

**ATTACHMENT 2 (g)**

**Course Report**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**COURSE REPORT  
(CR)**

A separate Course Report (CR) should be submitted for every course and for each section or campus location where the course is taught, even if the course is taught by the same person. Each CR is to be completed by the course instructor at the end of each course and given to the program coordinator

A combined, comprehensive CR should be prepared by the course coordinator and the separate location reports are to be attached.



## Course Report

For guidance on the completion of this template refer to the NCAAA handbooks or the NCAAA Accreditation System help buttons.

Institution : <b>king Saud university</b>	Date of Course Report : <b>11-1-2015</b>
College/ Department: <b>Nursing Collage / Maternal and Child Health Nursing Department</b>	

### A. Course Identification and General Information

1. Course title : <b>Human Growth and Development</b>	Code # <b>NUR 311</b>	Section #: <b>38840</b>				
2. Name of course instructor : <b>L:Eman Abu-Alfawaris</b> <b>Dr: Mohammed Said Al-Jaiousy</b>						
Location: <b>Nursing Collage</b>						
3. Year and semester to which this report applies.: <b>1<sup>st</sup> semester 1435\1436</b>						
4. Number of students starting the course? <b>34</b> Students completing the course? <b>29</b>						
5. Course components (actual total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	<b>45</b>	-	None	None		<b>45</b>
Credit	<b>3</b>	-	-	-		

### B. - Course Delivery

1. Coverage of Planned Program			
Topics Covered	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
1. Introduction in growth and development <b>Concepts of growth and development.</b> <b>- Factors influencing growth and development.</b> <b>- Trends of development and characteristics of physical growth</b>	3	3	
2. Theory of growth and development	3	3	



<p><b>3.The Neonatal developmental Stage:</b></p> <ul style="list-style-type: none"> <li>- <b>Assessment of normal neonate.</b></li> <li>- <b>Developmental problems of neonate (low birth weight, small for date).</b></li> <li>- <b>need for promotion normal growth and development of neonate</b></li> <li>-<b>adaptation to extra uterine life</b></li> </ul>	6	6	
<p><b>4. The Infancy Developmental Stage:</b></p> <ul style="list-style-type: none"> <li>-<b>The Physical, psychosocial, and intellectual development of infant.</b></li> <li>- <b>Needs for promotion normal growth and development.</b></li> </ul>	3	3	
<p><b>5. The Toddler Stage:</b></p> <ul style="list-style-type: none"> <li>- <b>Developmental tasks of this age group.</b></li> <li>- <b>Health promotion of toddlers.</b></li> </ul>	3	3	
<p><b>6. The Preschool Age:</b></p> <ul style="list-style-type: none"> <li>- <b>The physical, psychosocial, and intellectual characteristics of this stage.</b></li> <li>- <b>Needs for promoting optimum development.</b></li> <li>-<b>developmental task of this age group</b></li> </ul>	3	3	
<p><b>7. The school Age Stage:</b></p> <ul style="list-style-type: none"> <li>- <b>Characteristics of this stage.</b></li> <li>- <b>Effects of school experiences on development.</b></li> <li>- <b>Needs for promoting normal growth and development.</b></li> <li>-<b>preadolescence stage</b></li> </ul>	3	3	
<p><b>8.The Adolescent stage:</b></p> <ul style="list-style-type: none"> <li>- <b>Physical, Psychosocial, and emotional development.</b></li> <li>- <b>parent reaction to puberty</b></li> <li>- <b>adolescent's reaction to puberty</b></li> <li>-<b>needs for adolescent's reaction to puberty Health promotion during adolescence.</b></li> <li>- <b>characteristic of this age</b></li> </ul>	6	6	
<p><b>9.The Young Adulthood Stage:</b></p> <ul style="list-style-type: none"> <li>- <b>Developmental tasks of this stage.</b></li> <li>- <b>Needs for promoting optimum development.</b></li> </ul>	3	3	



<b>10.The Middle Adulthood Stage:</b> <b>- Developmental tasks.</b> <b>- Middle age crisis.</b> <b>- Needs for this stage.</b>	3	3	
<b>11.The Late Adulthood Stage:</b> <b>- The aging process.</b> <b>- Attitudes towards aging.</b> <b>- Elderly needs</b>	3	3	

<b>2. Consequences of Non Coverage of Topics</b> For any topics where the topic was not taught or practically delivered, comment on how significant you believe the lack of coverage is for the course learning outcomes or for later courses in the program. Suggest possible compensating action.		
Topics (if any) not Fully Covered	Effected Learning Outcomes	Possible Compensating Action
None		

### 3. Course learning outcome assessment.

	List course learning outcomes	List methods of assessment	Summary analysis of assessment results
1	Identify the importance of holistic health promotion and preventative care in all dimensions of development and the total health of person and family	Group Discussions  Quizzes and midterm exams Home work group assignments	Provide students' with Feedback about their achievement in class room Group work increased level of confidence and progress
2	Formulate holistic understanding of the stages of human growth And development throughout life span.	Quizzes and midterm exams Home work Research paper	
3	Analyze different developmental events from the perspective of the major developmental theories and be able to recognize development stages.	Group Discussions  Quizzes and midterm exams Home work group assignments	



4	Recall important developmental concepts and be able to recognize and apply these concepts in various health care scenarios	Group Discussions  Quizzes and midterm exams  Home work group assignments	
5	Identify the various factors influencing growth and development Physically, socially and emotionally		
6	Comprehend the assessment steps on an examination of the patterns And stages of human growth and development		
7	Recognize the developmental tasks for different age group in Conception with related biological and psychosocial concepts		

Summarize any actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- 1. Increase using of the internet and online resources to improve student's learning.**
- 2. Implement the team work teaching methods, e.g (assignments, presentation, and discussion) to enhance student's self learning and cooperation**



4. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

List Teaching Methods set out in Course Specification	Were these Effective?		Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties.
	No	Yes	
<p><b>A. Knowledge</b></p> <ul style="list-style-type: none"> <li><b>Lectures,</b> Introductory lecture gives an overview of the content and significance of the course and of its relationship to students' existing knowledge. Each subsequent lecture begins with a similar .Overview linking the particular content of the presentation to the general overview</li> <li><b>Group discussion.</b> -To develops student's collaborative learning, and respectful listening. -To develops the student's capacity for the clear communication of ideas and meaning. -To clarify any ideas or information's that understood by students -To enhance students interpersonal, intrapersonal , and leadership skills -To help Students acquire knowledge from diverse points of view</li> <li><b>Assignment</b> To help students' learn more material, deepen and expand students' knowledge</li> </ul>		yes	
<p><b>B. Cognitive Skills</b></p> <ul style="list-style-type: none"> <li><b>Lecturing.</b></li> <li><b>Discussions.</b> To enhance students critical thinking ,decision making, evaluation ,listing and self reflecting about the disused topic</li> </ul> <p><b>Assigned readings</b> To help students analyze important to nursing practice.</p>		yes	



<p>C. Interpersonal Skills and Responsibility</p> <p><b>Lecturing:</b> <b>Class Discussions</b> <b>Project about any problem related to human growth and development</b> Through it the students will learn the real meaning of the collaborative works, enhance their responsibility toward finishing the tasks on appropriate time</p>		Yes	
<p>d. Numerical and Communication Skills</p> <p><b>- Lectures</b> <b>-group discussion</b></p> <ul style="list-style-type: none"> <li>• To develop student's collaborative learning, and respectful listening.</li> <li>• To develop the student's capacity for the clear communication of ideas and meaning.</li> <li>• To clarify any ideas or information's that understood by students</li> <li>• To enhance students interpersonal, intrapersonal, and leadership skills</li> <li>• To help Students acquire knowledge from diverse points of view</li> </ul>		Yes	
<p>e Psychomotor Skills (if applicable)</p> <p><b>-demonstration and redemonstration in the lecture</b> <b>-homework</b> The students will assess their skills independently; this will teach the students time management and increase their sense of responsibility. Then the teachers will correct them and give the students feedback. <b>-Exams:</b> The teacher will assess the students' skills by answering the practical calculations questions.</p>		Yes	

**Note:** In order to analyze the assessment of student achievement for each course learning outcome, student performance results can be measured and assessed using a KPI, a rubric, or some grading system that aligns student work, exam scores, or other demonstration of successful learning.



### C. Results: Lemam Abu-Alfawaris

#### 1. Distribution of Grades

Letter Grade	Number of Students	Student Percentage	Explanation of Distribution of Grades
A	4	13.8%	<b>Some students 'English skills and writing not good Some students' have difficult learning ability , and always absent on the examination Some students' delay in complete their tasks all the semester</b>
B	13	44.8%	
C	9	31%	
D	3	10.34%	
F	1	3.44%	
Denied Entry	-		
In Progress	-		
Incomplete	-		
Pass	29		
Fail	1		
Withdrawn	4		

#### 2. Analyze special factors (if any) affecting the results

**Some students 'English skills and writing not good  
Some students' have difficult learning ability , and always absent on the examination  
Some students' delay in complete their tasks all the semester**

#### 3. Variations from planned student assessment processes (if any) (see Course Specifications).

##### a. Variations (if any) from planned assessment schedule (see Course Specification)

Variation	Reason
<b>None</b>	

##### b. Variations (if any) from planned assessment processes in Domains of Learning (see Course Specification)

Variation	Reason
<b>None</b>	

#### 4. Student Grade Achievement Verification (eg. cross-check of grade validity by independent evaluator).

Method(s) of Verification	Conclusion
-Peer evaluation of the classes, -Evaluation of examination by head of the department. -review the appropriateness of	<b>Adequate</b>





assessment methods	
--------------------	--

**D. Resources and Facilities**

1. Difficulties in access to resources or facilities (if any)  <b>None</b>	2. Consequences of any difficulties experienced for student learning in the course.
--	---

**E. Administrative Issues**

1 Organizational or administrative difficulties encountered (if any)  <b>None</b>	2. Consequences of any difficulties experienced for student learning in the course.
---	---

**F Course Evaluation**

1 Student evaluation of the course (Attach survey results report)	
a. List the most important recommendations for improvement and strengths -The instructor provides students with syllabus, objectives and references at the beginning of the semester - <b>The instructor is effective in preparing the contents and speech freely during lecture</b> - <b>The instructor welcome the all student' questions</b> - <b>The instructor respect the students</b> - <b>The instructor not interacts with student through her electronic site</b> - <b>The instructor not distribute the marks equally on the course requirements</b>	
b. Response of instructor or course team to this evaluation  <b>Self improvement through linguistic media during summer vacation</b> <b>The instructor find this evaluation objective and will continue with more improvement</b>	
2. Other Evaluation (e.g. by head of department, peer observations, accreditation review, other stakeholders)	
a. List the most important recommendations for improvement and strengths  <b>-External and internal examiners report</b> <b>-Annual Course Review</b>	
b. Response of instructor or course team to this evaluation  <b>satisfied</b>	



### G. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports (if any).			
Actions recommended from the most recent course report(s)	Actions Taken	Results	Analysis
a. <b>Active learning strategies through shared lecturing and presentations</b>	Done	Enhance student ' personality and their learning ability and marks	Student' marks
b. <b>Encourage the students to prepare their lecture before taking it to participate effectively during the sessions</b>	Done	Improvement student' understanding the given information during lecture	
c. <b>Encourage students to use different resources when studying such as : internet search, different reading</b>	Done	Improvement student' understanding the given information during lecture And enhance their marks	
<b>D .use electronic learning system</b>	Not yet		

2. List what actions have been taken to improve the course (based on previous CR, surveys, independent opinion, or course evaluation).
-experimenting with other methods of teaching and learning as electronic learning - Active participation in the learning process

3. Action Plan for Improvement for Next Semester/Year				
Actions Recommended	Intended Action Points and Process	Start Date	Completion Date	Person Responsible



a. .use electronic learning system	Not yet	-	-	Instructors and electronic learning dean
b. Encourage the students to prepare their lecture before taking it to participate effectively during the sessions	Done	33-34	34-35	Instructors
c. Encourage students to use different resources when studying such as : internet search, different reading	Done	33-34	34-35	Instructors
d. Active learning strategies through shared lecturing and presentations	Done	33-34	34-35	Instructors
e. Net search for selective topics	Done	33-34	34-35	Instructors

**Name of Course Instructor: L: Eman Abu- Alfawaris**

**Signature: L: Eman Abu- Alfawaris Date Report Completed: 11-1-2015**

**Program Coordinator: L : Eman Omar Abu – Alfawaris**

**Signature: L : Eman Omar Abu – Alfawaris Date Received: 11-1-2015**