

**Ralph R. Willis Career and Technical Center  
School of Practical Nursing  
Growth and Development Throughout the Lifespan**

	<b>Time</b>	<b>Testing</b>
<b>Chapter 11 G/D Infancy through Adolescence</b> (deWit – Fundamental Concepts & Nursing Skills 4 <sup>th</sup> edition)	<b>4</b>	<b>1</b>
<b>Chapter 15 Overview of Growth, Development</b> (Leifer, Introduction to Maternity & Pediatric Nursing, 6 <sup>th</sup> Edition)	<b>3</b>	<b>1</b>
<b>Chapter 16 The Infant</b> (Leifer, Introduction to Maternity & Pediatric Nursing, 6 <sup>th</sup> Edition)	<b>4</b>	<b>1</b>
<b>Chapter 17 The Toddler</b> (Leifer, Introduction to Maternity & Pediatric Nursing, 6 <sup>th</sup> Edition)	<b>3</b>	<b>1</b>
<b>Chapter 18 The Preschool Child</b> (Leifer, Introduction to Maternity & Pediatric Nursing, 6 <sup>th</sup> Edition)	<b>3</b>	<b>1</b>
<b>Chapter 19 The School-Aged Child</b> (Leifer, Introduction to Maternity & Pediatric Nursing, 6 <sup>th</sup> Edition)	<b>4</b>	<b>1</b>
<b>Chapter 20 The Adolescent</b> (Leifer, Introduction to Maternity & Pediatric Nursing, 6 <sup>th</sup> Edition)	<b>4</b>	<b>1</b>
<b>Chapter 12 Adulthood and The Family</b> (deWit – Fundamental Concepts & Nursing Skills 4 <sup>th</sup> edition)	<b>4</b>	<b>1</b>
<b>Final</b>		<b>2</b>
	<b>29</b>	<b>10</b>

**Course Hours: 39**  
**Theory Hours: 39**

**Clinical Hours Integrated: 39 - Medical Surgical**  
**WVEIS:**

### **Textbooks**

1. deWitt, Susan C. / O'Neal, Patricia; **FUNDAMENTAL CONCEPTS AND SKILLS FOR NURSING** Saunders/Elsevier; 4<sup>th</sup>. edition; 2014.
2. deWitt, Susan C. / O'Neal, Patricia; **STUDY GUIDE FOR FUNDAMENTAL CONCEPTS & SKILLS FOR NURSING**, Philadelphia, Elsevier/Saunders; 4<sup>th</sup>. edition; 2014
3. deWitt, Susan C. / O'Neal, Patricia; **Virtual Clinical Excursions Pacific View Regional Hospital FOR FUNDAMENTAL CONCEPTS & SKILLS FOR NURSING**, Philadelphia Elsevier/Saunders;.4<sup>th</sup>. edition; 2014
4. Leifer, Gloria; **INTRODUCTION TO MATERNITY & PEDIATRIC NURSING** Saunders/Elsevier; 7<sup>th</sup> edition; 2015.
5. Leifer, Gloria; **STUDY GUIDE FOR INTRODUCTION TO MATERNITY & PEDIATRIC NURSING** Saunders/Elsevier; 7th edition; 2015.
7. HESI

### **Course Description**

The purpose of this course is to introduce the practical nursing student to the variances of growth and development that occur during each stage of the lifespan. The lifespan begins during the prenatal period and continues through late adulthood. Family lifestyles will be studied as well as the theorists who researched the cognitive and psychosocial development in children and adults. These principles, using the nursing process, will be applied to clients in various health care settings.

### **Course Objectives**

After completion of this course the student will:

1. Identify normal growth and development of an individual throughout the lifespan.
2. Utilize knowledge of growth and development principles by applying them to the development of nursing care plans for clients of all ages with various medical and surgical conditions from infancy through the older adult stage including the grief stages associated with the dying process.
3. Discuss the practical nurse's role in the relationship to the assessment, implementation, and evaluation of a family.
4. Identify the basic concepts of marriage and family.
5. Discuss and apply concepts of psychoanalytical and psychosocial development.
6. Discuss theories of development according to Piaget's, Kohlberg, Erikson, and Freud.

### **Clinical Practicum**

Completed in Acute, Long-Term Care and Community Health.

## Methods of Teaching

1. Lecture, discussion, role playing emphasizing critical thinking
2. Videos
3. PowerPoint
4. Computer-assisted instruction- VCE – Case Studies
5. Demonstration
6. Individual and Group Conference
7. Written Exams
9. Clinical Practice
10. Evaluations

## Student Responsibilities

1. Read assigned chapter.
2. Refer to and follow student monthly calendar for exam dates.
3. Attend lectures and demonstrations.
3. Complete activities as assigned.
5. Participate in class/lab activities.
6. Discuss critical thinking activities associated with the lesson.
7. Refer and follow the policies as outlined and discussed in the Student Handbook.
8. Pass exams with a grade of 80% or higher.

## Methods of Evaluation

1. The following letter grade system is utilized for theory:  
A 93 - 100  
B 87 - 92  
C 80 - 86  
F 79 - 0
2. The following grading calculation is utilized for theory:  
Exams 60%                      Quizzes 10%                      Final 30%  
Evaluation Tools:
  - a. Oral Presentations
  - b. Written Exams
  - c. Laboratory Skills
  - d. Homework Assignments
  - e. Computer Exams
  - f. Clinical Skills
4. Make-up Exam:  
A student who misses an exam must be prepared to take the exam upon immediate return to the classroom setting or as designated by the instructor. Students will automatically have **5% deducted**. Students not making up exam on the morning of return to the classroom will receive a **(0) zero**.
5. Quizzes:  
Students who are absent during a quiz will receive a Zero. Quizzes are NOT made up.
6. See student monthly calendar for schedule of exam dates.
7. See Student Handbook for clinical grading guidelines

**Chapter 11**  
**4 hr.**  
**Testing 1hr**

**Growth and Development Infancy through Adolescence**  
(deWit – Fundamental Concepts & Nursing Skills 4<sup>th</sup> edition)

**Lesson Content:**

- I. Key Terms
- II. Overview of Structure and Function
- III. Age-Groups
- IV. Theories of Development
  - A. Sigmund Freud
  - B. Erik Erikson
  - C. Jean Piaget
  - D. Lawrence Kohlberg
- V. Principles of Growth and Development
- VI. Prenatal Development
  - A. Events In Prenatal Development
  - B. Maternal Influences
- VII. Infants
  - A. Appearance And Capabilities Of Newborns
  - B. Nutrition
  - C. Physical Development
  - D. Motor Development
  - E. Cognitive Development
  - F. Psychosocial Development
- VIII. Young Children
  - A. Physical Development
  - B. Motor Development
  - C. Cognitive Development
  - D. Psychosocial Development
  - E. Day Care And Early Education
- IX. Middle and Older Children
  - A. Physical Development
  - B. Cognitive Development
  - C. Psychosocial Development
  - D. Parenting
  - E. Child Abuse

- X. Adolescents
  - A. Physical Development
  - B. Sexuality
  - C. Cognitive Development
  - D. Psychosocial Development
  - E. Tasks of Adolescence
  - F. Concerns in Adolescent Development
    - a. Pregnancy
    - b. Employment
    - c. Chemical Abuse
    - d. Eating Disorders
    - e. Depression

**Lesson Objectives:**

After completion of this chapter the student will:

1. Describe prenatal development.
2. Compare the development of the male and the female.
3. Discuss Freud's theory of personality and the mind.
4. Explain the stages of Erikson's theory of psychosocial development.
5. Explain the stages of Piaget's theory of cognitive development.
6. Discuss moral development according Kohlberg.
7. Identify the principles of growth and development.
8. Describe the physical development of children.
9. Identify two pros and two cons of early childhood education.
10. Discuss age-appropriate discipline measures for children.
11. Explain the male and female physical changes of puberty.
12. Identify developmental tasks of adolescence.
13. Discuss at least three concerns related to adolescence.

**Clinical Practice:**

1. Explain the importance of regular prenatal health care.
2. Discuss recommended feeding patterns for newborns and older infants.
3. Explain the importance of screening young children for physical development.
4. Provide health promotion teaching to parents and school-age children.
5. Explain how parents and other caregivers can encourage age-appropriate cognitive and psychosocial development.

**Chapter 15**  
**3 hr.**  
**Testing 1hr**

**An Overview of Growth, Development, and Nutrition**  
(Leifer, Introduction to Maternity & Pediatric Nursing, 6<sup>th</sup> Edition)

**Lesson Content:**

- I. Key Terms
  
- II. Growth and Development
  - A. The Impact of Growth and Development On Nursing Care
  - B. Terminology
  - C. Directional Patterns
  - D. Some Developmental Differences Between Children and Adults
    - 1. Height
    - 2. Weight
    - 3. Body Proportions
    - 4. Metabolic Rate
    - 5. Respirations
    - 6. Cardiovascular System
    - 7. Immunity
    - 8. Kidney Function
    - 9. Nervous System
    - 10. Sleep Patterns
    - 11. Bone Growth
  - E. Critical Periods
  - F. Integration of Skills
  - G. Growth Standards
  - H. Developmental Screening
  - I. Influencing Factors
    - 1. Hereditary Traits
    - 2. Nationality and Race
    - 3. Ordinal Position in the Family
    - 4. Gender
    - 5. Environment
    - 6. The Family
  - J. Personality Development
    - 1. Cognitive Development
    - 2. Moral Development
  - K. The Growth and Development of a Parent
  
- III. Nutrition
  - A. Nutritional Heritage
  - B. Family Nutrition
  - C. Nutritional Care Plan
  - D. Nutrition and Health
  - E. Nutrition and Health Promotion

- F. Feeding The Healthy Child
  - 1. The Infant
  - 2. The Toddler
  - 3. The Preschool Child
  - 4. The School-Age Child
  - 5. The Adolescent
    - a. Childhood Obesity

- G. Feeding The Ill Child
  - 1. Food-Drug Interactions

- H. The Teeth
  - 1. Deciduous Teeth
  - 2. Permanent Teeth
  - 3. Oral Care in Health and Illness

IV. Play

V. Ongoing Health Supervision

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define each key term listed.
2. Explain the differences between growth, development, and maturation.
3. Recognize and read a growth chart for children.
4. List five factors that influence growth and development.
5. Discuss the nursing implications of growth and development.
6. Discuss the importance of family-centered care in pediatrics.
7. Recognize the influence of the family and cultural practices on growth, development, nutrition, and health care.
8. Describe three developmental theories and their impact on planning the nursing care of children.
9. Discuss the nutritional needs of growing children.
10. Differentiate between permanent and deciduous teeth, and list the times of their eruption.
11. Understand the characteristics of play at various age levels.
12. Describe the relationship of play to physical, cognitive, and emotional development.
13. Understand the role of computers and computer games in play at various ages.
14. Define therapeutic play.
15. Understand the use of play as an assessment tool.

## **Chapter 16**

## **The Infant**

**4 hr.**

(Leifer, Introduction to Maternity & Pediatric Nursing, 6<sup>th</sup> Edition)

**Testing 1hr**

### **Lesson Content:**

- I. Key Terms
  
- II. General Characteristics
  - A. Oral Stage
  - B. Motor Development
  - C. Emotional Development
  - D. Need for Constant Care and Guidance
  
- III. Development and Care
  
- IV. Community-Based Care: A Multidisciplinary Team
  - A. Health Promotion
    1. Role of the Nurse
    2. Infants with Special Needs
  - B. Illness Prevention
    1. Immunizations
    2. Nutrition Counseling
      - a. Parental Concerns
      - b. Breastfeeding and Bottle Feeding
        1. Types of Infant Formula
        2. Safe Bottle Feeding
      - c. Adding Solid Foods
      - d. Recommended Fat Intake During Infancy
      - e. Buying, Storing, and Serving Foods
      - f. Weaning
      - g. Organic and Natural Foods
  
- V. Infant Safety
  - A. Car Safety
  - B. Fall Prevention
  - C. Toy Safety
  
- VI. Summary of Major Developmental Changes in The First Year



**Lesson Objectives:**

After completion of this chapter the student will:

1. Define each key term listed.
2. Describe the physical and psychosocial development of infants from age 1 to 12 months, listing age-specific events and guidance when appropriate.
3. Discuss the major aspects of cognitive development in the first year of life.
4. Relate the nursing responsibilities in health promotion and illness prevention of infants during the first year of life.
5. Discuss the nutritional needs of growing infants.
6. Compare breastfeeding, bottle feeding, and the various infant formulas available.
7. Describe how to select and prepare solid foods for the infant.
8. List four common concerns of parents about the feeding of infants.
9. Discuss the development of feeding skills in the infant.
10. Compare and contrast natural, organic, and processed foods.
11. Examine nutritional counseling for the infant.
12. Identify the approximate age for each of the following: posterior fontanelle has closed; central incisors appear; birth weight has tripled; child can sit steadily alone; child shows fear of strangers.
13. Describe normal vital signs for a 1-year-old infant.
14. Discuss safety issues in the care of infants.
15. Discuss the approach to and the specifics of care of an infant with colic.
16. Identify age-appropriate toys and their developmental or therapeutic value.
17. Discuss principles of safety during infancy.
18. Discuss the development of favorable sleep patterns.

## **Chapter 17**

## **The Toddler**

**3 hr.**

(Leifer, Introduction to Maternity & Pediatric Nursing, 6<sup>th</sup> Edition)

**Testing 1hr**

### **Lesson Content:**

- I. Key Terms
- II. General Characteristics
  - A. Physical Development
  - B. Sensorimotor and Cognitive Development
  - C. Speech Development
- III. Guidance and Discipline
- IV. Daily Care
- V. Toilet Independence
- VI. Nutrition Counseling
- VII. Injury Prevention
  - A. Consumer Education
- VIII. Toys and Play

### **Lesson Objectives:**

After completion of this chapter the student will:

1. Define each key term listed.
2. Describe the physical, psychosocial, and cognitive development of children from 1 to 3 years of age, listing age-specific events and guidance when appropriate.
3. Discuss speech development in the toddler.
4. Describe the task to be mastered by the toddler according to Erikson's stages of growth and development.
5. List two developmental tasks of the toddler period.
6. Discuss the principles of guidance and discipline for a toddler.
7. Discuss how adults can assist small children in combating their fears.
8. Identify the principles of toilet training (bowel and bladder) that will help guide parents' efforts to provide toilet independence.
9. Describe the nutritional needs and self-feeding abilities of a toddler.
10. List two methods of preventing the following: automobile accidents, burns, falls, suffocation and choking, poisoning, drowning, electric shock, and animal bites.
11. Describe the characteristic play and appropriate toys for a toddler.

**Chapter 18**  
**3 hr.**  
**Testing 1hr**

**The Preschool Child**  
(Leifer, Introduction to Maternity & Pediatric Nursing, 6<sup>th</sup> Edition)

**Lesson Content:**

- I. Key Terms
  
- II. General Characteristics
  - A. Physical Development
  - B. Cognitive Development
  - C. Effects of Cultural Practices
  - D. Language Development
  - E. Development of Play
  - F. Spiritual Development
  - G. Sexual Curiosity
    1. Masturbation
  - H. Bedtime Habits
  
- III. Physical, Mental, Emotional, and Social Development
  - A. The Three-Year-Old
  - B. The Four-Year-Old
    1. The Concept of Death
  - C. The Five-Year-Old
  
- IV. Guidance
  - A. Discipline and Limit Setting
    1. Timing and Time-Out
    2. Reward
    3. Consistency and Modeling
  - B. Jealousy
  - C. Thumb Sucking
  - D. Enuresis
    1. Pathophysiology
    2. Treatment and Nursing Care
  
- V. Preschool
  
- VI. Daily Care
  - A. Clothing
  - B. Accident Prevention

- VII. Play in Health and Illness
  - A. Value of Play
  - B. The Nurse's Role
  - C. Types of Play
    - 1. Play and the Handicapped Child
    - 2. Therapeutic Play
    - 3. Play Therapy
    - 4. Art Therapy
  
- VIII. Nursing Implications of Preschool Growth and Development

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define each key term listed.
2. List the major developmental tasks of the preschool-age child.
3. Describe the physical, psychosocial, and spiritual development of children from age 3 to 5 years, listing age-specific events and guidance when appropriate.
4. Discuss the development of positive bedtime habits.
5. Discuss one method of introducing the concept of death to a preschool child.
6. Describe the development of the preschool child in relation to Piaget's, Erikson's, and Kohlberg's theories of development.
7. Discuss the characteristics of a good preschool.
8. Discuss the value of play in the life of a preschool child.
9. Designate two toys suitable for the preschool child, and provide the rationale for each choice.
10. Describe the speech development of the preschool child.
11. Discuss the value of the following: time-out periods, consistency, role modeling, and rewards.
12. Discuss the approach to problems such as enuresis, thumb sucking, and sexual curiosity in the preschool child.
13. Describe the developmental characteristics that predispose the preschool child to certain accidents, and suggest methods of prevention for each type of accident.
14. Explain the use of therapeutic play with a handicapped child.

**Chapter 19**  
**4 hr.**  
**Testing 1hr**

**The School-Aged Child**  
(Leifer, Introduction to Maternity & Pediatric Nursing, 6<sup>th</sup> Edition)

**Lesson Content:**

- I. Key Terms
  
- II. General Characteristics
  - A. Physical Development
  - B. Sexual Development
    1. Gender Identity
    2. Sex Education
      - a. Sexually Transmitted Infections
  
- III. Influences from The Wider World
  - A. School-Related Tasks
  - B. Play
  - C. Observing Play
  - D. Latchkey Children
  
- IV. Physical, Mental, Emotional, and Social Development
  - A. The Six-Year-Old
  - B. The Seven-Year-Old
  - C. The Eight-Year-Old
  - D. The Nine-Year-Old
  - E. Preadolescence
    1. The Ten-Year-Old
    2. The Eleven- and Twelve-Year-Olds
    3. Chores as Teaching Tools
  
- V. Guidance and Health Supervision
  - A. Health Examinations
  - B. Pet Ownership

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define each key term listed.
2. Describe the physical and psychosocial development of children from 6 to 12 years of age, listing age-specific events and type of guidance where appropriate.
3. Discuss how to assist parents in preparing a child for school.
4. List two ways in which school life influences the growing child.
5. Contrast two major theoretical viewpoints of personality development during the school years.
6. Discuss accident prevention in this age-group.
7. Discuss the role of the school nurse in providing guidance and health supervision for the school-age child.
8. Discuss the value of pet ownership for the healthy school-age child and the family education necessary for the allergic or immunocompromised child.

**Chapter 20**  
**4 hr.**  
**Testing 1hr**

**The Adolescent**  
(Leifer, Introduction to Maternity & Pediatric Nursing, 6<sup>th</sup> Edition)

**Lesson Content:**

- I. Key Terms
  
- II. General Characteristics
  
- III. Growth and Development
  - A. Physical Development
    - 1. Boys
    - 2. Girls
  - B. Psychosocial Development
    - 1. Sense of Identity
    - 2. Sense of Intimacy
    - 3. Cultural and Spiritual Considerations
    - 4. Body Image
    - 5. Peer Relationships
    - 6. Career Plans
    - 7. Responsibility
  - C. Cognitive Development
    - 1. Daydreams
  - D. Sexual Development
    - 1. Sexual Behavior
    - 2. Sex Education
    - 3. Concerns About Being “Different”
    - 4. Homosexuality
  
- IV. Parenting The Adolescent
  
- V. Health Promotion and Guidance
  - A. Nutrition
    - 1. Vegetarian Diets
    - 2. Sports and Nutrition
    - 3. Nutrition and School Examinations
  - B. Personal Care
    - 1. Hygiene
    - 2. Dental Health
    - 3. Sunbathing
  - C. Safety
    - 1. Sports Injuries

- VI. Common Problems of Adolescence
  - A. Substance Abuse
  - B. Depression
  - C. Adolescent Pregnancy
  
- VII. The Nursing Approach to Adolescents

**Lesson Objectives:**

After completion of this chapter the student will:

1. Define each key term listed.
2. List major physical changes that occur during adolescence.
3. Identify two major developmental tasks of adolescence.
4. Discuss three major theoretical viewpoints on the personality development of adolescents.
5. List five life events that contribute to stress during adolescence.
6. Describe Tanner's stages of breast development.
7. Describe menstruation to a 13-year-old girl.
8. Identify two ways in which a person's cultural background might contribute to behavior.
9. Discuss the importance of peer groups, cliques, and best friends in the developmental process of an adolescent.
10. List three guidelines of importance for the adolescent participating in sports.
11. Summarize the nutritional requirements of the adolescent.
12. Discuss two main challenges during the adolescent years to which the adolescent must adjust.
13. List a source for planning sex education programs for adolescents.
14. Discuss the common problems of adolescence and the nursing approach.



**Chapter 12**  
**4 hr.**  
**Testing 1hr**

**Adulthood and The Family**  
(deWitt – Fundamental Concepts & Nursing Skills 4<sup>th</sup> edition)

**Lesson Content:**

- I. Key Terms
  
- II. Adulthood as Continuing Change
  
- III. Theories of Development
  - A. Schaie's Theory of Cognitive Development
  - B. Erikson's Stages of Adult Psychosocial Development
  
- IV. Families
  - A. Types of Families
  - B. Historical Changes In Families
  - C. Divorce and Families
  
- V. Young Adults
  - A. Physical Development
  - B. Health Concerns of Young Adults
    - 1. Risky Behavior
    - 2. Stress-Related Illness
    - 3. Early Disease
  - C. Cognitive Development
    - 1. Continuing Education
    - 2. Careers and Work
  - D. Psychosocial Development
  - E. Developmental Tasks
    - 1. Marriage
    - 2. Parenting
    - 3. Home Management
    - 4. Developing a Social Group
    - 5. Community Responsibility
  
- VI. Middle Adulthood
  - A. Physical Development
  - B. Health Concerns
  - C. Cognitive Development
    - 1. Work Life
    - 2. Lifelong Learning
  - D. Psychosocial Development
    - 1. Marriage
    - 2. Friendships
    - 3. Parenting
    - 4. Caring For Parents
    - 5. Generativity

**Final  
2 hr.**

Students will take and pass the final with a minimum of 80% total average for the course.