. Exposure

4. Endocrine functioning

5. Infectious disease and accidents

Readings: Essential of pediatric nursing chapter number (2) and page number(95-127)

3-Name of the chapter Growth and development measurement

Contents

Growth charts

CDC recommends that health care providers

A: Weight

B: Height

Body proportions

Brazelton Neonatal Behavior Assessment Scale – Revised (NBAS-R)

Denver Developmental Screening Test

Developmental Milestones

Readings: Essential of pediatric nursing chapter number (3) and page number(140-170)

4-Name of the chapter Developmental theories

Contents

-Theoretic Foundations of personality development.

-Theoretic Foundations of mental development .

Freud's Psychoanalytic Theory

Freud's Stages of Psychosexual Development

Erikson's Theory of Psychosocial Development

Erikson's Eight Stages of Development

Cognitive Development (Piaget).

Piaget's Phases of Cognitive Development

Readings: chapter number (Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family,) and page number(**795- 805**)

5-Name of the chapter The growing fetus(**Development implications**)

Contents

- a. Conception to birth.
- b. Zygote to newborn.
- c. The germinal period.
- d. The period of embryo.
- e. The period of fetus.

Readings: chapter number (Maternal & Child Health Nursing: Care of the Childbearing & Childrearing Family,) and page number(**190-210**)

6-Name of the chapter Infancy period

Contents

Newborns and Infants Stages

- A. Physical characteristics of newborn,
- B. Cognitive development.
- C. Emotional and social development.
- D. Language development.
- E. Sensory and motor skills development.

Motor skills develop

Automatic reflexes of newborns

1. Rooting and sucking reflexes:
2. The Moro reflex:
3. grasp reflex:
4. The eye blinking reflex: .
5. The crawling reflex:

Movement - Gross Motor (Body Control and Skills):

Movement - Fine Motor (Hand and Finger Skills)

Readings: Essential of pediatric nursing chapter number (3) and page number(137-165)

7-Name of the chapter Infancy period

Contents

Daily Living Activities

States of alertness for Babies.

Babies have six states of alertness

Language and Intellectual Development

Birth Problems and later handicapped

Physiological (normal) jaund

2. Meconium aspiration syndrome

3. Respiratory distress syndrome (hyaline membrane disease)

4. Pneumothorax

5. premature newborn

6. post mature newborn

7. Thyroid disorders

8. Polycythemia

Growth and Development during the First Year of Life

Physical Characteristics for Infants

Physical Growth

Infancy: Birth to 6 months

Social Skills:

Emotional Development:

Fine Motor Skills:

Gross Motor Skills

Sensory Skills

Common Infants Needs

Infants developmental Problems.

Infants accidents and accidents.

Readings: Essential of pediatric nursing chapter number (3) and page number(137-165)

8-Name of the chapter Early childhood Period / Toddler

Contents

TODLER STAGE

Physical changes

Biophysical Development

Psychosocial Development.

Toddler: Sense of Autonomy vs. Shame& doubt

Moral development

Toddler &Preschoolers

Pre conventional Level.

Cognitive development

Senorismotor stage

Language development

Body control or movement

Hand and finger control:

Communication

a. Speech:

b. Understanding words:

Emotional and social changes.

Behavior:

Toddler Needs

toddler development Problems

Toddlers Nutrition

Readings: chapter number (Wong's Nursing Care of Infants and Children) and page number(489-542)

9-Name of the chapter Normal Growth and Development of Preschoolers

Contents

1.Physical growth.

A: Weight and height:

B: Movement:

C: Body control or movement

D. Hand and finger control: .

2. Language:

3. Thoughts and ideas:

4. Emotional development

Preschooler Needs

Preschoolers developmental Problems

Preschoolers Nutrition

IMMUNIZATION

Immunization

Immunity

a. Natural Immunity

b. Acquired Immunity:

Acquired immunity may be *Passive* or *active*

Active Immunity may be Natural or Artificial

Natural active immunity:

Artificial active immunity: Passive Immunity

Passive Immunity may be Natural or Artificial

Natural Passive Immunity:

Artificial Passive Immunity

Vaccination schedule (vaccination program in Iraq

Special Considerations of vaccination

Readings: chapter number (Wong's Nursing Care of Infants and Children) and page number(489-542)

10-Name of the chapter Middle childhood and latency period (the school age)

Contents

School –age

Biophysical development:

Weight and height:

Movement skills:

Psychosocial development Industry vs. Inferiority

Moral and Spiritual development

Conventional Level

Cognitive development

Concrete operations:

Thoughts and ideas:

Readings: Essential of pediatric nursing chapter number (6) and page number(249-273)

11-Name of the chapter School –age period

Contents

Thoughts and ideas:

School-age-needs

School-Age-Developmental Problems

1. Emotional problems

2-Lack of sleep

3. Learning difficulties

4. Poor nutrition or not enough physical activity

5. Nail biting, finger-Sucking

6. Conduct disorder.

7. Psychosomatic Illness. E.g. Anorexia nervosa, over eating, abdominal pain and constipation.

Nutritional Requirement for School-age children

Readings: Essential of pediatric nursing chapter number (6) and page number(249-273)

12- Name of the chapter Adolescent Growth and Development

Contents

I. Physical Development

Rapid gains in height and weight.

During growth spurt

Cognitive Development

Formal Operational Thought

Psychosexual development

Freud: Genital stage

Beginning of puberty is evidenced in girls by:

Beginning of puberty is evidenced in boys by:

Psycho-Social Development

Erikson: Identity vs. role diffusion

1. Establishing an identity
2. Establishing autonomy.
3. Establishing intimacy.
4. Becoming comfortable with one's sexuality.
5. Achievement.

Moral and Spiritual development

Post conventional autonomous, (Principal level)

Readings: chapter number (Wong's Nursing Care of Infants and Children) and page number (**652-685**)

13-Name of the chapter Adolescent Growth and Development

Contents

Common needs during adolescence period

1. Nutritional Needs
 - a. Calories.
 - b. Protein.
 - c. Calcium.
 - d. Iron.
2. Adolescent Sleep Needs
3. The Need for Physical Activity.

4. The Need for Competence and Achievement.
5. The Need for Self-Definition.
6. The Need for Creative Expression.
7. The Need for Positive Social Interaction.
8. The Need for Structure and Clear Limits. 9. The Need for Meaningful Participation.

Adolescent developmental problems

1. postural defect.
2. Anemia.
3. Acne vulgaris.
4. Nocturnal emission.
5. Masturbation
6. Drug and alcohol abuse.
7. Depression and Suicide.
8. Eating Disorders: Two types of eating disorders are anorexia nervosa and bulimia.
9. Juvenile Behavior.
10. adolescent Pregnancy
- Communication

Readings: chapter number (Wong's Nursing Care of Infants and Children) and page number (**652-685**)

14-Name of the chapter Adulthood young adulthood, Middle adulthood

Contents

Adulthood

- Young Adult: 19 to 29 years
- Middle adulthood: 35 to 65 years.

Biophysical development for Young Adult & Middle Adulthood.
Height & weight for Young Adult & Middle Adulthood.

Sexual maturation for Young Adult & Middle Adulthood.

Vital Signs for Young Adult & Middle Adulthood.

Sleep Pattern for Young Adult & Middle Adulthood.

Skin for Young Adult & Middle Adulthood.

Psychosocial Stage 7 (middle adulthood 35 to 65):

Generativity vs. Self-absorption or Stagnation

Readings: Wong's Nursing Care of Infants and Children chapter number (12) and page number (700-750)

15-Name of the chapter Older Adulthood 66 years and older

Contents

Physical aspects of aging

Psychosocial aspects of aging

Cognitive aspects of aging

Psychosocial Stage

Integrity vs. Despair

Normal age-related changes

- Skin:
- Eating habit: Sleep: Vision:
- Dental:
- Hearing: Urinary:
- Cardiovascular system: Musculoskeletal System:
- Gastrointestinal system:

Respiratory system:

Physical health problems in older population

1. Cardiovascular Changes
2. Changes in the Pulmonary System
3. Changes in the Oropharyngeal and Gastrointestinal Systems
4. Changes in the Musculoskeletal System

Sarcopenia:

5. Changes in the Nervous System and Cognition

Etiology

Health Promotion.

Retirement

Emotional Problems in Retirement :

Preparing for an emotionally healthy retirement:

Readings Wong's Nursing Care of Infants and Children chapter number (12) and page number(700-750)

The Clinical Training Activities

NO Clinical Training Activities

The Lab Activities

- There will be a one lab prior to each lecture.
- The lab will cover the material from the previous lecture.
- These labs will serve to further your understanding of the material and concepts discussed in lecture.
- Students are expected to attend all laboratory sessions.
- Lab handouts will be provided for all laboratory sessions and will be distributed to students prior to each session.
- The handouts will cover the expectations of that specific lab, as well as having questions/activities/terminology that will guide you through the material and allow you to connect the

lab material to the content discussed in class.

Intended Student Learning Outcomes (ISLOs)			
Upon successful completion of this course, students should be able to:			
	ISLOs	Related Objective(s)	Reference(s)
A / Knowledge and understanding	A 1. Recognize basic concepts of the growth and development	ALL	The course textbook and references
	A 2 .Review concepts of the growth and development of children from birth to adolescent.	ALL	
	A 3. Identify the roles of the child health nurse of children from birth to adolescent.	ALL	
B / Cognitive and intellectual skills:	B 1. Integrate knowledge of nursing care from birth to adolescent.	ALL	
C / Subject specific skills:	C 1. Demonstrate ability to understand the basic concepts of the growth and development of children from birth to adolescent.	ALL	
	C 2. using skills for children with different stage group.	ALL	
D / Transferable skills:	D 1. Explain the equipment used for measurement.	ALL	
	D 2. Explain the procedure for using measurement.	ALL	

Course Outline Schedule / Clinical Training				
Week	Clinical Setting	Topics	Assignments/ Essential Competencies and Procedures	Achieved ILOs
1.	laboratory	Introduction to the clinical course and Orientation program.	Demonstration, training and Competency check off	ALL

		Course syllabus & course policy.		
2.	laboratory	Development Assessment	Demonstration Training and Competency check off	ALL
3.	laboratory	Growth measurement	Demonstration Training and Competency check off	ALL
4.	laboratory	Chest and head circumference measurement	Demonstration Training and Competency check off	ALL
5.	laboratory	Height and Weight measurement	Demonstration Training and Competency check off	ALL
First Exam				
6.	laboratory	Growth chart	Demonstration Training and Competency check off	ALL
7.	laboratory	Case study Presentation	Demonstration Training and Competency check off	ALL
8.	laboratory	Presentation between students.	Competency check off	ALL
9.	laboratory	Assignment	Competency check off	ALL
10.	laboratory	Demonstration reflexes of newborn	Competency check off	ALL
Second Exam				
11.				
12.				
13.				
14.				
15.				
Course Feedback and Revision				
Final Exam				

Clinical Procedures Performance Competency Checklists		
Topics	Essential Competencies and Procedures	Achieved ILOs
Development assessment	<p style="text-align: center;">head & chest circumference</p> <ul style="list-style-type: none"> ○ Check head & chest circumference of Neonate ○ Check head & chest circumference of infant ○ Check Length or height & weight of neonate ○ Check Length or height of infant ○ Dentition 	ALL

Procedures	<p style="text-align: center;">Weight</p> <p>Important indicator of child's nutritional status and general growth</p> <ul style="list-style-type: none"> -Used to calculate medication dosages for children -Place child in the scale in supine position -A full term baby on an average weighs 3.5 kg. <p style="text-align: center;">Length or height</p> <ul style="list-style-type: none"> -Measure infant from crown of head to heel -Place child in recumbent position -Standing height measurement for children three years or older. -The average length of a newborn is 50 cm. <p style="text-align: center;">Gross motor</p> <ul style="list-style-type: none"> -Generally lies in flexed attitude ,head lags on pulling to sit and head sags on ventral suspension. -sitting , walking , jumping , and other movement) . <p style="text-align: center;">Fine motor</p> <ul style="list-style-type: none"> -Check Fine motor of hand fisting 	ALL
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	<p>-Growth chart are used to compare child s height and weight to standards</p> <p>-eye / hand coordination , and manipulation of small objects chart</p> <p>Anterior fontanel</p> <p>-check soft , flat , and pulsatile</p> <p>Posterior fontanel</p> <p>-feel flat and firm .</p>	
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Course Evaluation Methods (Opportunities to demonstrate Learning)				
Evaluation Type	Description	Expected Due Date	Mark%	Course Goals Addressed
Written Assignments	<ul style="list-style-type: none"> - Weekly Objectives / per semester - Health Education / per semester - developmental from birth to adult 	15	10%	ALL
Case study Presentation	<ul style="list-style-type: none"> - To be assigned by instructor 	Throughout the course	10%	ALL
First Theory Exam	<ul style="list-style-type: none"> - Type of questions: Multiple choice - .Fill in the blank. - mention or enumerate - Duration: 1 hour. - Test content: from classes and reading contents from week 1 to week 6. 	Week 6	10%	ALL
First Clinical Practice (lab.)Exam	<ul style="list-style-type: none"> - Type of questions: - .check head &chest circumference - Check weight &height - check fontanel - Duration: 1 hour. - Test content: from lab. contents from week 1 to week 6. 	Week 6	10%	ALL
Second Theory Exam	<ul style="list-style-type: none"> - Type of questions: MCQ. - .Fill in the blank. - mention or enumerate - short essay - Duration: 2 hour. - Test content: from classes and reading from week 6 to week 12 	Week 12	10%	ALL
Second Clinical Practice (lab.)Exam	<ul style="list-style-type: none"> - Type of questions: - .check head &chest circumference - Check weight &height - check fontanel - Duration: 1 hour. - Test content: from lab. contents from week 1 to week 6. 	Week 12	10%	ALL
Final Clinical	<ul style="list-style-type: none"> - Type of questions: Oral, 	Final Week exam	20%	ALL

Practice (lab.)Exam	<ul style="list-style-type: none"> - Clinical Evaluation, - Competency check off. - Duration: 1 hour. - Test content: from lab. contents from week 1 to week 15 	period		
Final Theory Exam	<ul style="list-style-type: none"> - Type of questions: - Multiple choice - .Fill in the blank. - short essay - Duration: 2 hour. - Test content: from classes and reading contents from week 1 to week 15. 	Final Week exam period	40%	ALL
Total			100%	

Grading system	
Mark %	Grade
90-100	Excellent
80-89	Very Good
70-79	Good
60-69	Fair
50-59	Pass
≤49	Fail

Course Information and Policies	
Attendance	<ul style="list-style-type: none"> - Attendance in lab. - Student must be present for the entire period of time . - If a student is absent with a valid reason, he/she is responsible to catch up for his/her misses from co-students.
Professional Conduct	<ul style="list-style-type: none"> - Student must observe ethical standard in a professional manner to uphold the values of nursing profession.
Students Participation	<ul style="list-style-type: none"> - Success of learning experiences depends on full participation by each students. - Students are expected to deliver/prepare educational lectures by reading assigned materials or to bring required resources related to the course. - Students are responsible/liable for any information presented in the class by verbal, written or AV material.
Assignment	<ul style="list-style-type: none"> - Various assignments may be given to enhance student learning and interaction with the content. - Written assignment will be graded depend on content, clarity, recommendations, summary, and appropriate reference.
Unannounced Quizzes	<ul style="list-style-type: none"> - Random, unannounced quizzes may be given during the course to test the mastery of the material, and to keep on track in reading. - One attempt is allowed for each quiz.
Testing Policy and Procedure	<ul style="list-style-type: none"> - Any question regarding students' sharing of test information, talking during the test or any other indication of academic dishonest will not be tolerated. - Exam format for the course will be a paper-based exam.
Academic Progress	<ul style="list-style-type: none"> - Students are responsible for contacting faculty members for consultation regarding a problem with, or questions about the course.
Communication Policy	<p>You are responsible for any announcements posted by the college of Nursing or by any member of the faculty.</p> <p>Students may communicate with instructor directly during the instructor office hours or by appointment, which is provided in the contact information area.</p>
Complaints/ Appealing	<ul style="list-style-type: none"> -If you have any concern, or complaint, or grievances or appealing grade should be expressed in the first instance to the course instructor.

Process	-if you feel that you cannot effectively communicate with your instructor about the issue, then the issue should be written complaints. -Any graded appeal should be submitted within one week of the result report.
Academic Honesty and Plagiarism	-Students are expected to commit to highest ethical standards and to recognize the importance of protecting Intellectual property rights. -Exchanging assignments with other students. -Giving or receiving answers during tests or quizzes. Tell the reader when we are quoting and indicate the source (person, book, article, etc.) of the quotation. -Tell the reader when we are paraphrasing and indicate the source (person, book, article, etc.) of that information.
Safety Procedures	<ul style="list-style-type: none"> - The nursing college reserve the right to maintain a safe orderly educational environment for the student and staff. - students will be under close monitoring and direction from clinical instructor, and preceptor in all clinical setting to mitigate risk to patients and students. - A Course Orientation, Safety precautions, incident management, and general tours will be conducting to all students at the beginning of each course especially courses that been involved with rotation in Laboratory classes.
Diversity	- The college of Nursing adheres to the following policy regarding diversity: Students are to show respect for the interest, preferences, and opinions of others (, students, faculty, staff, etc.).
Disabilities	- If you have specific physical, psychological or learning disabilities and require accommodations, please contact the course coordinator early in the semester so that learning needs may be appropriately met.
Visitors	- The college of Nursing adheres to the following policy regarding visitors in class: Students are not permitted to bring children, family members, or other guests to class.
Equipment/ Materials	- Any equipment or materials loaned to student becomes their responsibility and must be returned in proper condition at the designated date, time, and place

Course Coordinator		Signature:	
Head of Curriculum Committee		Signature:	
Department Head		Signature:	
Dean Faculty		Signature:	