



## حقيبة تعليمية

بعنوان: النمو والنماء البشري

## إعداد

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### المقدمة

يتسم البرنامج التعليمي لمقرر النمو والنماء البشري بالتدريس باللغة الانكليزية لمدة 15 اسبوعا بواقع ساعتين اسبوعيا. في هذه المرحلة يعطى الطالب مادة النمو والنماء بشرح المراحل العمرية المختلفة والمشاكل التطورية بمراحل مختلفة بالاضافة الى وصف النماء الذهني و الأخلاقي والعاطفي والاجتماعي والروحي خلال المراحل العمرية المختلفة وتعريف مفهوم النمو و النماء والنضوج و التمييز بينهم وايضا فهم النظريات الاجتماعية النفسية فيما يتعلق بالنمو والنماء البشري واخيرا معرفة أنماط النمو والنماء البشري.

المادة النظرية 2 ساعه أسبوعيا ولمده 15 أسبوع. المجموع 30 ساعه للفصل الواحد \ المادة العملية 6 ساعه أسبوعيا لمدة 15 أسبوع. المجموع 90 ساعه في كل فصل

### دليل البرنامج

1	اسم البرنامج التعليمي	النمو والنماء البشري
2	رمز البرنامج التعليمي	PHR308
3	اسم التدريسي	م.م. مصطفى صالح عبدالنبي
4	مدة البرنامج	المادة النظرية 2 ساعة أسبوعياً ولمدة 15 أسبوع. المجموع 30 ساعة للفصل الواحد \ المادة العملية 6 ساعة أسبوعياً لمدة 15 أسبوع. المجموع 90 ساعة في كل فصل
5	عدد الساعات الكلية	(120) ساعة
6	الفئة المستهدفة من البرنامج	طلبة المرحلة الثالثة / قسم التمريض
7	اسم الجهة المشرفة على التنفيذ	كلية الرشيد الجامعة
8	تاريخ اعداد البرنامج	2022 / 9 / 15
9	الهدف العام للبرنامج	يعطى الطالب مادة النمو والنماء بشرح المراحل العمرية المختلفة والمشاكل التطورية بمراحل مختلفة بالإضافة الى وصف النماء الذهني و الأخلاقي والعاطفي والاجتماعي والروحي خلال المراحل العمرية المختلفة وتعريف مفهوم النمو و النماء والنضوج و التمييز بينهم وايضا فهم النظريات الاجتماعية النفسية فيما يتعلق بالنمو والنماء البشري واخيرا معرفة أنماط النمو والنماء البشري
10	اهداف البرنامج التفصيلية	يتوقع من الطالب في نهاية البرنامج أن يكون قادراً على: 1- understand normal growth and development across the lifespan. 2- demonstrate knowledge obtained in the ways to optimize function with people. 3- name and describe the most relative and famous theories of development. 4- list and describe the major stages of human growth and development. 5- state appropriate behavioral expectations and developmental tasks associated with each major stage of development.

المنهج

<b>Week</b>	<b>Hours</b>	<b>Unite Subjects</b>	<b>Unite Description</b>
<b>1-2</b>	<b>4 hours</b>	<b>Part 1: Introduction to growth and development.</b>	<ul style="list-style-type: none"> <li>➤ Concept of growth and development.</li> <li>➤ Theories related to human growth and development</li> <li>➤ Freud theory</li> <li>➤ Erickson theory</li> <li>➤ Piaget theory</li> </ul>
<b>3+4</b>	<b>4 hours</b>	<b>Part 2: Pattern of growth and development.</b>	<ul style="list-style-type: none"> <li>➤ Stages of growth and development.</li> <li>➤ Factors affecting growth and development.</li> </ul>
<b>5+6</b>	<b>4 hours</b>	<b>Part 3: newborn and infant stage</b>	<ul style="list-style-type: none"> <li>• Physical growth. Social, psychological, cognitive, and language development.</li> <li>• Play and playing\nutrition</li> <li>• Needs and development problems</li> <li>• Accident prevention</li> </ul>
<b>7+8</b>	<b>4 hours</b>	<b>Part 4: toddler stage</b>	<ul style="list-style-type: none"> <li>• Physical growth. Social, psychological, cognitive, and language development.</li> <li>• Play and playing\nutrition</li> <li>• Needs and development problems</li> <li>• Accident prevention</li> </ul>
<b>9+10</b>	<b>4 hours</b>	<b>Part 5: school age stage</b>	<ul style="list-style-type: none"> <li>• Physical growth. Social, psychological, cognitive, and language development.</li> <li>• Play and playing\nutrition</li> <li>• Needs and development problems</li> <li>• Accident prevention</li> </ul>



<b>11+12</b>	<b>4 hours</b>	<b>Part 6: adolescent stage</b>	<ul style="list-style-type: none"> <li>• Physical growth. Social, psychological, cognitive, and language development.</li> <li>• Play and playing\nutrition</li> <li>• Needs and development problems</li> <li>• Accident prevention</li> </ul>
<b>13+14+15</b>	<b>6 hours</b>	<b>Part 7: adulthood stage</b>	<ul style="list-style-type: none"> <li>• Physical growth. Social, psychological, cognitive, and language development.</li> <li>• Nutrition needs</li> </ul>
<b>15 week</b>	<b>30 Hours</b>	<b>9 unites</b>	<b>Total</b>



## المراجع

### References

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Berger, K. S. (2006). The developing person through child- hood and adolescence (7th ed.). New York: Worth Publishers.

Dudek, S. G. (2006). Nutrition essentials for nursing practice (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

Hockenberry, M. J., & Wilson, D. (2007). Wong's nursing care of infants and children (8th ed.). St. Louis, MO: Mosby Elsevier.

McEvoy, M. (2003). Culture and spirituality as an integrated concept in pediatric care. American Journal of Maternal Child Nursing, 28(1), 39–43.

### الارشادات للبرنامج التعليمي

- 1- الاعداد الجيد للمحاضرة مسبقاً
- 2- التأكد من توفر جميع الادوات اللازمة وجاهزية كل شئ قبل بدء المحاضرة
- 3- الحرص على اعداد المحاضرة والحفاظ على الخطة
- 4- وضع اهداف البرنامج التعليمي
- 5- البدء في الوقت المحدد للمحاضرة
- 6- اختيار بعض الطلبة عشوائيا لعمل سؤال شفهي
- 7- التركيز على احتياجات الطلبة وحسب مستواهم العلمي
- 8- الاهتمام بالعلاقات الانسانية مع الطلبة
- 9- الاهتمام بالتفاعل اللفظي وغير اللفظي
- 10- تشجيع الطلبة على المحاوره وتبادل الخبرات
- 11- تنويع الاساليب والوسائل
- 12- عدم الاسهاب والدخول في التفاصيل لابعاد الملل والتركيز على النقاط الهامة
- 13- تقبل النقد والتصرف بذكاء وصبر في المواقف الحرجة

### الاهداف المرجوة من الطلبة

- 1- الرغبة والحماس للتعليم
- 2- المشاركة في جميع الانشطة
- 3- احترام افكار المدرس والزملاء
- 4- انتقاد افكار المدرس بأدب
- 5- الحرص على استثمار الوقت
- 6- تقبل الدور الذي يسند اليه ضمن المجموعة
- 7- تحفيز افراد المجموعة في المشاركة بالانشطات
- 8- الحرص على بناء علاقات طيبة مع المدرس والزملاء اثناء المحاضرة
- 9- التركيز على التعلم والحرص على التطبيق
- 10- غلق الموبايل قبل الدخول الى المحاضرة
- 11- الالتزام بالوقت المحدد للمحاضرة



### الأنشطة والأساليب التدريبية المستخدمة في البرنامج

- محاضرة
- ورش عمل
- مناقشة
- سؤال وجواب
- دراسة حالة
- إعداد تقرير أو عرض تقديمي
- العصف الذهني
- حل المشكلات
- التطبيقات العملية

### الوسائل التدريبية المستخدمة في البرنامج:

- التعلم القائم على التكنولوجيا
- جهاز حاسوب
- جهاز عرض
- أوراق وأقلام
- سبورة
- الأفلام والفيديو
- بوربوينت



## المحاضرة الاولى+الثانية

### **Part 1: Introduction to growth and development.**

Concept of growth and development.  
Theories related to human growth and development  
Freud theory  
Erickson theory  
Piaget theory

الاسبوع الاول+الثاني: 240 دقيقة

اهداف المحاضرة:

- Define growth and development.
- Explain Theories related to human growth and development
- Freud theory
- Erickson theory
- Piaget theory

يتوقع نهاية لمحاضرة ان يكون الطالب قادر على:

By the end of the lecture, the student should be able to;

1. Understand growth and development.
2. Understand Theories related to human growth and development
3. Freud theory
4. Erickson theory
1. Piaget theory

### الاساليب والانشطة والوسائل المستخدمة

الوسائل	الاساليب والانشطة	م
جهاز حاسوب جهاز عرض سبورة واقلام	نشاط التعارف (1/1) محاضرة مناقشة سؤال وجواب نشاط متعدد الخيارات(2/1)	2+1

### خطة اجراءات تنفيذ المحاضرة

الزمن بالدقيقة	الاجراءات	المحاضرة
10	الترحيب بالطلبة الجدد والتعارف معهم (1/1)	الاولى+الثانية
10	معرفة اولية عن المحاضرة	
10	سؤال شفهي للطلاب بشكل عشوائي لتقييم معرفتهم الاولية	
60	القاء محاضرة باستخدام جهاز العرض والسبورة	
10	نشاط متعدد الخيارات (2/1)	
10	مناقشة النشاط المتعدد الخيارات وكيفية حلها	
10	عرض موضوع واهداف المحاضرة الثانية للاسبوع الثاني	
<b>2*120</b>	<b>المجموع</b>	

## **Growth and development**

Growth is the physical increase in the body's size and appearance caused by increasing numbers of new cells.

Growth: it is increase in body mass.

Change in body size weight, it is quantitative and measurement in term by centimeter or kilograms.

## **Growth and development**

Development is the progressive change in the child toward maturity

Development: a gradual change in advancement / function from lower to higher stage, it is qualitative.

- it is progress toward maturity.
- Maturation its completed growth, and development.

## **Factors Related to Growth and Development**

Sex of the person

Gland function or dysfunction

A lack of proper nutrition

Genes and hormonal factors

Rate of intellectual development

Health status (sickly)

Factors Related to Growth and Development

Level of motivation or drive

Presence or absence of parents' attitudes:  
encouragement, interest or not



## THEORIES OF CHILD DEVELOPMENT

### Freud theory (psychosexual development)

Proposed by the famous psychoanalyst Sigmund Freud, the theory of psychosexual development describes how personality develops during childhood.

Freud believed that personality develops through a series of childhood stages in which the pleasure-seeking energies of the id become focused on certain erogenous areas

### Freud theory (psychosexual development)

Freud described three levels of consciousness: the id, which controls  physical need and instincts of the body; the ego, the conscious self, which controls the pleasure principle of the id by delaying the instincts until an appropriate time; and the superego, the conscience or parental value system.

The superego is the part of personality that holds all of the internalized morals and standards that we acquire from our parents, family and society

### Psychosexual Stages in Freud's Theory

Oral stage, the infant's primary source of interaction occurs through the mouth, so the rooting and sucking reflex is especially important. The mouth is vital for eating, and the infant derives pleasure from oral stimulation through gratifying activities such as tasting and sucking.

Anal stage, Freud believed that the primary focus of the libido was on controlling bladder and bowel movements. The major conflict at this stage is toilet training--the child has to learn to control his or her bodily needs. Developing this control leads to a sense of accomplishment and independence.

### Psychosexual Stages in Freud's Theory

phallic stage, the primary focus of the libido is on the genitals. At this age, children also begin to discover the differences between males and females. Freud also believed that boys begin to view their fathers as a rival for the mother's affections. Latent period, The stage begins around the time that children enter into school and become more concerned with peer relationships, hobbies and other interests.

## Psychosexual Stages in Freud's Theory

The Genital Stage: final stage of psychosexual development, the individual develops a strong sexual interest in the opposite sex. This stage begins during puberty but last throughout the rest of a person's life.

### Erikson theory (psychosocial development)

□ Erik Erikson's theory of psychosocial development is believed that personality develops in a series of stages.

Erikson's theory describes the impact of social experience across the whole life-span. One of the main elements of Erikson's psychosocial stage theory is the development of ego identity. □

### Stages of Erikson theory (psychosocial development)

#### Trust Versus Mistrust (Ages 0–1 Year) Infancy(Feeding)

Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust .

#### Autonomy Versus Doubt and Shame (Ages 1–3 Years)

##### Early Childhood (Toilet Training)

Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.

### Stages of Erikson theory (psychosocial development)

#### Initiative Versus Guilt (Ages 3–6 Years) Preschool

##### (Exploration)

Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.

#### industry Versus Inferiority (Ages 6–12 Years) School Age

##### (School)

Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.



### **Stages of Erikson theory (psychosocial development)**

Identity Versus Role Confusion (Ages 12–18 Years)  
Adolescence (Social Relationships)

Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self

Intimacy Versus Isolation (Early Adulthood) Young Adulthood 19 to 40 years  
(Relationships)

Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.

### **Stages of Erikson theory (psychosocial development)**

Generativity Versus Self-Absorption (Young and Middle Adulthood) Middle Adulthood 40 to 65 years (Work and Parenthood)

Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.

### **Stages of Erikson theory (psychosocial development)**

Ego Integrity Versus Despair (Old Age) Maturity (65 to death) (Reflection on Life)

Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

### **Piaget theory (cognitive development)**

□ Piaget brought new insight into cognitive development or intellectual development—how a child learns and develops that quality called intelligence.



### **Stages of Piaget theory (cognitive development)**

#### Sensorimotor Phase (Ages 0–2 Years)

During this stage, infants and toddlers acquire knowledge through sensory experiences and manipulating objects.

#### Preoperational Phase (Ages 2–7 Years)

At this stage, kids learn through pretend play but still struggle with logic and taking the point of

view of other people.

### **Stages of Piaget theory (cognitive development)**

#### Concrete Operations (Ages 7–11 Years)

Kids at this point of development begin to think more logically, but their thinking can also be very rigid. They tend to struggle with abstract and hypothetical concepts.

#### Formal Operations (Ages 12–15 Years)

The final stage of Piaget's theory involves an increase in logic, the ability to use deductive reasoning, and an understanding of abstract ideas.



### نشاط التعارف (1/1)

نشاط للتعارف بين الطلاب والاساتذ

اسم النشاط	نشاط تعارف
الهدف من النشاط	كسر الجمود وبداية الانطلاق للبرنامج التعليمي
ادوات تنفيذ النشاط	جهاز عرض
الية التنفيذ	اختيار طلاب بشكل عشوائي للرد على الاسئلة المعروضة
مدة النشاط	10 دقائق

### الاسئلة على جهاز العرض للتعارف

- 1- الاسم الثلاثي
- 2- الهوايات والمواهب
- 3- امنية تتمنى تحقيقها
- 4- الاسباب التي دعتك لاختيار قسم التمريض

### تمرين الخيارات المتعددة (2/1)

اسم النشاط	خيارات متعددة
الهدف من النشاط	معرفة مدى فهم الطالب قبل نهاية المحاضرة
ادوات تنفيذ النشاط	جهاز حاسوب - جهاز عرض - اوراق واقلام
الية التنفيذ	توزيع اوراق تمرين خيارات متعددة على الطلبة والمطلوب اختيار اجابة واحدة صحيحة ومن ثم مناقشة الحلول بشكل جماعي
مدة النشاط	10 دقائق لحل التمرين 10 دقائق لمناقشة الحلول



النشاط (2/1) متعدد الخيارات

**Multiple choice questions (MCQ);**

**1-growth mean:**

- a- the number of deaths within a particular period of time.
- b- increase size of cells.
- c- increase capacity of body.

**2- development mean:**

- a the number of deaths within a particular period of time.
- b- increase size of cells.
- c- increase capacity of body.

**3- fruед theory describe:**

- a- psychosexual development
- b- physical development
- c- cognitive development



### المحاضرة الثالثة+الرابعة

#### **Part 2: Pattern of growth and development.**

- Stages of growth and development.
- Factors affecting growth and development.

### الاسبوع الثالث+الرابع: 240 دقيقة

#### اهداف المحاضرة:

- Stages of growth and development.
- Factors affecting growth and development.

#### يتوقع نهاية لمحاضرة ان يكون الطالب قادر على:

By the end of the lecture, the student should be able to;

- Understand Stages of growth and development.
- Understand Factors affecting growth and development

### الاساليب والانشطة والوسائل المستخدمة

الوسائل	الاساليب والانشطة	م
جهاز حاسوب جهاز عرض سبورة واقلام	نشاط اسئلة عن المحاضرة الاولى (1/2) محاضرة مناقشة سؤال وجواب نشاط متعدد الخيارات (2/2)	3+4

### خطة اجراءات تنفيذ المحاضرة

الزمن بالدقيقة	الاجراءات	المحاضرة
10	موجز عن ماقدم بالمحاضرة السابقة وسؤال وجواب عنها (1/2)	الثالثة+الرابعة
10	معرفة اولية عن المحاضرة الحالية	
10	سؤال شفهي للطلاب بشكل عشوائي لتقييم معرفتهم الاولية	
60	القاء محاضرة باستخدام جهاز العرض والسبورة	
10	عرض فيديو توضيحي	
10	نشاط متعدد الخيارات (2/2)	
10	مناقشة النشاط المتعدد الخيارات وكيفية حلها	
<b>2*120</b>	<b>المجموع</b>	

## Pattern of growth and development

**Growth:** it is increase in body mass.

Or: change in body size weight resulting from increase in number or size of cell , it is quantitative and measurement in term by centimeter or kilograms. •

**Development:** a gradual change

in advancement / function from lower to higher stage ,it is qualitative

Or: it is progress toward maturity. •

Or : it is assessed in term of acquisition . •

## Domains of development

physical domains :body size ,weight ,thickness ,body preparation, appearance , \*  
brain development, precipitins capacities , physical health.

cognitive domains : thought process and intellectual abilities , including \*  
attention , memory , problem solving ,

creating, academic and every day knowledge , language.

domains : self-knowledge (self esteem, ethic identity , sexual social / emotional\*  
identity) moral resoning, understanding and expression of emotions , self  
regulation , understanding other inter personal skill and friendship

## Body Weight

Average birth weight 3 kg □lose 10% body weight □regain BW by 10 days •  
□gain at 25-30 gm/day for 1st 3 mths □400 gm /month till end of 1st year

Roughly, BW doubles by 5 mths •

trebles by 1 year •

times by 2 yrs 4 •

times at 5 yrs 6 •

times at 10 yrs 10 •

Or, gains 2 kg/yr between 3- 7 yrs •

kg/yr after that till pubertal spurt 3 •

## Height:

cm at birth 50 •

cm at 3 mths 60 •

cm at 1 yr 75 •

cm at 4 yrs 100 •

gain 5 cm/yr till 10 yrs •

## VELOCITY OF GROWTH:

Serial measurements of growth parameters over a period of time •

One time measurement does not indicate the rate of growth •

An abnormal percentile may only present once the factors retarding growth are profound or persist for a long time •

Plotting growth over a period of time provides a good epidemiologic tool for early detection of malnutrition, infections & growth disorders eg: Road to Health Charts •

### **ERUPTION OF TEETH:**

#### Primary Teeth

- 5-8 months Lower central incisors •
- Upper central incisors – a month later •
- Lateral incisors – within next 3 months •
- 1st Molars – 12-15 months1 •
- Canine - 18-21 months •
- 2nd Molars – 21 – 24 months2 •

#### **Permanent teeth:**

- 1st molar – 6 year1 •
- Central & lateral incisors – 6-8 years •
- Canines & premolars –9-12 years •
- 2nd molar - 12 years2 •
- 3rd molar – 18 years or later3 •



## **BONE AGE:**

- An indicator of physiological development
- Distinct from chronological age
- More advanced in girls - by 1 yr in early childhood; 2 yrs in mid childhood
- Assessed by number, shape & size of ossification centers and density size & shape of ends of bones

## **Which bones to Xray?**

- Newborn – Xray of foot & knee
- Infant 3-9 months– shoulder
- years– wrist & hands 13-1
- years– elbow & hip 14-12

## **BEHAVIORAL DEVELOPMENT:**

- As age advances, child acquires better coordination of motor activity and reacts to environment willfully
- Development is a continuous process and different levels of development (milestones) are achieved at an anticipated age (+/- few months)
- Early primitive reflexes are lost
- areas of development: 4
  - Gross motor
  - Fine motor (adaptive)
  - Social
  - Language





**GROSS MOTOR :** Involves control of child over his body. Tested in :

**Ventral Suspension:** Baby held in prone position and lifted off the bed. Newborn – head flops down

weeks– brings head to plane of body and then 12-4 •

above plane of body Supine :

Child placed supine and gently pulled up by the arms •

Newborn – head lag •

By 16-20 weeks– head in plane of body or ahead with back straight •

### **Prone:**

Newborn – can turn head to 1 side •

month– lifts chin momentarily 1 •

month– lifts head and upper chest 3 •

month–lifts head & chest 6 •

months– rolls over, first back to side and front 8-5 •

months– crawls 8 •

### **Sitting:**

month– sits with support 5 •

month– sits steadily with back straight, without support 8 •

month– pulls from supine to sitting position Standing: 10 •

month-Bears weight on legs 4 •



month– early stepping movements, pulls to standing with help of 9 •  
furniture

month– cruising 10 •

months– walks unsupported 15– 13 •

month– walks sideways/backwards Climbing stairs – 15 •

year– climbs stairs – 2 feet per step 2 •

year– climbs up stairs – one foot per step 3 •

year– climbs down one foot per step 4 •

### **Key Gross motor milestones:**

month– neck holding 3 •

month– sitting with support 5 •

month– sitting without support 8 •

month–standing with support 9 •

months – cruising 10 •

month– standing without support 12 •

month– walking without support 14 •

month– running 18 •

month– walking upstairs 24 •



## Clinical Assessment

### FINE MOTOR OR ADAPTIVE MILESTONES

FINE MOTOR OR ADAPTIVE MILESTONES: Includes eye coordination, hand eye coordination, hand mouth coordination and manipulation with hands •

Tested with red ring, pen torch, red cubes (2.5 cm), pellet, cup with handle, spoon, book with thick pages, red pencil/crayon, paper, wooden blocks, doll, mirror •

### PERSONAL & SOCIAL DEVELOPMENT:

month - regards face of mother/caretaker 1 •

month - social smile 2 •

month - recognises mother/caretaker 3 •

month - enjoys mirror 6 •

months - separation anxiety 8-7 •

month - waves bye-bye 9 •

### LANGUAGE DEVELOPMENT:

month- turns head towards sound 1 •

months- vowel sounds, gurgles 5-3 •

month- monosyllables 6 •

month- bisyllables 9 •

month- understands spoken speech 10 •

month- speaks 2 words with meaning 12 •

month- 20 words 18 •



month- joins 2-3 words in a short sentence 24 •

years- 250 words 3 •

### **BOWEL & BLADDER CONTROL:**

Early months - gastrocolic reflex  •

defecates asfter each feed

month- no relation to feeds 7 •

Toilet trainable by 18mths - 2 years •

Developmental Delay •

Step diagnosis 3 •

Clinical –

Screening tools –

Psychometric scales –

### نشاط اسئلة عن المحاضرة الثالثة والرابعة

اسئلة عن المحاضرة السابقة (الثالثة والرابعة)	اسم النشاط
تنشيط ذاكرة الطلبة وتشجيعهم على المراجعة	الهدف من النشاط
جهاز عرض	ادوات تنفيذ النشاط
اختيار طلاب بشكل عشوائي للرد على الاسئلة المعروضة	الاية التنفيذ
10 دقائق	مدة النشاط

### الاسئلة على جهاز العرض

- What is the language development?
- What is the meaning eruption of teething?

### النشاط 2/2 الاسئلة المتعددة الخيارات

#### Multiple choice questions (MCQ);

**1- neonate body weight is:**

- a- 2.5-3 kg
- b- 3-4 kg
- c- 4-5 kg

**2- length of neonate after birth:**

- a- 49 cm
- b- 50-55 cm
- c- 60 cm

### المحاضرة الخامسة + السادسة

#### **Part 3: newborn and infant stage**

- Physical growth. Social, psychological, cognitive, and language development.
- Play and playing\nutrition
- Needs and development problems
- Accident prevention

### الاسبوع 5+6: 240 دقيقة

#### اهداف المحاضرة:

- Identify Physical growth. Social, psychological, cognitive, and language development.
- Identify Play and playing\nutrition
- Identify Needs and development problems
- Identify Accident prevention

يتوقع نهاية لمحاضرة ان يكون الطالب قادر على:

By the end of the lecture, the student should be able to;

- Understand Physical growth. Social, psychological, cognitive, and language development.
- Understand Play and playing\nutrition
- Understand Needs and development problems
- Understand Accident prevention

### الاساليب والانشطة والوسائل المستخدمة

الوسائل	الاساليب والانشطة	م
جهاز حاسوب جهاز عرض سبورة واقلام	نشاط اسئلة عن المحاضرة الثانية محاضرة مناقشة سؤال وجواب نشاط متعدد الخيارات (2/2)	6+5

### خطة اجراءات تنفيذ المحاضرة

الزمن بالدقيقة	الاجراءات	المحاضرة
10	موجز عن ماقدم بالمحاضرة السابقة وسؤال وجواب عنها	6+5
10	معرفة اولية عن المحاضرة الحالية	
10	سؤال شفهي للطلاب بشكل عشوائي لتقييم معرفتهم الاولية	
100	القاء محاضرة باستخدام جهاز العرض والسبورة	
10	نشاط متعدد الخيارات (2/2)	
10	مناقشة النشاط المتعدد الخيارات وكيفية حلها	
2*120	المجموع	

## Newborn stage

Newborn stage is the first 4 weeks or first month of life. It is a transitional   
period from intrauterine life to extra uterine environment.

## Physical growth of newborn

- Weight = 2.700 – 4 kg
- Wt loss 5% -10% by 3-4 days after birth
- Wt gain by 10th days of life

Note : They lose 5 % to 10 % of weight by 3-4 days after birth as result of :

Withdrawal of hormones from mother.

Loss of excessive extra cellular fluid.

Passage of meconium (feces) and urine.

Limited food intake.

## Height

Height

Boys average Ht = 50 cm

Girls average Ht = 49 cm

Normal range for both (47.5- 53.75 cm)

Head circumference

33-35 cm



Head is  $\frac{1}{4}$  total body length

**Chest circumference It is 30.5 to 33cm (usually 2–3cm less than head**   
circumference).

Skull has 2 fontanels (anterior & posterior)

### **Posterior fontanel**

Posterior fontanel

Triangular •

Located between occipital & 2 parietal bones •

Closes by the end of the 1st month of age •

### **Normal Physiological growth of newborn**

Vital signs •

- Temperature (36.3 to 37.2°C).

- Pulse ( 120 to 160 b/min ).

- Respiration ( 35 to 50C/min)

### **Assessment of newborn by using APGAR scores**

#### **Reflexes of Newborns**

Reflexes are reflex actions originating in the central nervous system that are   
exhibited by normal infants, but not neurologically intact adults, in response to  
particular stimuli. These reflexes disappear or are inhibited by the frontal lobes as a  
child moves through normal child development.

**These primitive reflexes are also called infantile, infant or newborn reflexes.**

**As general reflexes divided to 3 main group**

**Feeding (Rooting ,Gag And Swallowing, Sucking )**

**Protective (Cough ,Sneezing, Yawning ,Blinking )**

**Motor (Moro ,Startle ,Grasping ,Tonic-Neck, Stepping ,Babinski )**

The presence and strength of a reflex is an important sign of neurological development and function .

Many infant reflexes as the child grows older although some remain throughout adulthood.

### **Protective Reflexes:**

Reflexes that persist into adulthood are :

Blinking reflex – you blink your eyes when are touched or when sudden bright appears

Cough reflex – you coughs when your airway is stimulated

Gag reflex- you gag when the throat or back of moth is stimulated .

Sneeze reflex – you sneeze when nasal passage irritated .

Yawn reflex- you yawn when the body needs additional oxygen .

reflex sucks when area around mouth stimulated      Sucking

Rooting reflex: is elicited by stroking the cheek. The infant will turn toward the side that was stroked and begin to make sucking motions with is mouth.

Gag R.

Extrusion R. When tongue is touched or depressed infant responds by foreign it outward.

Swallowing R. This reflex is present at birth and persist throughout life .

### 3.Movement Reflexes :

Grasping Reflex:

When the inside of the palm is touched, babies grasp a finger   
tightly.

Startle Reflex:

When a baby is put down, held away, or hears a loud noise, a baby   
throws out their arms, draw back their head and stretch out their legs in response.

Babinski Reflex:

Babies extend their toes when the soles of their feet are stroked.

Tonic neck reflex

The tonic neck reflex, also known as asymmetric tonic neck reflex or   
'fencing posture' is present at one month of age and disappears at around four  
months. When the child's head is turned to the side, the arm on that side will  
straighten and the opposite arm will bend (sometimes the motion will be very  
subtle or slight).

Babinski's reflex

A gentle stroke on the sole of the foot (from heel to toe) .Foot turns in and toes  
flare up

Crawl R. :When placed on abdomen, infant make crawling movement , with   
arms and legs .

Dance or step R. : Infants held sole of foot touches a hard surface there is a   
reciprocal flexion and extension of the leg. Simulating walking ,

### نشاط اسئلة عن المحاضرة الخامسة والسادسة

اسئلة عن المحاضرة السابقة (الخامسة والسادسة)	اسم النشاط
تنشيط ذاكرة الطلبة وتشجيعهم على المراجعة	الهدف من النشاط
جهاز عرض	ادوات تنفيذ النشاط
اختيار طلاب بشكل عشوائي للرد على الاسئلة المعروضة	الاية التنفيذ
10 دقائق	مدة النشاط

### الاسئلة على جهاز العرض

- What is the high risk of neonate?
- What is the newborn needs?

### النشاط 2/2 الاسئلة المتعددة الخيارات

### Multiple choice questions (MCQ);

#### 1- Physical growth of newborn include:

- a. Weight = 2.700 – 4 kg
- b. Wt loss 5% -10% by 3-4 days after birth
- c. Wt gain by 10th days of life

#### 2- Tonic neck reflex is considering:

- a) Movement
- b) Protective
- c) Feeding

### المحاضرة 7+8

#### **Part 4: toddler stage**

- Physical growth. Social, psychological, cognitive, and language development.
- Play and playing\nutrition
- Needs and development problems
- Accident prevention

### الاسبوع 7+8: 240 دقيقة

#### اهداف المحاضرة:

- Identify Physical growth. Social, psychological, cognitive, and language development.
- Identify Play and playing\nutrition
- Identify Needs and development problems
- Identify Accident prevention

#### يتوقع نهاية لمحاضرة ان يكون الطالب قادر على:

By the end of the lecture, the student should be able to;

- Understand Physical growth. Social, psychological, cognitive, and language development.
- Understand Play and playing\nutrition
- Understand Needs and development problems
- Understand Accident prevention

### الاساليب والانشطة والوسائل المستخدمة

الوسائل	الاساليب والانشطة	م
جهاز حاسوب جهاز عرض سبورة واقلام	نشاط اسئلة عن المحاضرة 8+7 محاضرة مناقشة سؤال وجواب نشاط متعدد الخيارات (2/2)	8+7

### خطة اجراءات تنفيذ المحاضرة

الزمن بالدقيقة	الاجراءات	المحاضرة
10	موجز عن ماقدم بالمحاضرة السابقة وسؤال وجواب عنها	8+7
10	معرفة اولية عن المحاضرة الحالية	
10	سؤال شفهي للطلاب بشكل عشوائي لتقييم معرفتهم الاولية	
60	القاء محاضرة باستخدام جهاز العرض والسبورة	
10	عرض فديو توضيحي	
10	استراحة	
10	نشاط متعدد الخيارات (2/2)	
2*120	المجموع	



## المادة العلمية

### Stages of Growth and Development

#### **Prenatal** •

- Embryonic (conception- 8 w)
- Fetal stage (8-40 or 42 w)

#### **Infancy** •

- Neonate -
- Birth to end of 1 month -

#### **Infancy** -

- 1 month to end of 1 year -

#### **Early Childhood** •

#### **Toddler** -

- 1-3 years -

#### **Preschool** -

- 3-6 years -

#### **Middle Childhood** •

- School age -

- 6 to 12 years -

#### **Late Childhood** •

- Adolescent** -

13 years to approximately 18 years -

**Early childhood** is defined as the period from birth to eight years old. A time of remarkable brain growth, these years lay the foundation for subsequent learning and development.

In psychology the term, early childhood is usually defined as the time period from the age of two until the age of six or seven years. There are three simultaneous development stages

### **Early childhood**

Early childhood is defined as the period from prenatal development to eight years of age.

What a child experiences during the early years sets a critical foundation for the entire life course.

This is because early child development including health, physical, social/emotional and language/cognitive domains strongly influences basic learning, school success, economic participation, social citizenry and health.

### **The importance of Early Childhood**

It is the most rapid period of development in a human's life and is critical to a child's cognitive, social, emotional, and physical development.

Early years of childhood form the basis of intelligence, personality, social behaviour, and capacity to learn and nurture oneself as an adult.

### **Physical Growth**

infant rapid growth and development

Slows during preschool years

Girls and boys gain 2 to 3 inches in height per year

Weight gains remain fairly even at about 4 to 6 pounds per year



Children become “slender” as height increases

Boys become slightly taller and heavier than girls

### **Physical Growth**

Milestone

Reflexes

Gross motor skills

-Involve large muscles used in locomotion balancing on one foot, walking up stairs, pedaling a bike

-By age 4 to 5, most older preschoolers

have mastered large motor skills.

Fine motor skills involve the small muscles used in manipulation and coordination.

### **Cognitive development**

involves sensory learning, perceptual-motor integration, and simple attention. during the second year and infants begin to use symbols, cognitive skills expand to include planning, and goal-directed behavior. During the preschool age, with the rapid growth of language and the maturation of the prefrontal cortex, cognitive development involves the mastery of executive functions

### **Psychosocial Development**

Psychological and social development are interconnected. Psychoanalyst Erik Erikson identified various psychosocial stages, composed of basic conflicts, occurring throughout life.

The first stage, spanning birth to 2 years, is characterized by trust development; a baby learns whether she can trust her environment based on her caregiver’s response to her needs.

## Psychosocial Development

The next stage, occurring during the toddler years, is based around toilet training. Children develop a sense of autonomy with toileting success or feelings of shame and doubt with toileting failure.

Independence is a crucial aspect of the loco motor stage, spanning ages 3 to 6 years.

During this time, children develop initiative but may experience feelings of  guilt if they are too assertive

## Emotional Development

By age 2, most children experience self-conscious emotions including pride and embarrassment. The toddler years are marked by frequent temper tantrums because children at that age do not have full control over their emotions.

As children mature, they develop more effective ways of dealing with  negative emotions

## Brain Development

Brain develops more quickly than any other organ during childhood

-At 2 years, brain is 75% of adult weight -At 5 years, brain is 90% of adult weight

Increase in brain size due in part to

myelination of nerve fibers

Preoperational stage lasts from age 2 to age 7.

Language ability is the greatest symbolic

activity during this stage.

Parts of the brain involved in the ability to sustain attention and  screen out distractions have become increasingly myelinated (between ages 4 and 7).



Visual processing speed improves and reaches adult level (at adolescence)

Functions of left and right hemispheres overlap

The hemispheres are aided in cooperation by the myelination of the corpus callosum.

### **Nutrition**

Nutritional needs vary by age.

-1- to 3-year-olds need 1,000 to 1,300 calories a day

-Appetite becomes erratic during 2nd and 3rd year of life  
and caloric needs decrease

-4- to 6-year-olds need 1,400 calories a day

Children are often fed too much salt and sugar.

Food preferences are somewhat environmental.

Repeated exposure to a food increases the liking of it.

Parents are the role model for which types of food a child will like to eat.

### **Accidents**

Number one cause of death in early childhood

-Motor vehicle accidents

Boys

-More likely than girls to incur accidental injuries at all  
ages and in all socioeconomic groups

### نشاط اسئلة عن المحاضرة 8+7

اسئلة عن المحاضرة السابقة (8+7)	اسم النشاط
تنشيط ذاكرة الطلبة وتشجيعهم على المراجعة	الهدف من النشاط
جهاز عرض	ادوات تنفيذ النشاط
اختيار طلاب بشكل عشوائي للرد على الاسئلة المعروضة	الية التنفيذ
10 دقائق	مدة النشاط

### الاسئلة على جهاز العرض

- What are the stage of development?

### النشاط 2/2 الاسئلة المتعددة الخيارات

#### Multiple choice questions (MCQ);

##### **1- Nutritional needs vary by age.**

- a) -1- to 3-year-olds need 1,000 to 1,300 calories a day
- b) -Appetite becomes erratic during 2nd and 3rd year of life
- c) and caloric needs decrease
- d) -4- to 6-year-olds need 1,400 calories a day

##### **2-Brain develops more quickly than any other organ during childhood**

- a) -At 2 years, brain is 75% of adult weight
- b) -At 5 years, brain is 90% of adult weight
- c) Preoperational stage lasts from age 2 to age 7.
- d) Language ability is the greatest symbolic

## المحاضرة 10+9

### Part 5: school age stage

- Physical growth. Social, psychological, cognitive, and language development.
- Play and playing\nutrition
- Needs and development problems
- Accident prevention

## الاسبوع 10+9 : 240 دقيقة

### اهداف المحاضرة:

- Identify Physical growth. Social, psychological, cognitive, and language development.
- Identify Play and playing\nutrition
- Identify Needs and development problems
- Identify Accident prevention

### يتوقع نهاية لمحاضرة ان يكون الطالب قادر على:

By the end of the lecture, the student should be able to;

- Understand Physical growth. Social, psychological, cognitive, and language development.
- Understand Play and playing\nutrition
- Understand Needs and development problems
- Understand Accident prevention

### الاساليب والانشطة والوسائل المستخدمة

الوسائل	الاساليب والانشطة	م
جهاز حاسوب جهاز عرض سبورة واقلام	نشاط اسئلة عن المحاضرة 10+9 محاضرة مناقشة سؤال وجواب نشاط متعدد الخيارات (2/2)	10+9

### خطة اجراءات تنفيذ المحاضرة

الزمن بالدقيقة	الاجراءات	المحاضرة
10	موجز عن ماقدم بالمحاضرة السابقة وسؤال وجواب عنها	<b>10+9</b>
10	معرفة اولية عن المحاضرة الحالية	
10	سؤال شفهي للطلاب بشكل عشوائي لتقييم معرفتهم الاولية	
70	القاء محاضرة باستخدام جهاز العرض والسبورة نشاط متعدد الخيارات (2/2)	
10	مناقشة النشاط المتعدد الخيارات وكيفية حلها	
10		
<b>2*120</b>	<b>المجموع</b>	

## المادة العلمية

### School Age

School-age period is between the age of 6 to 12 years. The child's growth and development is characterized by gradual growth.

### Physical Development

Weight:

School–age child gains about 3.8kg/year.

Boys tend to gain slightly more weight through 12 years

### School Age

Height:

The child gains about 5cm/year.

Body proportion during this period: Both boys and girls are long-legged.

Dentition:

Permanent teeth erupt during school-age period, starting from 6 years,   
usually in the same order in which primary teeth are lost.

Replacement of baby teeth with permanent teeth

Increased ability in large motor skills – kicking and catching a ball

### Physiological growth

Pulse: 90+15 beats/min

(75 to 105).

Respiration: 21+3C/min

(18–24).

Blood Pressure: 100/60+16/10.

### **Cognitive Development**

At 7-11 years, the child now is in the concrete operational stage of cognitive development. He is able to function on a higher level in his mental ability.

Greater ability to concentrate and participate in self- initiating quiet activities that challenge cognitive skills, such as reading, playing computer and board games.

Exploring and testing of their environment and ideas

Asking many questions about how and why things are as they are

Learning math, reading and writing skills

Expanding vocabularies by about 5000 words per year

### **Normal Development: Cognitive**

Concrete      Preoperational

Formal      Operations

Operations

> 12 ( or never)      7 -11      2 -7      Age

Concrete (based on past experience), trial and  
Abstract,      Based on rules of logic, planning  
flexible, rational, testing hypotheses

Problem Solving Reasoning  
and error, magical thinking

Ability to take perspective of another person





## Emotional and Social Development

- Continues to be egocentric.
- Erickson describe social development   
(industry vs inferiority )
- Wants other children to play with him.
- Improves relationship with siblings.
- Respects parents and their role.
- Joints group (formal and informal).
- Engage in tasks in the real world.
- Taking more responsibility for their behavior

## Emotional and Social Development

- Discovering that rules may be flexible
- Knowing difference between right and wrong
- Recognizing others have feelings
- Feeling of fear may decrease

## Problems of school child

- School phobia
- Aggressive behavior
- Stealing
- Enuresis:
- Encopresis



Difficult in learning

Lie or lying

Aggressive behaviour

Stealing

Enuresis:

### **Problems of school child**

Encopresis

Difficult in learning

Lie or lying

Dental problems

Exposure to communicable diseases

Malnutrition or obesity

Bad language

Destructiveness

Hurting other

Smoke and alcoholism

### **Needs of school child**

Healthy nutrition

Sleep (10-11 hr.)

Playing



Learning language

Safety measures

Routine health examination or school health program (visual ,auditory  
screening test ,height ,weight and posture)

### **Common school accidents and injuries**

Motor accident or bike accident

Drowning

Falls

Burn

Injury by sharp instruments or play contact

Suffocation

Poisoning

### **Guidance of school age**

School problems

Sexual education (female)

Accident prevention

Behavioral problem

Health maintenance



### **School Age Children Care Giving Guidelines**

- Support the child's involvement in learning and participating in school activities.
- Help the child to develop one or two special interests, such as collecting stamps or rocks, studying birds, playing an instrument, or getting involved in a sport.
- Help them develop one or two special interests such as collecting of something like stamps, rocks, or studying birds.

### **School Age Children Care Giving Guidelines**

- Encourage friendships and involvement in groups of children you know well.
- Provide ways for the child to learn responsibilities such as caring for pets.
- Encourage healthy eating habits and appropriate feelings about body image.

### **Summary of Nursing Interventions**

- Provide for privacy and modesty.
- Explain treatments and procedures clearly.
- Encourage continuation of school work.

### **Summary of development Milestones**

- Better reading ability.
- Rides a two-wheeled bike.
- Jumps rope.
- Plays organized sports.

### نشاط اسئلة عن المحاضرة 10+9

اسئلة عن المحاضرة السابقة (10+9)	اسم النشاط
تنشيط ذاكرة الطلبة وتشجيعهم على المراجعة	الهدف من النشاط
جهاز عرض	ادوات تنفيذ النشاط
اختيار طلاب بشكل عشوائي للرد على الاسئلة المعروضة	الاية التنفيذ
10 دقائق	مدة النشاط

### الاسئلة على جهاز العرض

- What are the Summary of development Milestones?
- Mention the Guidance of school age?

### النشاط 2/2 الاسئلة المتعددة الخيارات

#### Multiple choice questions (MCQ);

##### **1- Problems of school child except one:**

- a) Encopresis
- b) Difficult in learning
- c) Lie or lying

##### **2- Cognitive Development in school age is:**

- a) At 7-11 years, the child now is in the concrete operational stage of cognitive development. He is able to function on a higher level in his mental ability.
- b) Greater ability to concentrate and participate in self- initiating quiet



## المحاضرة 11+12

### Part 5: adolescent stage

- Physical growth. Social, psychological, cognitive, and language development.
- Play and playing\nutrition
- Needs and development problems
- Accident prevention

### الاسبوع 11+12 : 240 دقيقة

#### اهداف المحاضرة:

- Identify Physical growth. Social, psychological, cognitive, and language development.
- Identify Play and playing\nutrition
- Identify Needs and development problems
- Identify Accident prevention

#### يتوقع نهاية لمحاضرة ان يكون الطالب قادر على:

By the end of the lecture, the student should be able to;

- Understand Physical growth. Social, psychological, cognitive, and language development.
- Understand Play and playing\nutrition
- Understand Needs and development problems
- Understand Accident prevention

### الاساليب والانشطة والوسائل المستخدمة

الوسائل	الاساليب والانشطة	م
جهاز حاسوب جهاز عرض سبورة واقلام	نشاط اسئلة عن المحاضرة 12+11 محاضرة مناقشة سؤال وجواب نشاط متعدد الخيارات (2/2)	12+11

### خطة اجراءات تنفيذ المحاضرة

الزمن بالدقيقة	الاجراءات	المحاضرة
10	موجز عن ماقدم بالمحاضرة السابقة وسؤال وجواب عنها	12+11
10	معرفة اولية عن المحاضرة الحالية	
10	سؤال شفهي للطلاب بشكل عشوائي لتقييم معرفتهم الاولية	
60	القاء محاضرة باستخدام جهاز العرض والسبورة	
10	نشاط متعدد الخيارات (2/2)	
10	مناقشة النشاط المتعدد الخيارات وكيفية حلها	
10	عرض موضوع واهداف المحاضرة الثانية للاسبوع الثاني	
2*120	المجموع	

### المادة العلمية

**adulthood.** It is based on childhood experiences and accomplishments.

It begins with the appearance of secondary sex characteristics and ends   
when somatic growth is completed and the individual is psychological mature.

#### **Physical growth:**

##### **Weight:**

Growth spurt begins earlier in girls (10–14 years, while it is 12–16 in   
boys).

Males gains 7 to 30kg, while female gains 7 to 25kg.

##### **Height:**

By the age of 13, the adolescent triples his birth length.

Males gains 10 to 30cm in height.

Females gains less height than males as they gain 5 to 20cm.

Growth in height ceases at 16 or 17 years in females and 18 to 20   
in males

#### **Physiological growth**

Pulse: Reaches adult value 60–80 beats/min.

Respiration: 16–20C/minute.

Note :The sebaceous glands of face, neck and chest become more active.   
When their secretion accumulates under the skin in face, acne will appear.





## Appearance of secondary sex characteristics

### Secondary sex characteristics in girls: -1

- Increase in transverse diameter of the pelvis.
- Development of the breasts.
- Change in the vaginal secretions.
- Growth of pubic and axillary hair.
- Menstruation (first menstruation is called menarche, which occurs between 12 to 13 years).

## Appearance of secondary sex characteristics

### Secondary sex characteristics in boys: -2

- Increase in size of genitalia.
- Swelling of the breast.
- Growth of pubic, axillary, facial and chest hair.
- Change in voice.
- Rapid growth of shoulder breadth.
- Production of spermatozoa (which is sign of puberty).

## Cognitive development:

Through formal operational thinking, adolescent can deal with a problem.

## Abstract thinking

This period is accompanied usually by changes in emotional control.   
Adolescent exhibits alternating and recurrent episodes of disturbed behavior with periods of quite one. He may become hostile or ready to fight, complain or resist everything.

### Social development:

He needs to know "who he is" in relation to family and society, i.e., he   
develops a sense of identity. If the adolescent is unable to formulate a satisfactory  
identity from the multi-identifications, sense of self-confusion will be developed  
according to Erikson develop sense of (identity vs role confusion )

**Adolescent shows interest in other sex.**

He looks for close friendships

As teenagers gain independence they begin to challenge values

Critical of adult authority

Relies on peer relationship

### Adolescent problems

Nutrition problems (Anorexia nervosa ,Bulimia and Pica )

Attention deficit

Anger issues

Acne

Postural disorder

Fatigue or quickly tired

Anemia

Masturbation

Menstrual problems (amenorrhea, dysmenorrheal )

Sleep problems (nightmares ,insomnia)

Psychological problems (depression ,isolated and Suicide)

Obesity



Bad school performance

### **Adolescent Needs and Teaching**

Relationships

Love and respect from other

Privacy

Sleep

Playing and exercise

Nutrition

Sexuality – STD's / AIDS

Substance use and abuse

Driving

Access to weapons

### **Summary of Nursing Interventions**

#### **for adolescent**

Provide privacy.

Interview and examine adolescent without parents present, if possible.

Encourage adolescent participation in treatment and decision making.

Encourage visitation of peers.

## Summary of Milestones for adolescent

Fine motor skills well-developed.

Gross motor skills improve due to growth spurts.

Able to apply abstract thought and analysis.

### نشاط اسئلة عن المحاضرة 12+11

اسئلة عن المحاضرة السابقة (12+11)	اسم النشاط
تنشيط ذاكرة الطلبة وتشجيعهم على المراجعة	الهدف من النشاط
جهاز عرض	ادوات تنفيذ النشاط
اختيار طلاب بشكل عشوائي للرد على الاسئلة المعروضة	اللية التنفيذ
10 دقائق	مدة النشاط

### الاسئلة على جهاز العرض

- What Are the Summary of Milestones for adolescent?
- Adolescent Needs and Teaching?

### النشاط 2/2 الاسئلة المتعددة الخيارات

## Multiple choice questions (MCQ);

### 1- Secondary sex characteristics in boys:

- a) Increase in size of genitalia.
- b) Swelling of the breast.
- c) Growth of pubic, axillary, facial and chest hair.
- d) Change in voice.

### 2- Physiological growth:

- a) Pulse: Reaches adult value 60–80 beats/min.
- b) Respiration: 16–20C/minute



## المحاضرة 15+14+13

### Part 5: adulthood stage

- Physical growth. Social, psychological, cognitive, and language development.
- Play and playing\nutrition
- Needs and development problems
- Accident prevention

### الاسبوع 15+14+13 : 360 دقيقة

#### اهداف المحاضرة:

- Identify Physical growth. Social, psychological, cognitive, and language development.
- Identify Play and playing\nutrition
- Identify Needs and development problems
- Identify Accident prevention

#### يتوقع نهاية لمحاضرة ان يكون الطالب قادر على:

By the end of the lecture, the student should be able to;

- Understand Physical growth. Social, psychological, cognitive, and language development.
- Understand Play and playing\nutrition
- Understand Needs and development problems
- Understand Accident prevention

### الاساليب والانشطة والوسائل المستخدمة

الوسائل	الاساليب والانشطة	م
جهاز حاسوب جهاز عرض سبورة واقلام	نشاط اسئلة عن المحاضرة 15+14+13 محاضرة مناقشة سؤال وجواب نشاط متعدد الخيارات (2/2)	15+14+13

### خطة اجراءات تنفيذ المحاضرة

الزمن بالدقيقة	الاجراءات	المحاضرة
10	موجز عن ماقدم بالمحاضرة السابقة وسؤال وجواب عنها	15+14+13
10	معرفة اولية عن المحاضرة الحالية	
10	لقاء محاضرة باستخدام جهاز العرض والسبورة	
70	نشاط متعدد الخيارات (2/2)	
10	مناقشة النشاط المتعدد الخيارات وكيفية حلها	
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<b>2*120</b>	<b>المجموع</b>	



## المادة العلمية

### **Adulthood**

Early adulthood - begins in late teens/early 20s and lasts through the 30s

Early adulthood is a time of:

establishing personal and economic independence –

developing a career –

Identity exploration, especially in love and work –

selecting a mate –

learning to live with someone in an intimate way –

starting a family –

rearing children –

### **Physical Development in Early**

#### Adulthood

Physical strength typically peaks in early adulthood (the 20's and 30's)

Physical changes are minimal during this phase , the weight and muscle mass change as a result of diet , exercise ,pregnancy and lactation.

Growth and strength in early adulthood, then slow process of decline afterwards

Decline affected by health and lifestyles



## Cognitive Development in Early Adulthood

Piaget believed that the formal operational stage (ages 11 to 15) is the highest stage of thinking

Adults gain knowledge, but ways of thinking are the same as those of adolescents

Thinking in early adulthood becomes more realistic and pragmatic

During early adulthood, individuals enter Erikson's intimacy versus isolation stage (developmental task of forming intimate relationships with others or becoming socially isolated)

Independence: separation from family of origin

Learn to function without using parents as major source of comfort, security, direction

Establish sense of "equal"

## Middle Adulthood

Middle adulthood - period from 40 years of age to about 60

Middle adulthood is time of:

expanding personal and social involvement and responsibility

assisting next generation in becoming competent, mature individuals

reaching and maintaining satisfaction in a career

A decline of physical skills

Balancing work and relationships



## Physical Development in Middle

Females may experience bone loss as early as age 35. Men may not experience it until age 65.

Muscle strength may begin to decline.

Hair may begin to turn gray and thin; wrinkles appear in the skin.

Chronic health problems such as hypertension, heart disease, and diabetes may surface.

Sensory Effects of Aging

-Decline in vision becomes more pronounced

-Hearing undergoes a gradual decline beginning in middle adulthood.

The Female Climacteric & Menopause, Starting about age 45

## Physical Development in Middle

### Adulthood

The most common is the enlargement of the prostate gland.

Symptoms are problems with urination, including difficulty starting to urinate and frequent need to urinate during the night.

Men still produce sperm and can father children through middle age.

Accidents because of decrease visual acuity.

Men have higher mortality rates than women



## Cognitive Development in Middle

### Adulthood

- Some intellectual abilities decline in middle age, but others increase
- Acquired store of information, skills, strategies increases in middle adulthood
- Ability to deal with new situations begins to decline in middle adulthood

## Psychosocial Development in Middle Adulthood

- Generativity versus stagnation - Erikson's seventh stage, in which individuals leave a legacy of themselves to the next generation (generativity)

### Late adulthood

Late adulthood - period that begins in the 60s and lasts until death

- Late adulthood is the time of:
- adjusting to retirement –
- decreasing strength and health –
- new social roles –
- reviewing one's life –

## Physical Changes

- The blood vessels shrink
- Reduction in the capacity of the heart to pump blood throughout the circulatory system
- Produces less digestive juice
- Constipation
- Wrinkles and age spots become more noticeable, skin loses its elasticity & collagen
- Hair becomes thinner and grayer
- Yellowing of teeth
- Sleep has more wakeful periods, with more time spent lying in bed – more tiredness in the mornings

## Cognitive Development in Late

### Adulthood

- When speed of processing is involved, older adults do more poorly than younger adults
- Older adults do more poorly in most areas of memory
- Wisdom (expert knowledge about practical aspects of life) may increase with age
- Speed of processing information declines in late adulthood
- decline in brain and CNS functioning
- Attention: less effectively older adults attention

## Psychosocial Development in Late Adulthood

Includes achieving what Erikson called Ego Integrity: The feeling that one's life has been meaningful, vs. Despair – feelings of regrets or bitterness about past mistakes, missed opportunities, or bad decisions; a sense of

## Aspects of Elderly Care

The need for sleep may decrease, but short periods of rest throughout the day may offset the loss.

–Social contact should persist.

–Regular health and dental checkups should continue.

–Individuals should maintain active interests.

## Adjustment Strategies for Successful Aging

Don't abuse alcohol and don't smoke

Exercise regularly and avoid being overweight .2

Be well educated .3

Use your intellectual skills .4

Develop coping skills .5

Have good friends and/or a loving partner .6

## Discrimination based on chronological age. Ageism includes negative beliefs, attitudes, and stereotypes about elderly persons.

Although ageist attitudes are relatively easy to identify, it is unclear how these attitudes translate into actual behavior Ageism in common parlance and age studies usually refers to negative discriminatory practices against old people



### نشاط اسئلة عن المحاضرة 13+14+15

اسئلة عن المحاضرة السابقة (13+14+15)	اسم النشاط
تنشيط ذاكرة الطلبة وتشجيعهم على المراجعة	الهدف من النشاط
جهاز عرض	ادوات تنفيذ النشاط
اختيار طلاب بشكل عشوائي للرد على الاسئلة المعروضة	الاية التنفيذ
10 دقائق	مدة النشاط

### الاسئلة على جهاز العرض

- Enumerate the needs of adulthood?
- Define cognitive in adulthood stage?

### النشاط 2/2 الاسئلة المتعددة الخيارات

#### Multiple choice questions (MCO);

**1- Piaget believed that the formal operational stage (ages 11 to 15) is:**

- a- the highest stage of thinking
- b- the lowest stage of thinking

**2- Adults gain knowledge, but ways of thinking are the same as those of:**

- a ) adolescents
  - a) school age
  - b) preschool age