

**SOUTH PLAINS COLLEGE**

**Course Syllabus**

**VNSG 1133.501**

**Growth and Development**

**Vocational Nursing Program- Plainview Campus**

**Health Occupations Division**

**Technical Education Division**

**Instructor: Diana Rios Compton RN BSN**

**Summer Semester 2020**

# **SOUTH PLAINS COLLEGE- PLAINVIEW**

## **SUMMER**

### **COURSE SYLLABUS**

**Course Title:** VNSG 1133.501 – Growth and Development

**Instructor:** Diana Rios Compton RN BSN

**Office Location:** Plainview Campus- Room 104E

**Phone:** 806-296-9611 ext. 4408

**Office Hours:** Mon: 0900-1100, Tues: 0900-1600, Friday by appointment only

#### **Course Description:**

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

#### **Learning Outcomes:**

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

#### **Course Objectives:**

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 (page 24) 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.

**Text:**

\_Polan,Elaine U., RNC,MS, PhD, Taylor, Daphne R., RN,MS “ Journey Across the Life Span” Edition 6<sup>th</sup> (revised). F.A. Davis Company, Philadelphia

**Class Requirements:**

1. Student is expected to read assigned textbook material and be prepared for class discussion and quizzes.
2. Complete key words and learning objectives prior to class

**Grading:**

4 TESTS .....	65%	A.....	93-100
Final Exam .....	25%	B .....	84-92
Quizzes.....	10%	C.....	77-83
		D.....	Failing

**Class Schedule:**

May 18.....	Chapters 3-4
May 26.....	Chapters 5-6
June 01 .....	Exam 1 (3,4,5,6,)..... No Lecture
June 08 .....	Chapters 7-8
June 15.....	Exam 2 (7&8)..... No Lecture
June 22.....	Chapter 9-10
June 29.....	Exam 3 (9&10).....No Lecture
July 06.....	Chapter 11-12
July 13.....	Exam 4 (11&12) ..... No Lecture.
July 20.....	Chapter 13-14
July 27.....	<b>FINAL EXAM.....!!!</b>

**Course Content:**

**Objectives for Human Growth and Development VNSG 1133**

**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.

**Course 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.

**Course 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.

### **Course 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.

**Course 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.

**Course 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.

### **Course 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.

### **Course 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.

### **Course 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.

### **Course Outline:**

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



### **I. 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.

#### **Course 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
- J. Safety
- K. 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.

#### **Course 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
- G. End of Life

## 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)**

<b><u>Foundations; (F)</u></b>		<b><u>Competencies:</u></b>	
<b><u>(C)</u></b>			
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	–

## **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**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

### **4.1.1.3 Non-Discrimination Statement**

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

### **4.1.1.4 Title IX Pregnancy Accommodations Statement**

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

### **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: <http://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.

**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 plagiarism<sup>1</sup>

- 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

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Printed Name

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Signature

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Date

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