

SOUTH PLAINS COLLEGE

Course Syllabus

VNSG 1133.501

Growth and Development

Vocational Nursing Program- Plainview Center

Health Sciences Division

Technical Education

Summer Semester 2021

SOUTH PLAINS COLLEGE- PLAINVIEW

SUMMER 2021

COURSE SYLLABUS

Course Title: VNSG 1133.501 – Growth and Development

Instructor: Victoria Johnson, MSN, RN

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Office Hours: By appointment

Course Description:

Study of human growth and development throughout the lifespan with focus on developmental stages from prenatal to death.

Student Learning Outcomes:

The student will discuss primary nursing care of the client from prenatal development to the stages of dying and death.

Course Competencies:

Upon completion of this course the student is prepared to:

1. Describe the variances of growth and development throughout the life span.
2. Discuss the developmental milestones implicated for each stage of growth.
3. Discuss the developmental theories of growth and development and their impact on planning nursing care of each stage of life.
4. Recognize the influence of family, culture and society on growth and development and maturation.
5. Discuss factors of personality development during the childhood years that influence development into the life-span.

Academic Integrity:

Refer to Plainview Student Handbook and the SPC College Catalog

Scans & Foundation Skills: (c-5,6,7,9,14,15/f-1,2,5,6,7,8,9,10,11,12,13,14,15,17)

Verification of Workplace Competencies:

NCLEX-PN Licensure Exam eligibility following successful completion of the one-year vocational nursing program.

Textbooks:

Polan, Elaine U., RN, MS, PhD, and Taylor, Daphne R., RN, MS “Journey Across the Life Span” Edition 6th, F.A. Davis Company, Philadelphia

Attendance Policy:

Refer to the SPC Catalog and the Plainview VNP Student Handbook. This course is a 1 semester hour course with 2 hours allowable absence. If the allowable absences are exceeded, the student will not be able to meet the course objectives and will be dropped from the course. Each 50-minute class session is considered 1 hour. A tardy will be given if the student is absent within the first 15 minutes of a class period. If the student misses more than 15 minutes of any 50 minute session, a one hour absence will be assigned for that class period. Three tardies will accumulate to count as one hour absence.

Course Requirements:

1. Student is expected to read assigned textbook material and be prepared for class discussion and quizzes which may be announced or unannounced.
2. Complete key terms and learning objectives from chapter/s prior to class discussion.

Grading:

4 Exams	65%
Final Exam	25%
Quizzes, key terms/learning objectives.....	10%

A	93 – 100	
B	84 – 92	
C	77* – 83	* passing for all nursing courses
D	70 – 76	
F	69 or below	

Schedule of Classes:

Jun 1	Chapters 3-4
Jun 8	Chapters 5-6
June 15	Exam 1 (3,4,5,6) then lecture...Chapter 7-8
June 21	Exam 2 (7,8) then lecture.....Chapter 9-10
June 28.....	continue lecture
July 6.....	Exam 3 (9,10) then lecture.....Chapter 11-12
July 12.....	Exam 4 (11-12) then lecture.....Chapter 13-14
July 19.....	continue lecture
July 26.....	FINAL EXAMComprehensive

Course Outline:

Objectives for Human Growth and Development VNSG 1133

Upon completion, the student should be able to:

The Family Chapter 4

1. Give the classic definition of the term family.
2. Describe the eight family types.
3. Name two groups that assist the family in socializing the child.
4. List the four different stages of family development.
5. Contrast the characteristics of functional and dysfunctional families.

Outline:

- A. Family Functions
- B. Family Types
- C. Family Stages
- D. Family size, Birth Order and gender of Children
- E. Family Patterns

Theories of Growth and Development Chapter 5

1. Describe the five common characteristics of growth and development.
2. Name the two major influences on an individual's growth and development.
3. Compare Freud's psychoanalytical theory and Erickson's psychosocial theory of development.
4. Describe the common defense mechanisms used to treat anxiety.
5. Describe Piaget's theory of cognitive development.
6. Describe Kohlberg's theory of moral development.
7. Describe Maslow's theory of human needs.

Outline:

- A. Characteristics of Growth and Development
- B. Psychoanalytical Theory
- C. Defense Mechanisms
- D. Freud's Stages of Psychosexual Development
- E. Psychosocial Theory
- F. Cognitive theory
- G. Human Needs Theory
- H. Theory of Moral Development

Prenatal Period to Year 1 Chapter 6

1. List three factors that promote a healthy pregnancy.
2. Name four factors that may have an adverse effect on pregnancy.
3. Describe the steps in prenatal development from fertilization to implantation.
4. Describe physical development for infants from 1 to 2 months.
5. Describe skin manifestations such as vernix caseosa, lanugo, Mongolian spots, milia and acrocyanosis.
6. List five reflexes present at birth.
7. Name the normal range for vital signs for newborns.
8. Compare the pattern of fine and gross motor skill acquisition.
9. Give an example of cognitive development for this stage.
10. State the process of language acquisition during infancy.
11. Describe the nutritional needs of developing infants.
12. Describe the advantages and disadvantages of breastfeeding and bottle feeding.
13. Distinguish between the stools of breastfed and formula-fed infants.
14. State the normal sleep pattern of the neonate.
15. List three interventions used to promote infant safety.
16. Name the immunization schedule for the newborn.
17. List two concerns for health promotion during the infancy period.

Outline:

- A. Heredity
- B. Environment
- C. The Prenatal Period
- D. Physical Characteristics
- E. Nutrition
- F. Sleep and Rest
- G. Play
- H. Safety

I. Health Promotion

Toddlerhood Chapter 7

1. Describe the main physical characteristics common to toddlers.
 2. Name three development skills that the toddler can master independently.
 3. Describe the psychosocial task of the toddler as outlined by Erickson.
 4. List one method of discipline useful in resolving conflicts during this stage.
 5. Describe the stage of cognitive development for the toddler as presented by Piaget.
1. List two factors that help toddlers develop skills.
 2. List three feeding recommendations for parents of toddlers.
 3. Describe the type of play typical of toddlers.
 4. Name five common safety hazards for this period of development.

Outline:

- A. Physical Characteristics
- B. Vital Signs
- C. Developmental Milestones
- D. Nutrition
- E. Sleep and Rest
- F. Play
- G. Safety
- H. Health Promotion

Preschool Chapter 8

1. Describe the physical changes that commonly occur during the preschool years.
2. List two gross motor skills characteristic of preschoolers.
3. Describe the psychosocial task of the preschooler s outlined by Erickson.
4. List the important guidelines useful in assessing a nursery school program.
5. Describe the stage of cognitive development for the preschool child as presented by Piaget.
6. List three appropriate snack foods for preschool children.
7. Describe the type of play characteristic of preschoolers.
8. List the safety concerns important to the preschool stage of development.
9. Name two common behavioral concerns affecting preschoolers.

Outline:

- A. Physical Characteristics

- B. Vital Signs
- C. Developmental Milestones
- D. Nutrition
- E. Sleep and Rest
- F. Play
- G. Safety
- H. Health Promotion

School Age Chapter 9

1. List four physical characteristics common to school-age children.
2. Describe three developmental milestones common to school-age children.
3. Describe the psychosocial task identified by Erickson for the school-age period.
4. Describe the cognitive levels of functioning during the school-age period.
5. Describe moral development in school-age children.
6. List three factors that help contribute to the health of school-age children.

Outline:

- A. Physical Characteristics
- B. Vital Signs
- C. Developmental Milestones
- D. Nutrition
- E. Sleep and Rest
- F. Play
- G. Safety
- H. Health Promotion

Puberty and Adolescence Chapter 10

1. List four physical changes occurring in puberty.
2. List four physical characteristics of adolescent.
3. Describe three developmental milestones of the adolescent period.
4. Describe the primary psychosocial task of adolescence as identified by Erickson.
5. Describe the cognitive level of functioning during the teenage period of development.
6. State how teens develop moral reasoning.
7. List three factors that help to promote wellness in the teen.
8. Describe three special concerns that may adversely affect adolescent health.

Outline:

- A. Physical Characteristics
- B. Vital Signs

- C. Developmental Milestones
- D. Nutrition
- E. Sleep and Rest
- F. Exercise and Leisure
- G. Safety
- H. Health Promotion

Early Adulthood Chapter 11

1. List four goals for the early adult period of development.
2. Describe three physiological changes that occur during early adulthood.
3. Describe the psychosocial task as identified by Erickson for the early adulthood period.
4. Name three nutritional concerns for young adults.
5. Describe two health screening tests important for women in the early adult period of development.

Outline:

- A. Physical Characteristics
- B. Vital Signs
- C. Developmental Milestones
- D. Nutrition
- E. Sleep and Rest
- F. Exercise and Leisure
- G. Safety
- H. Health Promotion

Middle Adulthood Chapter 12

1. List three physiological changes that occur during middle age.
2. Describe the psychosocial task that Erickson identified for this stage.
3. List three goals unique to this stage of development.
4. Describe three areas of health concern for the middle –aged adult.

Outline:

- A. Physical Characteristics
- B. Vital Signs
- C. Developmental Milestones
- D. Nutrition
- E. Sleep and Rest
- F. Exercise and Leisure
- G. Safety

H. Health Promotion

Late Adulthood Chapter 13

1. Describe three demographic changes affecting the older population.
2. Contrast the biological and psychosocial theories of aging.
3. List four normal, physical, age-related changes that occur during this stage of development.
4. Describe two developmental milestones associated with aging.
5. Describe Erickson's psychosocial task for this period of development.
6. List three dietary changes important for old age.
7. List two health –promoting activities important for old age.

Outline:

- A. Theories of Aging
- B. Physical Characteristics
- C. Homeostasis
- D. Vital Signs
- E. Developmental Milestones
- F. Nutrition
- G. Sleep and Rest
- H. Exercise and Leisure
- I. Safety
- J. Health Promotion

Death and Dying Chapter 14

1. Define key terms.
2. Describe Kübler-Ross's stages of death and dying.
3. Describe different types of losses.
4. Describe the development of a concept of death.
5. Contrast cultural aspects of death.
6. Describe signs of approaching death.
7. Describe ethical concerns regarding end-of-life issues.

Outline:

- A. Death as a part of Life
- B. Theories of Loss and Grief
- C. Types of Losses
- D. Development of a Concept of Death
- E. Cultural and Religious Differences

F. Signs of Approaching Death

SCANS COMPETENCIES

- C-1 **TIME** – Selects goals – relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 **MATERIALS & FACILITIES** – Acquires, stores, allocates and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** – Assess skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL – Works With Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers – works to satisfy customer’s expectations.
- C-12 Exercise Leadership – Communicates ideas to justify position, persuades and convinces others responsibility challenges existing procedures and policies.
- C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works With Diversity – Works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

- C-15 Understands Systems – Knows how social, organizational, and technological systems work and operate effectively with them.
- C-16 Monitors and Corrects Performance – Distinguishes trends, predicts impacts in system operations.
- C-17 Improves Designs Systems – Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works With a Variety of Technologies

- C-18 Selects Technology – Chooses procedures, tools, or equipment, including computers and related technologies.

- C-19 Applies Technology to Task – Understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – Prevents, identifies, or solves problems with equipment.

FOUNDATION SKILLS

BASIC SKILLS – Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

- F-1 Reading – Locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules.
- F-2 Writing – Communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs and flow charts.
- F-3 Arithmetic – Performs basic computations; uses numerical concepts such as whole numbers, etc.
- F-4 Mathematics – Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-6 Speaking – Organizes ideas and communicates orally.

THINKING SKILLS – Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

- F-7 Creative Thinking – Generates new ideas.
- F-8 Decision Making – Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving – Recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye – Organizes and processes symbols, pictures, graphs, objects and other information.
- F-11 Knowing How to Learn – Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning – Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES – Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility – Exerts a high level of effort and perseveres toward goal attainment.
- F-14 Self-Esteem – Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability – Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management – Assesses self accuracy, sets personal goals, monitors progress and exhibits self control.
- F-17 Integrity / Honesty – Chooses ethical courses of action.

SCANS FOUNDATION AND COMPETENCY SKILLS (by course)

<u>Foundations; (F)</u>		<u>Competencies: (C)</u>	
ECON	230:	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 17	2, 15
ENGL	1301	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7, 8
	1302	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7
GOVT	2301	1, 2, 10, 11, 12, 17	15
HIST	1302	1, 2, 5, 10, 11, 12, 17	15
MATH	1314	3, 4, 9, 10, 11, 12	–
PSYC	2301	1, 2, 10, 11, 12, 15, 16, 17	4, 14
READ	1314	1, 2, 5, 7, 8, 9, 10, 11, 12, 15, 17	1, 5, 6, 7, 8, 9, 10, 12, 13, 14,
	15		
SPCH	1321	2, 4, 5, 6, 7, 8, 9, 10, 13, 14	1, 5, 6, 7, 14
SOC	1301	1, 2, 5, 8, 9, 10, 11, 12, 15, 16, 17	4, 14
PHYS	1315	1, 2, 4, 10, 11, 12	–

4.1.1 Syllabus Statements

4.1.1.1. Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

4.1.1.2. Disabilities Statement (updated 6/2019)

Any students who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make and necessary arrangements. Students must present appropriate verification from the SPC Disability Service Office during the instructor's office hours. Please note that instructors are not allowed to provide classroom accommodations until appropriate verification from the SPC Disability Service Office has been provided. For more information, you may contact the Disability Services Office (located in the Health & Wellness Center) at 806-716-2529 or visit <http://www.southplainscollege.edu/health/disabilityservices.php>.

4.1.1.4 Title IX Pregnancy Accommodations Statement (updated 6/2019)

If you are pregnant, or have given birth been within six months, under Title IX you have a right to reasonable accommodations to help continue your education. Students who wish to request accommodations must contact the Health and Wellness Center at 806-716-2529 to initiate the process.

4.1.1.5 OPTIONAL STATEMENT - Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at <https://www.southplainscollege.edu/campuscarry.php>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Face Covering Course Syllabus Statement – Rev. 1/4/2021

The following statement will be placed in all Face-to-Face and Flex-Course syllabi:

It is the policy of South Plains College for the Spring 2021 semester that as a condition of on-campus enrollment, all students are required to engage in safe behaviors to avoid the spread of COVID-19 in the SPC community. Such behaviors specifically include the requirement that all students properly wear CDC-compliant face coverings while in SPC buildings including in classrooms, labs, hallways, and restrooms. Failure to comply with this policy may result in dismissal from the current class session. If the student refuses to leave the classroom or lab after being dismissed, the student may be referred to the Dean of Students on the Levelland campus or the Dean/Director of external centers for Student Code of Conduct Violation. Students who believe they have been exposed or may be COVID-19 positive, must contact Health Services, DeEtte Edens, BSN, RN at (806) 716-2376 or dedens@southplainscollege.edu.

Plagiarism Declaration
Department of Nursing
South Plains College
(VNSG 1133)

By signing this plagiarism declaration I acknowledge that I have received a copy of the honesty policy and been made aware that the penalty for plagiarism is dismissal from the program.

Examples of student plagiarism¹

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

Printed Name

Signature

Date

1. Smith, L. Conquering plagiarism in nursing education. *Nursing 2016*. 2016; 46(7):17-19.