

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Health Across the Lifespan I  
**CODE NO. :** PNG114 **SEMESTER:** 1  
**PROGRAM:** Practical Nursing  
**AUTHOR:** Northern Partners in Practical Nursing Education/Ruth Wilson  
**DATE:** Sept/04 **PREVIOUS OUTLINE DATED:** Sept/03  
**APPROVED:**

	_____	_____
	<b>DEAN</b>	<b>DATE</b>
<b>TOTAL CREDITS:</b>	3	
<b>PREREQUISITE(S):</b>	None	
<b>HOURS/WEEK:</b>	3	

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*For additional information, please contact the Dean*  
*School of Health and Human Services*  
*(705) 759-2554, Ext. 603/689*

**I. COURSE DESCRIPTION:**

This course will expose the learner to theories of growth and development. Selected age groups will be examined with an emphasis on health promotion requisites, based on current research findings.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Explain the significance of development as a framework for assessing and promoting health.

Potential Elements of the Performance:

- define functional health patterns
- identify the five areas of focus according to Gordon
- discuss the advantages of a functional pattern framework
- describe each of the 11 functional health patterns
- discuss the assessment process for an individual's functional health pattern

2. Describe prominent theories of Growth and Development.

Potential Elements of the Performance:

- differentiate between growth and development
- explain how theories promote an understanding of different aspects of personality development
- describe Freud's psychoanalytic theory of development
- describe Erikson's theory of psychosocial development
- describe Jean Piaget's stages of cognitive development
- describe Kohlberg's theory of moral development
- describe Maslow's theory of human needs

3. Explain growth and development in individuals from conception until the end of the adolescent period.

Potential Elements of the Performance:

Prenatal period and neonate

- discuss fetal development
- describe factors that may have adverse effects on fetal development
- describe the Apgar Scoring chart
- describe physical characteristics of the newborn
- list common reflexes present in the neonate
- describe strategies to promote infant-parent attachment
- determine strategies to protect against heat loss
- discuss the state of consciousness in the newborn and how to promote sleep and comfort

## Infant

- discuss the rapid physical changes during the first year
- describe developmental milestones in infancy
- outline the recommended immunization schedule in Ontario
- explain safety issues and health promotion strategies relevant to infancy

## Toddler

- discuss physical and psychosocial changes during the toddler period
- describe developmental milestones for the toddler
- discuss common challenges faced by parents of a toddler (i.e. separation anxiety)
- discuss toilet-training
- discuss sleep disturbances and promote healthy bedtime routines
- identify coping strategies for temper tantrums
- discuss injury prevention in relation to developmental factors which will place toddlers at risk

## Preschool

- describe physical and psychosocial changes during the preschool years
- discuss the preschooler's progressive acquisition of cognitive skills according to Piaget
- identify causes of injuries in the preschooler
- discuss health promotion interventions with the preschooler's safety
- explore parental concerns regarding the preschooler's natural sexual curiosity
- discuss child readiness for school
- determine dental health strategies in the pre-schooler

## School Age Child

- discuss variations in physical and psychosocial changes that occur in the child during school-aged years
- discuss common health issues (scoliosis, enuresis, vision and dental problems)
- recognize moral behaviour in the school-age child
- discuss how to enhance self-concept and healthy body image
- discuss social interactions and peer relationships in the school-age child
- establish parental guidelines for bullies and victims
- suggest accident prevention measures relative to this age group
- explore concerns related to sexuality in the pre-pubescent age group

## Adolescent

- describe the development of sexual characteristics during adolescence
  - describe the cognitive level of functioning during the teenage period of development
  - discuss how to enhance self-concept, self-esteem and healthy body image in the adolescent period
  - discuss eating disorders in this age group (anorexia, bulimia, obesity)
  - discuss peer relationship and peer pressure
  - describe how to deal with depression and suicide in the adolescent
  - discuss nursing interventions in relation to substance abuse
  - discuss sexual activity of the adolescent and related concerns
4. Discuss health promotion and health protection strategies during each of these developmental stages.

Potential Elements of the Performance:

- discuss the role of the practical nurse in health promotion
- consider culture as a factor in child development
- discuss the role of play and exercise in child development
- review principles of discipline applicable to different age groups
- identify appropriate measures in response to stress in each age group
- discuss children's response to divorce
- recognize signs of child abuse
- discuss promotion of language development in each age group
- determine relevant teaching and learning strategies for each age group
- determine nutritional needs across each age group

**III. TOPICS:**

1. Gordon's Framework
2. Principles and Theories of Growth and Development
3. Determinants of Health for Children
4. Growth and Development:
  - neonate, infant toddler, preschool, school age child, adolescent
5. Health Promotion Issues and Strategies Across the Age Groups

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Edelman, C.L., & Mandle, C.L. (2002). *Health promotion throughout the lifespan*. (5<sup>th</sup> ed.). St. Louis, Missouri: Mosby.

Burroughs, A., & Leifer, G. (2001). *Maternity nursing* (8<sup>th</sup> ed.). W. B. Saunders.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

- a. Course Evaluation
- |                                 |             |
|---------------------------------|-------------|
| Test #1                         | 10%         |
| Test #2                         | 20%         |
| Test #3                         | 20%         |
| Growth & Development Assessment | 20%         |
| Final Exam                      | <u>30%</u>  |
| <b>Total</b>                    | <b>100%</b> |
- b. The pass in this course is 60%.
- c. There are no rewrites, supplemental assignments, tests or examinations in this course.
- b. Please review program policies regarding scholarly writing, late assignments, extensions, absence for tests in your Student Success Guide.

**The following semester grades will be assigned to students in post-secondary courses:**

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

**A minimum of a “C” grade is required to be successful in all PNG coded courses.**

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

## VI. SPECIAL NOTES:

### Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1101 or call extension 703 so that support services can be arranged for you.

### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

### Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

### Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

## VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

## VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.