



جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية التمريض
Faculty of Nursing



"التمريض جوهر الحياة"
"Nursing is the Essence of Life"

"عراقة وجودة"
"Tradition and Quality"

QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

Study plan No.	2025-2026	University Specialization	Nursing
Course No.	0301325	Course name	Growth and Development from a nursing perspective
Credit Hours	3	Prerequisite Co-requisite	Advanced adult Nursing
Course type	<input type="checkbox"/> MANDATORY UNIVERSITY REQUIREMENT <input type="checkbox"/> UNIVERSITY ELECTIVE REQUIREMENTS	<input type="checkbox"/> FACULTY MANDATORY REQUIREMENT <input type="checkbox"/> Support course family requirements	<input checked="" type="checkbox"/> Mandatory requirements <input type="checkbox"/> Elective Requirements
Teaching style	<input type="checkbox"/> Full online learning	<input checked="" type="checkbox"/> Blended learning	<input type="checkbox"/> Traditional learning
Teaching model	<input type="checkbox"/> 1Synchronous: 1asynchronous	<input checked="" type="checkbox"/> 1 face to face: 1 asynchronous	<input type="checkbox"/> 2 Traditional

Faculty member and study divisions' information (to be filled in each semester by the subject instructor)

Section	Name	Academic rank	Office No.	Phone No.	Office hours	E-mail	
Division number		Time	Place	Number of students		Teaching style	Approved model

Brief description

This course is designed to provide nursing students with the opportunity to study human growth and selected theories of development throughout the life span, with special reference to applicability to nursing practice. The focus will be on understanding the basic premises of physical growth and development, motor, psychosocial, psychosexual, and cognitive development, and wellness promotion. It provides students with the theoretical sound and processes, by which one comes to know, think and respond to others. It additionally fosters an appreciation of the need for individualized health care.

Learning resources

Coursebook information (Title, author, date of issue, publisher ... etc)	Kozier B., Erb G. (2021). Fundamentals of nursing; concepts, process, and practice. Berman A., Snyder S, Frandsen, G. (11th ed.), Japan, Pearson Education International.
Supportive learning resources (Books, databases, periodicals, software, applications, others)	1-Middleton, A., Speedie, L., Hockenberry, M. J., Wilson, D., & Rodgers, C. C. (2022). Wong's nursing care of infants and children. Elsevier Australia. 2-Ricci, S.S. et al. (2017) Study Guide for Maternity and Pediatric Nursing. Philadelphia: Wolters Kluwer. 3- Ricci, S. S., Kyle, T., & Carman, S. (2021). Maternity and pediatric



جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية التمريض
Faculty of Nursing



"التمريض جوهر الحياة"
"Nursing is the Essence of Life"

"عراقة وجودة"
"Tradition and Quality"

QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

	nursing. 4th edition. Philadelphia, Wolters Kluwer. 3-McInerny, T. K. (2017). American Academy of Pediatrics Textbook of Pediatric Care. American Academy of Pediatrics. 4-O'Meara, A. M. (2019). Maternity, newborn, and women's Health Nursing: A case-based approach. Wolters Kluwer Health...			
Supporting websites				
The physical environment for teaching	✓ Classroom	<input type="checkbox"/> labs	<input type="checkbox"/> Virtual educational platform	✓ Others
Necessary equipment and software	Data show, computer and internet			
Supporting people with special needs	---			
For technical support	Contact the e-learning center and open resources First floor – Faculty of Science and Information Technology Dr. Khaled Jaber Tel: 064291511. Ext. 425 e-mail: k.jaber@zuj.edu.jo			

Course Intended Learning Outcomes (CILOs):

Upon successful completion of this course, students will be able to achieve the following Program and Course Intended Learning Outcomes

PILO #1: Comprehend the basic nursing knowledge needed to provide a safe and effective care environment, and comprehensive nursing care based on research and scientific evidence.



جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية التمريض
Faculty of Nursing



"التمريض جوهر الحياة"
"Nursing is the Essence of Life"

"عراقة وجودة"
"Tradition and Quality"

QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
Course Intended Learning Outcomes (CILO)	<ol style="list-style-type: none"> Describe the major concepts that relate to growth and development theories Discuss the stages and Patterns of growth and development based on evidence-based practice
Concept-based competency1: (Safe and Effective Care Environment)	Professional and Core Values, Professional Growth and Development, Accountability and Responsibility, Advocacy, Client rights, Collaboration, Continuity of Care, Referrals, Concept of management, Case manager, Performance and Quality Improvement, Injury prevention, Use safety devices, Handling hazardous and infection material, safety, Standard precautions/ transmission-based precautions/ surgical asepsis, Member of the Nursing Profession, Evidence-Based Practice, Caring and Spirituality.
Relevant Competency (JNC)	Standard 1 (core competencies 1,2,3,4,5,6), Standard 3 (core competencies 1,2,3,4), Standard 4 (core competencies 1,2,3,4), Standard 5 (core competencies 1,2), Standard 6 (core competencies 1,2,3).
National framework	MK1.
Weight	30%
Learning Methods	<ul style="list-style-type: none"> Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning Interaction through the e-learning system: self-study of lectures, attendance of short videos, short questions and self-activities.
Evaluation Methods	<ul style="list-style-type: none"> Assignments, Interactive Activities, Short Exam, Mid-Term Exam, and Final Exam.

PILO #4: Show the ability to communicate and develop effective strategies to promote and maintain health and prevent diseases, while considering social and cultural diversity.



جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية التمريض
Faculty of Nursing



"التمريض جوهر الحياة"
"Nursing is the Essence of Life"

"عراقة وجودة"
"Tradition and Quality"

QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
Course Intended Learning Outcomes	<ol style="list-style-type: none"> 1. Plan essential health promotion and protection strategies to meet the needs of an individual in different developmental stages considering cultural diversity 2. Elaborate health promotion strategies and preventive measures throughout life span, such as preventing injuries, accidents, and health problems in newborns, children, and adolescents.
Concept-based competency 2: (Health Promotion/ Prevention and Maintenance)	Techniques of physical assessment, self-care lifestyle choices, Health Risk Behaviors, Health Screening, Health promotion and disease prevention, Developmental stages and transition, Aging process, Home safety.
Relevant Competency (JNC)	Standard (7.1, 7.2, 7.3, 7.4, 7.5).
National framework	MC1.
Weight	30%
Learning Methods	<ul style="list-style-type: none"> • Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning • Interaction through the e-learning system: self-study of lectures, attendance of short videos, short questions and self-activities.
Evaluation Methods	<ul style="list-style-type: none"> • Assignments, Interactive Activities, Short Exam, Mid-Term Exam, and Final Exam.



PILO # 5: Demonstrate the ability to maintain the physiological integrity of patients while providing high-quality nursing care.

Course Intended Learning Outcomes (CILO)	1. Describe the role of evidence-based comfort and assistance in supporting individuals' performance of activities of daily living across life span (from newborn to elderly)
Concept-based competency 3: (Physiological Integrity)	<p>A. Basic care and comfort (Assistive devices, Elimination, Mobility, and Immobility, Nonpharmacological comfort interventions, Nutrition, and oral hydration, Personal hygiene, Rest and Sleep, Critical Thinking, Nursing Process / Clinical Competence).</p> <p>B. Pharmacological & Parenteral Therapies (Adverse effects, contradictions, side effects, and interactions of medications, Blood and blood products, Central venous access devices, Medication administration, Dosage calculations, Parenteral and intravenous therapies, Expected actions and outcomes, Pharmacological pain management, Total parenteral nutrition).</p> <p>C. Reduction of Risk Potential (Changes and abnormalities in vital signs, Laboratory values, Diagnostic tests, Potential for alterations in body systems, System-specific assessments, Therapeutic procedures).</p> <p>D. Physiological Adaptation (Fluids and electrolyte imbalances, Hemodynamic, Illness management, Medical emergencies).</p>
Relevant Competency (JNC)	Standard (7.1, 7.2, 7.3, 7.4, 7.5).
National framework	MC2.
Weight	20%
Learning Methods	<ul style="list-style-type: none">Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative LearningInteraction through the e-learning system: self-study of lectures, attendance of short videos, short questions and self-activities.
Evaluation Methods	<ul style="list-style-type: none">Assignments, Interactive Activities, Short Exam, Mid-Term Exam, and Final Exam.



QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

PILO # 6: Demonstrate the ability to maintain the psychological and social integrity of patients and to communicate effectively with clients and healthcare professionals while considering cultural diversity	
Course Intended Learning Outcomes (CILO)	1-Explain how diverse communication strategies promotes psychological integrity while interacting with peers, clients and healthcare professionals across lifespan
Concept-based competency 4: (Psychosocial Integrity)	Abuse and Neglect, Behavioral Interventions, Chemical and other dependencies and substance abuse disorders, Coping mechanisms, Crisis intervention, Cultural awareness and influences on health, End-of-life care, Family dynamics, Grief and loss, Mental health concepts, Religious and spiritual influences on health, Sensory and perceptual alterations, Stress management, Support systems, Therapeutic communication, Inter-professional Collaboration and Communication, Verbal, written, and technological communication, Therapeutic environment.
Relevant Competency (JNC)	Standard (7.1, 7.2, 7.3, 7.4, 7.5).
National framework	MC3.
Weight	10%
Learning Methods	<ul style="list-style-type: none"> Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning Interaction through the e-learning system: self-study of lectures, attendance of short videos, short questions and self-activities.
Evaluation Methods	<ul style="list-style-type: none"> Assignments, Interactive Activities, Short Exam, Mid-Term Exam, and Final Exam.



QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

PILO # 7: Assume responsibility for the development of professional nursing roles that are commensurate with global health issues such as pandemics and challenging threats and their impact on the economics of healthcare systems

Course Intended Learning Outcomes (CILO)	1- Explain how the global issues such as childhood malnutrition, adolescent mental health disorders, type2 Diabetes mellitus, aging population, dementia ...influence the delivery of professional nursing care across the lifespan
Concept-based competency 5: (Global and Health Economics)	Health care policy, Global disease burden, Migration/ Refugee health, social determinants of health, Value-based care, Health reform, Health informatics, Health insurance, Equity- justice, Health as human rights, and Fiscal Responsibility.
Relevant Competency (JNC)	Implicitly covered through performance, knowledge, resource utilization, and provision of client-centered care
National framework	MC4.
Weight	10%
Learning Methods	<ul style="list-style-type: none"> Lecture, Questions and Answers, Group Discussion, Problem Solving, Small Groups, Collaborative Learning Interaction through the e-learning system: self-study of lectures, attendance of short videos, short questions and self-activities.
Evaluation Methods	Assignments, Interactive Activities, Short Exam, Mid-Term Exam, and Final Exam.

Mechanisms for direct evaluation of learning outcomes

Type of assessment/learning style	Fully electronic learning	Blended learning	Traditional Learning (Theory Learning)	Traditional Learning (Practical Learning)
Midterm exam		30%		
Interactive activities		10%		
Assignment		10%		
Quiz		10%		
Final exam		40%		

Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity/Purpose	Covered PILO	Mark	Topic(s)	Period (Week)	Platform
-----------------------------	--------------	------	----------	---------------	----------



QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

Midterm Exam	1,4,5,6,7	30%	<p style="text-align: center;">1- Concepts of Growth & Development</p> <ul style="list-style-type: none"> ▮ Introduction ▮ Definition of growth & development. ▮ Principles of growth & development. ▮ Factors influencing growth & development. <p style="text-align: center;">2- Growth & Development Theories:</p> <ul style="list-style-type: none"> ▮ Erikson's psychosocial development theory ▮ Psychosexual theory of Sigmund Freud. ▮ Maslow's Hierarchy & Defense Mechanisms ▮ Jean Piaget's Cognitive Theory <p style="text-align: center;">3- Promoting Health from Conception Through School-Age Children:</p> <ul style="list-style-type: none"> ▮ Introduction ▮ Conception and Prenatal Development ▮ Neonates and Infants (Birth to 1 Year) ▮ Toddlers (1 to 3 Years) ▮ Preschoolers (4 and 5 Years) ▮ School-age children (6 to 12 Years) <p style="text-align: center;">4- Promoting Health in Adolescence (12 to 18 Years)</p> <ul style="list-style-type: none"> ▮ Introduction 	https://exams.zu.jo/
--------------	-----------	-----	---	---



جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية التمريض
Faculty of Nursing



"التمريض جوهر الحياة"
"Nursing is the Essence of Life"

"عراقة وجودة"
"Tradition and Quality"

QF03/0408-4.0E		Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department		
			<ul style="list-style-type: none"> ▮ Characteristics of Adolescence ▮ Physiological change ▮ Cognitive Abilities changes ▮ Moral Reasoning ▮ Health Problems ▮ Health Assessment and Promotion <p style="text-align: center;">5- Promoting Health in Young and Middle-Aged Adults</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction <input type="checkbox"/> Young Adults (20 to 40 Years) <input type="checkbox"/> Middle-aged adults (40 to 65 Years) <p style="text-align: center;">6- Promoting Health in Older Adults:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Introduction <input type="checkbox"/> Characteristics of Older Adults <input type="checkbox"/> Attitudes Toward Aging <input type="checkbox"/> Care Settings for Older Adults <input type="checkbox"/> Physiological Aging <input type="checkbox"/> Cognitive Abilities and Aging <input type="checkbox"/> Moral Reasoning <input type="checkbox"/> Spirituality and Aging <input type="checkbox"/> Health Problems <input type="checkbox"/> Health Assessment and Promotion. <input type="checkbox"/> Integration of Artificial intelligence into life lifespan care :a new paradigm for Growth and development 	
Interactive activities		10%	Case analysis (different disease/topics for every student)	
Quiz		10%		
Assignment		10%		
Final	1,4,5,6,7	40%	All Topics	16

Note 1: Asynchronous interactive activities are activities, tasks, projects, assignments, research, studies, projects, and work within student groups ... etc, which the student carries out on his own, through the virtual platform without a direct encounter with the subject teacher.

Note 2: According to the Regulations granting Master's degrees at Al-Zaytoonah University of Jordan, 40% of the final evaluation goes toward the final exam and 60% toward the semester work (examinations, reports, research, or any scientific activity assigned to the student).



QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

Schedule of simultaneous/face-to-face encounters and their topics

Week	Subject	learning Methods*	Reference **
1	Concepts of Growth and Development <ul style="list-style-type: none"> ✓ Introduction ✓ Definition of growth & development. ✓ Principles of growth & development. ✓ Factors influencing growth & development. 	<ul style="list-style-type: none"> ✓ Lecture, Q &A, ✓ Groups discussion ✓ E-learning 	Unit 6 Ch 23
2	Growth and Development Theories: <ul style="list-style-type: none"> ✓ Erikson's psychosocial development theory ✓ Psychosexual theory of Sigmund Freud. ✓ Maslow's Hierarchy & Defense Mechanisms ✓ Jean Piaget Cognitive Theory 	<ul style="list-style-type: none"> ✓ Lecture, ✓ Group discussion, ✓ Problem-solving, ✓ E-learning 	Unit 6 Ch 23
3	Promoting Health from Conception Through School-Age Children: <ul style="list-style-type: none"> ✓ Introduction ✓ Conception and Prenatal Development ✓ Neonates and Infants (Birth to 1 Year) ✓ Toddlers (1 to 3 Years) ✓ Preschoolers (4 and 5 Years) ✓ School-Age Children (6 to 12 Years) 	<ul style="list-style-type: none"> ✓ Lecture, ✓ Group discussion, ✓ Small group ✓ Problem-solving, ✓ E-learning 	Unit 6 Ch 24
Midterm Exam			
	Promoting Health in Adolescence (12 to 18 Years) <ul style="list-style-type: none"> ▪ Introduction ▪ Characteristics of Adolescence ▪ Physiological change ▪ Cognitive Abilities changes ▪ Moral Reasoning ▪ Health Problems ▪ Health Assessment and Promotion 	<ul style="list-style-type: none"> ✓ Lecture ✓ Group discussion, ✓ Problem-solving, ✓ Collaborative Learning ✓ E-learning 	Unit 6 Ch 24
4	Promoting Health in Young and Middle-Aged	<ul style="list-style-type: none"> ✓ Lecture, ✓ Small Group, 	Unit 6 Ch26



جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية التمريض
Faculty of Nursing



"التمريض جوهر الحياة"
"Nursing is the Essence of Life"

"عراقة وجودة"
"Tradition and Quality"

QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

	Adults <ul style="list-style-type: none">▪ Introduction▪ Young Adults (20 to 40 Years)▪ Middle-Aged Adults (40 to 65 Years)	<ul style="list-style-type: none">✓ Collaborative Learning✓ E-learning	
5	Promoting Health in Older Adults: <ul style="list-style-type: none">✓ Introduction✓ Characteristics of Older Adults✓ Attitudes Toward Aging✓ Care Settings for Older Adults✓ Physiological Aging✓ Cognitive Abilities and Aging✓ Moral Reasoning✓ Spirituality and Aging✓ Health Problems✓ Health Assessment and Promotion	<ul style="list-style-type: none">✓ Lecture,✓ Group discussion,✓ Problem-solving,✓ Collaborative Learning✓ E-learning	Unit 6 Ch26
	Integration of Artificial intelligence into life lifespan care : anew paradigm for Growth and development	<ul style="list-style-type: none">✓ Lecture,✓ Group discussion,✓ Problem-solving,✓ Collaborative Learning✓ E-learning	
16	Final Exam		

* Learning styles: Lecture, flipped learning, learning through projects, learning through problem-solving, participatory learning ... etc.

** Reference: Pages in a book, database, recorded lecture, content on the e-learning platform, video, website ... etc.



جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية التمريض
Faculty of Nursing



"التمريض جوهر الحياة"
"Nursing is the Essence of Life"

"عراقة وجودة"
"Tradition and Quality"

QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

Course Intended Learning Outcomes Matrix		
Course Name: Growth and Development from a nursing perspective		
Course Number: 0301325		
PILO #1: Comprehend the basic nursing knowledge needed to provide a safe and effective care environment, and comprehensive nursing care based on research and scientific evidence		
CILOS	1. Define the major concepts that relate to growth and development theories	
	2. Discuss the stages and Patterns of growth and development based on evidence-based practice	
PILO 4: Show the ability to communicate and develop effective strategies to promote and maintain health and prevent diseases, while considering social and cultural diversity.		
CILOS	1. Plan essential health promotion and protection strategies to meet the needs of an individual in different developmental stages considering cultural diversity	
	2. Elaborate health promotion strategies and preventive measures throughout life span, such as preventing injuries, accidents, and health problems in newborns, children, and adolescents.	
PILO # 5: Demonstrate the ability to maintain the physiological integrity of patients while providing high-quality nursing care		
CIL OS	1. Provide comfort and assistance in the performance of activities of daily living based on evidence-based practice	
PILO # 6: Demonstrate the ability to maintain the psychological and social integrity of patients and to communicate effectively with clients and healthcare professionals while considering cultural diversity		
CIL OS	1. Communicate effectively with peers, clients, and health care professionals to maintain psychosocial integrity across the life span.	
PILO # 7: Assume responsibility for the development of professional nursing roles that are commensurate with global health issues such as pandemics and challenging threats and their impact on the economics of healthcare systems		
CILO	1. Illustrate professional nursing care considering major global health issues	
W	Course	Intended Learning Outcomes



جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية التمريض
Faculty of Nursing



"التمريض جوهر الحياة"
"Nursing is the Essence of Life"

"عراقة وجودة"
"Tradition and Quality"

QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

ee k	contents	PILOS	PILO 1		PILO 4		PILO5	PILO 6	PILO 7
		CILOS	1	2	1	2	1	1	1
1	Concepts of Growth and Development ✓ Introduction ✓ Definition of growth & development. ✓ Principles of growth & development. ✓ Factors influencing growth & development.		X	X					
2	Growth and Development Theories: ‖ Erikson's psychosocial development theory ‖ Psychosexual theory of Sigmund Freud. ‖ Maslow's Hierarchy & Defense Mechanisms ‖ Jean Piaget Cognitive Theory		X	X			X		
3	Promoting Health from Conception Through School-Age Children: ✓ Introduction ✓ Conception and Prenatal Development ✓ Neonates and Infants (Birth to 1 Year) ✓ Toddlers (1 to 3 Years) ✓ Preschoolers (4 and 5 Years) ✓ School-age children (6 to 12 Years)		X		X	X		X	X



جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية التمريض
Faculty of Nursing



"التمريض جوهر الحياة"
"Nursing is the Essence of Life"

"عراقة وجودة"
"Tradition and Quality"

QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

4	Promoting Health in Young and Middle-Aged Adults <input type="checkbox"/> Introduction <input type="checkbox"/> Young Adults (20 to 40 Years) <input type="checkbox"/> Middle-aged adults (40 to 65 Years)	X		X		X	X	X
5	Promoting Health in Older Adults: ✓ Introduction ✓ Characteristics of Older Adults ✓ Attitudes Toward Aging ✓ Care Settings for Older Adults ✓ Physiological Aging ✓ Cognitive Abilities and Aging ✓ Moral Reasoning ✓ Spirituality and Aging ✓ Health Problems ✓ Health Assessment and Promotion	X		X		X	X	
	Integration of Artificial intelligence into life lifespan care: a new paradigm for Growth and development	X	X	X	X	X	X	X
Head of Department:				Course coordinator:				

	Course content	Learning Methods					
		Lecture, Q & A	Group Discussion	Problem Solving	Small Groups	Collaborative Learning	Interaction through the e-learning system



QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

1	Concepts of Growth and Development <ul style="list-style-type: none"> ▪ Introduction ▪ Definition of growth & development. ▪ Principles of growth & development. <p>Factors influencing growth & development.</p>	X	X				X
2	Growth and Development Theories: <ul style="list-style-type: none"> ▪ Erikson's psychosocial development theory ▪ Psychosexual theory of Sigmund Freud. ▪ Maslow's Hierarchy & Defense Mechanisms ▪ Jean Piaget's Cognitive Theory 	X	X	X			X
3	Promoting Health from	X	X	X	X		X



جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية التمريض
Faculty of Nursing



"التمريض جوهر الحياة"
"Nursing is the Essence of Life"

"عراقة وجودة"
"Tradition and Quality"

QF03/0408-4.0E		Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department					
	Conception Through School-Age Children: <ul style="list-style-type: none"> ▪ Introduction ▪ Conception and Prenatal Development ▪ Neonates and Infants (Birth to 1 Year) ▪ Toddlers (1 to 3 Years) ▪ Preschoolers (4 and 5 Years) School-age children (6 to 12 Years)						
4	Promoting Health in Adolescence (12 to 18 Years) <ul style="list-style-type: none"> ▪ Introduction ▪ Characteristics of Adolescence ▪ Physiological change ▪ Cognitive Abilities changes ▪ Moral Reasoning ▪ Health Problems Health Assessment and Promotion	X	X	X		X	
5	Promoting Health in Young and Middle-Aged	X			X	X	



جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية التمريض
Faculty of Nursing



"التمريض جوهر الحياة"
"Nursing is the Essence of Life"

"عراقة وجودة"
"Tradition and Quality"

QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

	Adults <ul style="list-style-type: none"> ▪ Introduction ▪ Young Adults (20 to 40 Years) Middle-aged adults (40 to 65 Years) 						
6	Promoting Health in Older Adults: <ul style="list-style-type: none"> ▪ Introduction ▪ Characteristics of Older Adults ▪ Attitudes Toward Aging ▪ Care Settings for Older Adults ▪ Physiological Aging ▪ Cognitive Abilities and Aging ▪ Moral Reasoning ▪ Spirituality and Aging ▪ Health Problems Health Assessment and Promotion	X	X	X		X	X
	Integration of Artificial intelligence into life lifespan	X	X			X	



جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية التمريض
Faculty of Nursing



"التمريض جوهر الحياة"
"Nursing is the Essence of Life"

"عراقة وجودة"
"Tradition and Quality"

QF03/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Nursing Department
----------------	--

	care: a new paradigm for Growth and development						
Head of Department:				Course coordinator: n.shawish			