

Department of Practical Nurse and Health Care Aide

COURSE OUTLINE – Winter 2024

NP1400 (3): Nursing Across the Lifespan – 3 (3-0-0) 60 Hours for 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.

INSTRUCTOR:

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OFFICE HOURS:

By 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, NP1700

REQUIRED TEXT/RESOURCE MATERIALS:

American Psychological Association. (2020). Publication manual of the American Psychological Association: The official guide to APA style (7th ed.).

Elsevier Adaptive Quizzing (EAQ) 4th edition Next Gen, is available for purchase through the NWP Polytechnic bookstore. This is a required online resource. The EAQ will assist students with preparing to write the CPNRE registration exam. This resource will provide students with a 24-month online review/prep course to use as they progress through the PN program.

Potter, P. A., Perry, A. G., Ross-Kerr, J. C., Wood, M.J., Astle, B. J., & Duggleby, W. (2021). Canadian fundamentals of nursing (7th ed.). Toronto, ON: Elsevier Canada.

DELIVERY MODE(S): In-person 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:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.alberta.ca>.

**** 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 7	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:

- What is the age range of clients in this stage?
- What are expected physical changes?
- What are expected cognitive changes?
- What are expected psychosocial changes?
- What are common health risks and concerns?
- 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

Critical Thinking Exercises Rubric

	A) Excellent	B) Very good	C) Good	D) Marginal	F) Unsatisfactory
Content 60%	Comprehensive summary of 4 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.	Clear and concise 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.	Satisfactory identification of 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 question are addressed well.	Vague identification of 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.	Does not provide identification of the stages of development/or lacking two or more stages. Critical thinking is not demonstrated in discussion of the various nursing implications of each stage. Does not address questions.
Presentation and organization 10%	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.
Spelling and Grammar 10%	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 throughout	Several grammatical and/or spelling errors. Inadequate use of academic and nursing language throughout paper.	copious grammatical and/or spelling errors. Failed to write paper using academic language.

			paper.		
APA Formatting and Referencing 10%	Accurate APA formatting, referencing, and citations.	Most APA formatting, referencing and citations accurate	Some APA formatting, referencing, and citation errors	Poor APA formatting, referencing and citations.	Improper APA formatting evident.
Resources 10%	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 applicable.	One resource or type of resource used. Resources not current, credible, and/or applicable.	Ails to include any resources.

2. 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.

3. 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	95-100	C+	2.3	67-69
A	4.0	85-94	C	2.0	63-66
A-	3.7	80-84	C-	1.7	60-62
B+	3.3	77-79	D+	1.3	55-59
B	3.0	73-76	D	1.0	50-54
B-	2.7	70-72	F	0.0	00-49

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:	Chapter 22



		<ol style="list-style-type: none"> 1. Identify basic principles of growth and development. 2. Identify major traditions that underlie growth and development theories. 	
Week 2	Developmental Theories	<p>The purpose of this unit is to understand developmental theories and nursing care.</p> <p>Learning Outcomes:</p> <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 22
Week 3	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 23
Week 4	Conception to Newborn		Chapter 23



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 23
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 23
Week 7	WINTER BREAK NO CLASSES		
Week 8	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> <ol style="list-style-type: none"> 1. Identify culturally appropriate health promotion activities. 	Chapter 23



Week 9	Preschooler to School Age 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 23
Week 10	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 23
Week 11	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. 	Chapter 23



		<ol style="list-style-type: none"> Identify factors that contribute to developing self esteem. Describe interactions between an adolescent and parent. Identify development tasks of adolescent 	
Week 12	Young Adult Middle Adulthood	<p>The purpose of this unit is to explore the development of the middle adulthood stage</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> Identify development tasks and life events of a young adult. Identify health concerns of the young adult Identify development tasks and life events of middle aged adults. Identify health concerns of middle aged adults 	Chapter 24
Week 13	Middle Adulthood Older Adult	<p>The purpose of this unit is to explore the development of the older person</p> <p>Learning Outcomes:</p>	Chapter 24 Chapter 25

		<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 14	Review		
Week 15	Final Exam		

***Subject to change**

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 ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>.

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

Additional Information:

Late Assignment Policy

To obtain credit in the course ALL assignments, examinations, and quizzes must be completed. Students are expected to make every effort to complete assignments on time. Assignment submissions are expected on the date determined by faculty. If extensions are necessary, they may be requested up to 48 hours prior to the assignment due date, and should be submitted in

writing to the faculty member involved for review. Not all extensions will be granted. In exceptional situations, extension requests within the 48-hour period may be considered. Late assignments will have 5% of total marks (or one letter grade) for the assignment deducted for each day/partial day (including weekend days) beyond the due time.

For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. After 5 days, a grade of 0 will be awarded to the assignment. Papers/assignments may not be rewritten for a higher grade. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received. Concerns regarding grading are to be discussed with the faculty member involved.

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?