

Nursing Education and Health Studies

COURSE OUTLINE –SPRING 2023

NP1400 (3): Nursing Across the Lifespan – 3 (3-1-0) 60 Hours in 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

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OFFICE HOURS:	Office hours vary; consult your individual course instructor to arrange for an appointment.	

CALENDAR DESCRIPTION:

Introduction to the principles of growth and development and factors that influence growth and development. Focus is on nursing implications associated with the application of growth and development principles to client care.

Note: Available only to Practical Nursing Students

PREREQUISITE(S): NP1205, NP1250, NP1280, NP1500

COREQUISITE(S): NP1410, NP1450, NP1480, NP1600

REQUIRED TEXTBOOK:

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M.J., Astle, B. J., & Duggleby, W. (2019).
Canadian fundamentals of nursing (6th ed.). Toronto, ON: Elsevier Canada.

REQUIRED ONLINE RESOURCES:

https://guides.library.ualberta.ca/ld.php?content_id=35043857

DELIVERY MODE(S): Lecture and seminar

LEARNING OUTCOMES:

Upon successful completion of NP1400 learners will be able to:

1. Identify principles of growth and development.
2. Discuss factors influencing growth and development.
3. Describe various nursing implications associated with growth and development processes.
4. Apply concepts of anatomy and physiology to growth and development across the lifespan.
5. Compare various developmental theories.

CLPNA COMPETENCIES:

A-Nursing Knowledge

TRANSFERABILITY:

***Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferalberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineSearch.html?SearchMode=S&step=2>

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

Assignment	Weight	Date	Related Course Learning Outcomes
Critical Thinking Exercise #1	20%	Week 6	1, 2, 3, 4, 5
Critical Thinking Exercise #2	20%	Week 9	1, 2, 3, 4, 5
Ticket to Class	35%	Due each class	1, 2, 3, 4, 5
Final Exam	25%	Week 15	1, 2, 3, 4, 5

1. Critical Thinking Exercises

The purpose of the critical thinking exercises is to consider various nursing implications associated with the various stages of growth and development. Students will select four different stages across the lifespan from the list below and address the following:

- a. What is the age range of clients in this stage?

- b. What are expected physical changes?
- c. What are expected cognitive changes?
- d. What are expected psychosocial changes?
- e. What are common health risks and concerns?
- f. What are nursing considerations when caring for a client in this stage?

Stages – students select one stage from each bullet:

- Newborn or Infant or Toddler or Preschooler or School-Aged Child
- Adolescent or Young Adulthood or Middle Adult or Older Person

4. Ticket to Class (2.5% each class; 35% total course grade)

Questions will be handed out at the start of each lecture to assess required pre-reading knowledge. This exercise aims to encourage students to keep up with class readings, refresh student memory of subject matter and prepare students to engage in class discussion, which is essential to the function of this course. Ticket to Class sheets will be submitted within the class after the allotted time, following which no further submissions will be allowed. Students must be in attendance each week to receive the sheet and grade. Please see the course myClass page for further information.

5. Final Exam

The final exam includes all content covered in Weeks 1-15. Question format includes a variety of styles including, but not limited to, multiple choice, short answer, long answer, matching, and select all that apply.

Scheduling of the final exam is set by the Registrar’s Office.

Exam Question Example:

List factors that influence growth and development.

GRADING CRITERIA: Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines	Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100	C+	2.3	67-69
A	4.0	85-89	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	F	0.0	00-59
B	3.0	73-76			

B-	2.7	70-72			
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PROGRESSION CRITERIA

Academic Progression Criteria

A grade of C- is the minimum passing grade for all Practical Nursing courses in the program. For promotion from term to term in the program and for graduation, students must have successfully completed all the required Practical Nursing and non-Practical Nursing courses of the previous term.

A student with a GPA of 1.69 or lower must withdraw from the Practical Nursing program.

Readmission to the program is subject to departmental review.

Students who withdraw or fail twice from a required practical nursing course will be withdrawn from the program and ineligible for re-admission.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week	Topic	Purpose and Learning Outcomes	Chapter
Week 1	Developmental Theories	The purpose of this unit is to introduce theories about growth & development. Learning Outcomes: <ol style="list-style-type: none"> 1. Identify basic principles of growth and development. 2. Identify major traditions that underlie growth and development theories. 	Chapter 21
Week 2	Developmental Theories	The purpose of this unit is to understand developmental theories and nursing care. Learning Outcomes: <ol style="list-style-type: none"> 1. Name and describe the developmental theories. 2. Discuss nursing implications associated with the application of each theory to patient care. 	Chapter 21
Week 3	Conception to Newborn		Chapter 22

Week 4	Conception to Newborn	<p>The purpose of this unit is to identify key elements of transition from intrauterine to extrauterine life.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Discuss physiological and psychosocial health concerns during the transition from intrauterine. 2. Describe characteristics of physical growth of this age stage. 	Chapter 22
Week 5	Newborn to Infant	<p>The purpose of this unit is to identify key growth and development of this age stage.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Describe cognitive and psychosocial development 2. Describe interactions that occur between parent and child. 	Chapter 22
Week 6	Infant to Toddler	<p>The purpose of this unit is to explore the development of the infant to toddler stage.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Describe cognitive and psychosocial development 2. Explain the role of play in child development. 	Chapter 22
Week 7	Toddler to Preschooler	<p>The purpose of this unit is to explore the development of the toddler to preschooler stage.</p> <p>Learning Outcomes:</p>	Chapter 22

		<ol style="list-style-type: none"> 1. Identify culturally appropriate health promotion activities. 2. 	
Week 8	Preschooler to School Aged Child	<p>The purpose of this unit is to explore the development of the preschooler to school aged child.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Identify keyways that parents can meet their child's developmental needs. 	Chapter 22
Week 9	School Aged Child to Adolescent	<p>The purpose of this unit is to explore the development of the toddler to preschooler stage.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Define age stage & characteristics of physical growth. 2. Describe the influence of the school environment on the development of the child. 	Chapter 22
Week 10	Adolescent	<p>The purpose of this unit is to explore the development of the adolescent.</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Define characteristics of physical and psychosocial development of the adolescent. 2. Identify factors that contribute to developing self esteem. 	Chapter 22

Week 11	Adolescent to Young Adulthood	The purpose of this unit is to explore the development of the adolescent to young adult. Learning Outcomes: 1. Describe interactions between an adolescent and parent. 2. Identify development tasks of adolescent	Chapter 22 Chapter 23
Week 12	Young Adulthood	The purpose of this unit is to explore the development of the young adult. Learning Outcomes: 1. Identify development tasks and life events of a young adult. 2. Identify health concerns of the young adult	Chapter 23
Week 13	Middle Adulthood	The purpose of this unit is to explore the development of the middle adulthood stage Learning Outcomes: 1. Identify development tasks and life events of middle aged adults. 2. Identify health concerns of middle aged adults	Chapter 23
Week 14	Older Person	The purpose of this unit is to explore the development of the older person Learning Outcomes:	Chapter 24

		<ol style="list-style-type: none"> 1. Identify demographic trends related to the older adult in Canada. 2. Describe the concept of aging and quality of life. 	
Week 15	Final Exam		

STUDENT RESPONSIBILITIES:

Refer to NWP Academic Policies <https://www.nwpolytech.ca/about/administration/policies/>

For policies related to clinical absences, immunizations, uniforms, and other clinical requirements please see the NWP Department of Nursing Education & Health Studies PN Student Handbook on Myclass.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the Northwestern Polytechnic Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the Student Rights and Responsibilities policy which can be found at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

**Note: all Academic and Administrative policies are available on the same page.

SAMPLE CASE STUDY USED IN TEACHING:

The in-class case studies and critical thinking scenarios are taken from the textbook.

Katie is a 24-year-old woman who smokes two packs of cigarettes per day. She began smoking when she was 14 years old. Katie complains to you at the clinic, “I just can not seem to kick the habit no matter how hard I try.” What information do you need to know to assist Katie in quitting smoking?

RUBRIC

NP 1400 CRITICAL THINKING EXERCISE RUBRIC

Assignment Components	(A) Excellent	(B) Very Good	(C) Good	(D) Marginal	(F) Unsatisfactory
Content	Comprehensive summary of 4	Clear and concise	Satisfactory identification of	Vague identification of	Does not provide

stages of growth and development. Critical thinking is demonstrated by an in depth discussion of the various nursing implications of each stage. All questions are addressed in detail.	identification of 4 stages of development. Critical thinking is demonstrated clearly by discussion of the various nursing implications of each stage. All questions are addressed well.	4 stages of development. Critical thinking is demonstrated sometimes by discussion of the various nursing implications of each stage. All questions are addressed satisfactory/or most of the questions are addressed.	4 stages of development/or is lacking one stage of development. Critical thinking is inconsistently demonstrated in discussion of the stages. Addresses the questions vaguely.	identification of the stages of development/ or lacking 2 or more stages. Critical thinking is not demonstrated in discussion the various nursing implications of each stage. Does not address questions.
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Presentation & Organization

Comprehensive introduction and conclusion.	Clear and concise introduction and conclusion.	Satisfactory introduction and conclusion.	Inadequate introduction and conclusion, OR fails to include introduction or conclusion.	Fails to include introduction and conclusion.
Excellent organization of ideas. All information is comprehensive, clear, and concise.	Very good organization of ideas. Most information is clear and concise.	Ideas somewhat organized. Some information is clear, but at times superficial.	Clearly lacks organization of ideas. Most information is superficial and at times confusing.	Ideas entirely disorganized and/or confusing. Information is mostly confusing and/or non-existent.

Spelling & Grammar

No grammatical or spelling errors. Excellent use of academic and nursing language throughout paper.	Minimal grammatical or spelling errors. Very good use of academic and nursing language throughout paper.	Some grammatical and/or spelling errors. Satisfactory use of academic and nursing language	Several grammatical and/or spelling errors. Inadequate use of academic and nursing language	Copious grammatical and/or spelling errors. Failed to write paper using academic language.
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APA Formatting & Referencing	Accurate APA formatting, referencing, and citations.	Most APA formatting, referencing, and citations accurate.	throughout paper. Some APA formatting, referencing, and citations errors.	throughout paper. Poor APA formatting, referencing, and citations.	Improper APA formatting evident.
Resources	Excellent variety of resources used. Resources are all current, credible, and applicable.	Very good variety of resources used. Resources are mostly current, credible, and applicable.	Satisfactory variety of resources used. Resources are mostly current, credible and/or applicable.	One resource or type of resource used. Resources not current, credible, and/or applicable.	Fails to include any resources.