

COURSE SYLLABUS

VNSG 1334 (1:1:0)

**PEDIATRIC NURSING**

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VOCATIONAL NURSING

**NURSING DEPARTMENT**

HEALTH SCIENCES DIVISION

LEVELLAND CAMPUS

SOUTH PLAINS COLLEGE

**SPRING 2022**

Levelland  
Campus

COURSE SYLLABUS

COURSE TITLE: Pediatrics, VNSG 1334

INSTRUCTOR: Janet Hargrove, MSN, RN

OFFICE LOCATION AND PHONE/E-MAIL:

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OFFICE HOURS: By Appointment

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

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**I. GENERAL COURSE INFORMATION**

**A. COURSE DESCRIPTION (WECM):**

The study of the care of the pediatric patient and family during health and disease. Emphasis on growth and development needs utilizing the nursing process.

**B. LEARNING OUTCOMES (WECM):**

The student will identify safety principles related to childcare; discuss the primary nursing care of the pediatric patient and family during health and disease; and apply concepts of growth and development to the care of the pediatric patients utilizing the nursing process.

**C. COURSE OBJECTIVES (DECS):**

1. Assess the relationship of growth and nutrition as it relates to the health-illness continuum.
2. Compare and contrast normal physiology of the body systems with that of a pathological state.
3. Evaluate the effect of hospitalization, treatment modalities, and chemotherapy of the pediatric patient to the adult client.
4. Identify the pertinent medical and surgical conditions of the child from 4 weeks through adolescence.

5. Distinguish between communicable diseases common in children and the related preventative care.
  6. Recognize the uniqueness of the pediatric patient because of the physical, mental, and emotional development processes.
- (C-2, C-4, C-5, C6, C-7, C-8, C-9, C-10, C-11, C-12, C-13, C-14; F-1, F-2, F-3, F-4, F-5, F-6, F-7, F-8, F-9, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17)

#### D. COURSE COMPETENCIES:

##### Grading Scale:

A	100-90
B	89-80
C	79-77
D	76-70
F	69 and below

Below 77 is failing

Student must maintain a 77 average to pass this course. The student will be withdrawn from the program for a failing grade (below 77) at the end of this course.

Unit Exams	65%
Pedi Assignment/Homework/Quizzes	15%
Final Exam	20%

There will be eight unit exams, the pediatric ATI, and a comprehensive final at the end of this course. The pediatric ATI will count as a unit exam score. The lowest unit exam score will be dropped before the unit scores are averaged. Since the lowest score is dropped, there will be no make-up exams. **The ATI test result will NOT be eligible to be the lowest grade removed in this course. ATI scores may affect overall test average!**

ATI test results will be recorded as follows:

<b>Pediatric ATI scoring:</b>	Level 3 -- 100
	Level 2 -- 93
	Level 1 -- 77
	Below level 1 -- 70

ATI practice tests: Printed results of the ATI practice tests A and B must be submitted to the faculty on the scheduled date. Two tests with passing scores need to be submitted upon request. Students are encouraged to fully utilize provided texts, planning, time management, and practice testing opportunities.

**E. ACADEMIC INTEGRITY:**

Please refer to SPC Catalog and Vocational Nursing Student Handbook.

**F. VERIFICATION OF WORKPLACE COMPETENCIES:**

No external learning experiences provided. Successful completion of the NEAC Competency statements at the level specified by the course (Level Objectives) will allow the student to continue to advance within the program. Upon successful completion of the program, students will be eligible to take the state board exam (NCLEX) for vocational nurse licensure.

**II. SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS****A. Textbook:**

**Textbook:** Linnard-Palmer, L. E., & Haile Coats, G. M. (2021). *Safe Maternity and Pediatric Nursing Care, 2<sup>nd</sup> Edition*. Philadelphia: F.A. Davis.

**B. ATTENDANCE POLICY**

Contact hours: 48. See SPC catalogue and Vocational Nursing Student Handbook. Students are expected to attend all classes, arrive on time, and to remain for the entire class period. Attendance will be taken at the beginning of class: a student not present will be marked absent in the attendance record.

**If a student misses more than 6 hours of this 48 hour course they will be withdrawn from the program.**

**ZOOM Sessions**

*The faculty WILL schedule several zoom sessions during this course. The information regarding zoom sessions will be made available through the announcement section of this course. These meetings are MANDATORY. During zoom sessions, it is expected that each student will be in a quiet learning environment. The faculty expects for students to have their microphone muted at all times EXCEPT during group discussions or when making comments that are pertinent to the conversation. The faculty also expects for students to have the camera on the device accessed so that the student is visible during the zoom sessions.*

**C. ASSIGNMENT POLICY:**

All class assignments are to be completed during the spring semester. Failure to complete assignments will result in a grade of INCOMPLETE. A grade of incomplete will not permit a student to graduate. Please refer to the Student Handbook for Vocational Nursing.

Assignments turned in after 8:00 a.m. on the assigned due date will have 10 points deducted for each day the assignment is late. If a unit exam is missed, there will be no make-up exam. The student will receive a "O" for that test. Before the exams are averaged the lowest mark received by the student on an exam will be dropped.

**III. ACCOMMODATION**

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 Center 806 716 2577 or 806 716 2529.

Diversity: 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.

**4.1.1.4 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 Chris Straface, Director of Health and Wellness at 806-716-2362 or email [cstraface@southplainscollege.edu](mailto:cstraface@southplainscollege.edu) for assistance.

**FACE COVERING COURSE SYLLABUS STATEMENT**

It is the policy of South Plains College for the Fall 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.

If you are experiencing any of the following symptoms please do not attend class and either seek medical attention or get tested for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376.

#### **CAMPUS CONCEALED CARRY STATEMENT**

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). **All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).**

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. Individuals 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>

Report violations to the College Police Department at 806-716-2396 or 9-1-1.

#### **EMERGENCY MESSAGES**

The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Nursing Office at (806)716-2391 or (806)716-2193. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

The student should notify his/her family that in the case of an emergency during clinical rotations, they should call and leave a message or text (who they are and who they need to get in touch with for an emergency) to the number or numbers provided to them in the clinical course syllabus and/or on the clinical course schedule.

**DROPPING A CLASS**

Students should submit a [Student Initiated Drop Form](#) online.

Students will not be required to obtain an instructor signature to drop, however, we do encourage students to communicate with instructors or advisors prior to dropping a course when they are able. There will be no charge for drops for the fall or spring semesters.

**WITHDRAWING FROM CLASSES**

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

Schedule Change (after late registration and before census date)

To make a schedule change after late registration and before the census

date students should submit a [Schedule Change Form](#).

After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email [registrar@southplainscollege.edu](mailto:registrar@southplainscollege.edu) with your approval. This can take the place of signature

#### IV. COURSE OUTLINE

There will be an exam after the completion of each assigned chapter or unit, and a comprehensive final exam at the end of the course. Unit exams will be made up at the direction of the instructor. **The lowest unit exam score will be dropped, therefore, no make-up exams will be given. The Pediatric ATI will count as one unit exam grade that CANNOT BE DROPPED. See above for ATI grading criteria.**

Required reading: Text as stated above with corresponding chapters. It is required that each chapter be read prior to the lecture hour for the chapter. Quizzes may be given at the discretion of the instructor. The student is responsible for an understanding of the objectives and the key terms found at the beginning of each chapter.

<b>Unit</b>	<b>Chpt</b>	<b>Content</b>	<b>Faculty</b>
<b>Unit 1</b>	Chpt 26 Chpt 27 Chpt 28	The Hospitalized Child the Acutely Ill Children and Their Needs The Abused child	<b>Hargrove</b>
<b>Unit 2</b>	Chpt 29 Chpt 30	Child with a Neurological Condition Child with a Sensory Impairment	<b>Hargrove</b>
<b>Unit 3</b>	Chpt 31	Child with a Mental Health Condition	<b>Hargrove</b>
<b>Unit 4</b>	Chpt 32 Chpt 33	Child with a Respiratory Condition Child with a Cardiac Condition	<b>Hargrove</b>
<b>Unit 5</b>	Chpt 34 Chpt 35	Child with a Metabolic Condition Child with a Musculoskeletal Condition	<b>Blair</b>
<b>Unit 6</b>	Chpt 36 Chpt 37	Child with a Gastrointestinal Condition Child with a Genitourinary Condition	<b>Blair</b>
<b>Unit 7</b>	Chpt 38 Chpt 39	Child with a Skin Condition Child with a Communicable Disease	<b>Blair</b>
<b>Unit 8</b>	Chpt 40	Child with a Oncological/Hematological Condition	<b>Blair</b>
<b>Test 9</b>	<b>COMPREHENSIVE FINAL EXAM</b>		



VNSG 1334  
Spring 2022  
**Pedi Movie Assignment**

**This pedi assignment will make up 15% of your final pedi grade.**

***This assignment will be due \_\_\_\_\_ April 11, 2022 \_\_\_\_\_***

**Assignment:**

**Choose and watch one of the movies listed below:**

*Jack* (starring Robin Williams)

*My Sister's Keeper* (starring Abigail Breslin, Cameron Diaz)

*Fault in our Stars*

*Courageous* (by the Kendrick Brothers)

*Five Feet Apart* (2019 movie)

*Wonder* (starring Julia Roberts, Owen Wilson)

*Soul Surfer* (starring Dennis Quaid, Helen Hunt, Carrie Underwood)

*Cyberbully* (ABC family movie)

*Duff* (starring Mae Whitman)

*Inside Out* (Pixar movie)

*The cowboys* (starring John Wayne)

*Grease*

*The Breakfast Club* (starring Emilio Estevez, Judd Nelson, Molly Ringwald)

*Mask* (starring Cher, Sam Elliott)

*The Blind Side* (starring Sandra Bullock, Tim McGraw)

*Juno* (starring Johnny Depp)

*Heavyweights* (starring Ben Stiller, Kenan Thompson)

*Dumpling* (starring Jennifer Aniston)

**In 750-1000 words , describe the following:**

Major themes (self-image, bullying, etc). There may be more than one theme in each movie.

Explain the roller coaster of emotions that pediatric/adolescent characters experience in the throughout the movie.

Describe the growth & development traits that are **expected** of in the age of the characters vs. the **actual** growth and development traits of the character. You will need to give specific examples from the movie with your description of your character's g&d.

Include which stage of Erikson's Psychosocial Development and Piaget's Cognitive Development for the characters in the movie you selected. Give explanations and examples from the that validate why your choices.

This assignment should be typed and written in paragraph form using APA 6<sup>th</sup> Ed. format. Include an appropriate cover page. An abstract is NOT required. Two scholarly references are required. You MAY use only ONE of your textbooks for this assignment. Your second reference should come from scholarly article. Please remember to use in-text citations for any quotes or paraphrasing from the movie.

**Brief example:**

In *Nemo*, Nemo is excited about branching out on his own. However, he feels rebellious when his father refuses to allow him to go beyond the reef. Once Nemo is “caught”, he is scared, lonely, and experiences separation anxiety. Once he escapes out of the fish tank, he is more confident that he can find his dad however, he must overcome some major obstacles in order to find his way to his dad. In the end, he is willing to work in order to save himself, his dad, and Dori, up to the point of sacrificing his own life to make this happen.

Nemo is entering school at the beginning of this movie so that would put him in the early school-age range.

Erikson’s developmental stage -- industry vs inferiority

Piaget’s cognitive stage -- Preoperational

The above information is **ONLY an EXAMPLE!** I am sure that **YOUR** turned in assignment will be much more detailed and contain the assigned information. Please follow the instructions and the following rubric to complete this assignment.

Here’s the catch....**only three students per movie!** You must text me with the title you have chosen so that I can make sure there are spots available. It will be first come, first serve. Please **DO NOT** wait until the last minute to make your selection.

**Due date:** \_\_\_\_\_

<b>Points available</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>Total points</b>
Major themes (10 points)	Addresses ALL the major themes of the movie	Addresses only 2 major themes in the movie.	Addresses only 1 major theme in the movie	No major themes are addressed.	
<b>Points available</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>Total points</b>
Emotions (10 points)	Addresses all emotions expressed by the main characters of the movie.	Addresses only 2 major emotions expressed by the main characters of the movie.	Addresses only 1 of the major emotions expressed by the main characters of the movie.	No emotions are discussed.	
<b>Points available</b>	<b>30</b>	<b>20</b>	<b>10</b>	<b>0</b>	<b>Total points</b>
Growth & Development (30 points)	Discusses all areas of expected and actual g&d for the main characters.	Discusses only 2 areas of expected and actual g&d for the main characters.	Discusses only 1 areas of expected and actual g&d for the main characters.	Growth & Development is not discussed.	
<b>Points available</b>	<b>30</b>	<b>15</b>	<b>15</b>	<b>0</b>	<b>Total points</b>
Erikson/Piaget (30 points)	Discusses both Erikson and Piaget's developmental stages r/t the main characters.	Discusses ONLY Erikson's developmental stages r/t the main characters.	Discusses ONLY Piaget's developmental stages r/t the main characters.	Developmental stages are not discussed.	
<b>Points available</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>Total points</b>
APA format Cover page, citations, reference page, bibliography (10 points)	Follows APA format. Appropriate cover page, citations and reference page.	Cover page, citations and reference page with 1-2 issues using APA format.	Cover page, citations and reference page with 3-5 issues using APA format.	Paper does not follow APA format. More than 6 issues present.	
<b>Points available</b>	<b>10</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>Total points</b>
Spelling, grammar, punctuation (10 points)	Zero spelling, grammar, punctuation errors.	1-2 spelling, grammar, punctuation errors.	3-5 spelling, grammar, punctuation errors.	Spelling, grammar, punctuation errors are TNTC.	
<b>Name:</b>	<b>Comments:</b>			<b>Final score</b>	_____

## GROWTH AND DEVELOPMENTAL MILESTONES - INFANCY/TODDLER

AGE	PHYSICAL	GROSS MOTOR	FINE MOTOR	LANGUAGE	SOCIAL/COGNITION
1 mo.	Primitive reflexes present and strong. Obligatory nose breather (most infants)	Assumes flexed position with pelvis high, but knees not under abdomen when prone. Can turn head from side to side when prone, lifts head momentarily from bed.	Grasp reflex strong. Hand clenches on contact with rattle.	Cries to express displeasure. Makes comfort sounds during feeding	Is in sensorimotor phase Watches parent's face as he/she talks to infant.
2 mos.	Posterior fontanel closed Crawling reflex disappears.	Assumes less flexed position when prone. When prone, can lift head almost 45 degrees off table.	Hands frequently open. Grasp reflex fading.	Vocalizes, distinct from crying. Coos.	Demonstrates social smile.
3 mos.	Primitive reflexes fading.	Able to hold head more erect when sitting, but still bobs forward.	Actively holds rattle but will not reach for it. Grasp reflex absent.	Squeals aloud to show pleasure. Coos, babbles, chuckles.	Displays considerable interest in surroundings. Can recognize familiar faces and objects, such as feeding bottle.
4 mos.	Moro, tonic neck, rooting and Perez reflexes have, disappeared. Drooling begins	Has almost no head lag when pulled to sitting position. Balances head well in sitting position.	Inspects and plays with hands, pulls clothing or blanket over face in play.	Makes consonant sounds k, g, p, b. Laughs aloud	Enjoys social interaction with people.
5 mos.	Growth rate may begin to decline.	Can turn over from abdomen to back.	Able to grasp objects voluntarily.	Squeals	Smiles at mirror image. Discovers parts of body.
6 mos	Birth weight doubled Teething may begin with eruption of two lower central incisors Chewing and biting occur.	When prone, can lift chest and upper abdomen off table, bearing weight on hands. When about to be pulled to sitting position, lifts head. Rolls from back to Abdomen.	Rescuers a dropped Object. Holds bottle.	Begins to imitate sounds. Babbling resembles one- syllable utterances such as ma, mu, da, di, hi. Takes pleasure in hearing own sounds (self-reinforcement).	Recognizes parents; begins to fear strangers. Has definite likes and dislikes. Beginning of imitation. Laughs when head is hidden in a towel. Object permanence beginning. Prefers "Mom".

## Growth and Developmental Milestones - Infancy/Toddler (con't.)

AGE	Physical	Gross Motor	Fine Motor	Language	Social/Cognition
7 mos	Eruption of upper central incisors	When supine, spontaneously lifts head off table. Sits, leaning forward on both hands.	Transfers objects from one hand to the other.	Produces vowel sounds and chained syllables- baba, dada, kaka.	Is increasingly fearful of strangers. Plays peekaboo. Looks briefly for toy that disappears.
8 mos	Begins to show regular patterns in bladder and bowel elimination.	Sits steadily unsupported. Begins to crawl.	Releases objects at will. Rings bell purposely.	Makes consonant sounds t d, and w. Combines syllables such as dada, but does not ascribe meaning to them.	Dislikes dressing, diaper change. Stranger anxiety peaks.
9 mos		Crawls. Recovers balance when leans forward but cannot do so when leaning sideways. Pulls self to standing position and stands holding onto furniture.	Uses thumb and index finger in crude pincer grasp. Preferences for use of dominant hand now evident.	Responds to simple verbal commands. Comprehends "no-no".	Increasing interest in pleasing parent. Searches for an object if sees it hidden.
10 mos		Pulls self to sitting position. Stands while holding onto furniture, sits by falling down.	Crude release of an object is beginning.	Says dad, mama with meaning. Comprehends "bye-bye".	Inhibits behavior to verbal command of "no-no" or own name. Imitates facial expressions, waves bye-bye. Repeats actions that attract attention and are laughed at. Plays pat-a-cake.
11 mos.		Creeps with abdomen off floor. Cruises or walks holding onto furniture or with both hands held.	Neat pincher grasp.	Imitates definite sounds.	Experiences joy and satisfaction when a task is mastered. Plays a game "up-down", "so-big".
12 mos.	Birth weight tripled Birth length increased by. 50%. Head and chest circumference equal. Has total of six to eight deciduous teeth. Anterior fontanel almost closed.		Can turn pages in a book, many at a time.	Says two or more words besides dada and mama. Comprehends meaning of several words. Understands simple verbal commands.	Shows emotion. May develop habit of "security blanket". Has unceasing determination to practice locomotor skills. Searches for an object even it has not seen it hidden.

## Growth and Developmental Milestones-Infancy/Toddler (con't.)

Age	Physical	Gross Motor	Fine Motor	Language	Social/Cognition
15 mos.	Steady growth in height and weight.	Walks without help. Assumes standing position without help.	Constantly casts objects to floor. Builds tower of two cubes.	Says four to six words, including names. "Asks" for objects by pointing. Understands simple commands. May use head-shaking gesture to denote "no".	Is in sensorimotor phase. Tolerates some separation from parent. Less likely to fear strangers. Beginning to imitate parents. Feeds self using regular cup with little spilling. Realizes that "out of sight" is not out of reach.
18 mos	Anterior fontanel closed	Runs clumsily, falls often. Pulls and pushes toys.	Builds tower of three to four cubes. Turns pages in a book two or three at a time.	Says ten or more words.	Is great imitator ("domestic mimicry"). Takes off gloves, socks, and shoes and unzips. Beginning awareness of ownership. May develop dependency on transitional objects.
24 mo. (2 years)	Chest circumference exceeds head circumference. Adult height approximately double height at 2 years of age. Physiologic systems, except for endocrine and reproductive, stable and mature. May have achieved readiness for beginning daytime control of bowel and bladder.	Goes up and down stairs with two feet on each step.	Builds tower of six to seven cubes. Turns pages of book one at a time. Turns doorknob and unscrews lid.	Has vocabulary of approximately 300 words. Uses two- to three word phrases. Verbalizes need for toileting, food, or drink Talks incessantly.	Is in preconceptual stage-parallel play. Has increased independence from parent. Thinking is characterized by global organization of thought, transudative reasoning, concept of animism, and magical thinking.
30 mo.	Birth weight quadrupled. Primary dentition (twenty teeth) completed. May have daytime bowel and bladder control.	Jumps with both feet. Stands on one foot momentarily. Takes a few steps on tiptoe.	Builds tower of eight cubes.	Gives first and last name. Uses plurals.	Separates more easily from parent. Begins to notice sex differences; knows own sex. May attend to toilet needs without help except for wiping.

## GROWTH AND DEVELOPMENTAL MILESTONES-PRESCHOOL YEARS

<b>A G E</b>	<b>Physical</b>	<b>Gross Motor</b>	<b>Fine Motor</b>	<b>Language</b>	<b>Socialization</b>	<b>Cognition</b>	<b>Family Relationships</b>
3 y e a r s	May have achieved nighttime control of bowel and bladder.	Rides tricycle. Jumps off bottom step. Stands on one foot for a few seconds. Goes up stairs using alternate feet.	Builds tower of nine of ten cubes. Copies a circle, imitates a cross, names what he has drawn.	Has vocabulary of about 900 words. Uses complete sentences of three to four words. Talks incessantly regardless of whether anyone is paying attention.	Has increased attention span Feed self completely. Likes to "help" entertain by passing around food. Play is parallel and associative. Begins to learn simple games. Able to share toys, although expresses idea of "mine" frequently.	Is in preconceptual phase. Is egocentric in thought and behavior.	Attempts to please parents and conform to their expectations. Boys tend to identify more with father or other male figure. Has increased ability to separate easily and comfortably from parents.
4 Y e a r s	Pulse and respiration decrease slightly. Length of birth is doubled.	Skips and hops on one foot. Throws ball overhand. Walks down stairs using alternate footing.	Uses scissors successfully to cut out picture following outline. Can lace shoes. Copies a square, traces a cross and diamond, adds three parts to stick figure.	Has vocabulary of 1500 words or more. Uses sentences of four to five words. Tells exaggerated stories. Knows simple songs. Obeys four prepositional phrases, such as "under," "on top of," "beside," "in back of" or "in front of." Names one or more colors.	Very independent. Tends to be selfish and impatient. Aggressive physically. Boasts and tattles. Tells family tales to others with no restraint. Play is associative. Imaginary playmates are common.	Understands time better. Still believes that thoughts cause events.	Do's and don'ts become important. May have rivalry wit older or younger siblings. Identifies strongly with parent of opposite sex.

<p>5 y e a r s</p>	<p>Pulse and respiration decrease slightly. Eruption, of permanent dentition may begin. Handedness is established (about 90% are right-handed).</p>	<p>Skips and hops on alternate feet. Jumps rope. Walks backward with heel to toe.</p>	<p>Ties shoelaces. Uses scissors, simple tools, or pencil very well. Adds seven to nine parts to stickman.</p>	<p>Has vocabulary of about 2100 words. Names four or more colors. Asks inquisitive questions.</p>	<p>Is less rebellious and quarrelsome than at 4 years. Is eager to do things right and to please; tries to "live by the rules". Acts "manly" or "womanly". Play is associative. Likes rules and tries to follow them but may cheat to avoid losing.</p>	<p>May notice prejudice and bias in outside world.</p>	<p>Gets along well with parents. May seek out parent more often than at age 4 years for reassurance and security. Strongly identifies with parent of same sex.</p>
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## GROWTH AND DEVELOPMENTAL MILESTONES-SCHOOL AGE YEARS

<b>AGE</b>	<b>Physical and Motor</b>	<b>Cognition</b>	<b>Adaptive</b>	<b>Socialization</b>
6 yrs.	Height and weight gain slower. Central mandibular incisors erupt. Active age; constant activity. Likes to draw, print, and color.	Attends first grade. Obeys triple commands in succession. Shows personal right hand and left ear. Reads from memory; enjoys oral spelling game.	At play, cuts, folds, pastes paper toys, sews crudely if needle is threaded. Tries out own abilities.	Can share and cooperate better. Has great need for children of own age. Is often jealous of younger brother or sister. Often has temper tantrums. Has difficulty owning up to misdeeds. Has increased socialization, such as tattling.
7 yrs.	Maxillary central incisors and lateral mandibular incisors erupt. More cautious in approaches to new performances.	Attends second grade. Reads ordinary clock or watch correctly to nearest quarter hour. More mechanical in reading.	Uses a table knife for cutting meat; may need help with tough or difficulty pieces. Brushes and combs hair acceptably without help or "going over".	Likes to help and have a choice. Is less resistant and stubborn. Spends a lot of time alone. Boys take part in group play with boys; girls prefer playing with girls.
8-9 yrs.	Always on the go; jumps; chases, skips.	Attends third and fourth grade. Counts backward from 20 - 1. Is more aware of time. Is afraid of failing a grade; ashamed of bad grades.	Uses household and sewing utensils. Helps with routine household tasks such as dusting, sweeping. Likes school. Great reader. Likely to overdo; hard to quiet down after recess.	Easy to get along with at home; better behaved. Likes the reward system. Dramatizes. Is interested in boy-girl relationships but will not admit it. More critical of self.
10-12 yrs.	Slow growth in height and rapid weight gain. Pubescent changes may begin to appear, especially in females.	Attends 5 <sup>th</sup> to 7 <sup>th</sup> grades. Writes occasional short letters to friends or relatives on own initiative. Uses telephone for practical purposes.	Is successful in looking after own needs. Cooks or sews in small way. Raises pets. Writes brief stories.	Likes family; family really has meaning. Likes mother and wants to please her in many ways.. Demonstrates affection. Loves friends; talks about them constantly. Loves conversation. Has beginning interest in opposite sex.

