



SAINT LOUIS UNIVERSITY
MADRID

Human Growth and Development through the Lifespan NURS 1430 - M01 Fall 2017

Class Days and Time: Tuesday, Thursday; 11.00-12.15

Classroom: PRH 15

Credits: 3

Instructor: Dr Anya M Hillery

Instructor's Email: anya.hillery@slu.edu

Instructor's Campus Phone: 91 554 58 58

Office: Health Science Office, Padre Arrupe Hall (Top Floor)

Office Hours: Tuesday and Thursday, 10:00- 11:00; 14.00-14.30; 15.45-16.15

Course Description:

This course is designed for any student interested in increasing insight into the developing person, including self. It provides an overview of human growth and development across the lifespan, with particular emphasis on child development.

Basic concepts and theories of human development are described, followed by a discussion of the various major influences (environmental, socio-cultural, familial, spiritual/religious and prenatal) that pertain to human growth and development.

The developing person and family unit are then discussed with respect to each developmental stage, from infancy through to old age and death. The developmental milestones at each stage are studied from a variety of theoretical perspectives including physical, cognitive, psychosocial, emotional and moral-spiritual. Family developmental tasks and family interactions, as they influence the individual throughout the life span, are considered in each developmental era.

This course also involves active-learning field-work, directly observing toddlers at play and interviewing their carers about the relevant developmental milestones.

The course is divided into 6 main parts:

Part I - Theories and Principles of Growth and Development

Part II - Influences on the Developing Person

Part III - The Period of Early Childhood

Part IV - The School-Age Child

Part V - The Adolescent

Part VI - The Adult Years (Early and Late Adulthood, Dying and Death)

Course Goals and Student Learning Outcomes: At the end of the course, students will be able to:

- Relate developmental theories, theories of stress, stress management, and crisis theory to the developing person.
- Describe general norms of development for assessment of the whole person (physical, psychological, sociocultural, cognitive, and spiritual) at any place along the continuum of maturity.
- Compare and contrast developmental similarities and differences between persons at different developmental levels.
- Describe a variety of influences upon the person, including sociocultural, environmental, spiritual and religious influences, which contribute to development and uniqueness.
- Identify three major schools of developmental theories, major concepts, and theorists who represent each school.
- Define major principles of growth and development.
- Describe the family- the basic unit for the developing person. Analyze how the individual and family achieve developmental tasks at each developmental level.
- Demonstrate continued learning about your personal developmental level.
- Demonstrate knowledge of and understanding of the general norms of behavior at each developmental level that put the child, adolescent, and adult at risk for injury.
- Demonstrate knowledge of communication techniques appropriate for the developmental level of the child adolescent, and adult.
- Identify the relationship of growth and development information to assessment and health care of the person and family.
- Describe measures that promote safety and prevent injury for the child, adolescent and adult.
- Describe concepts of death and related issues that are pertinent to the child, adolescent, and adult.
- Describe ethical, spiritual and religious influences on the person and the family
- Demonstrate continued learning about your personal developmental level.
- Explore the influence of self, personally and professionally, upon another person's development and maturity.
- Describe socio-cultural influences on the person and the family

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

Required Texts and Materials:

Health Promotion Strategies Through the Life Span, by Murray, Zentner, and Yakimo, 8th edition, 2009 (Prentice Hall)

Attendance Policy:

Class attendance is obligatory. Absence from class must be accounted for. More than four unaccountable absences will result in a drop in the final grade. Continual lateness to class is disruptive and not acceptable.

Course Requirements and Grading Rationale/System:

Students will be required to observe a child at play and then carry out an interview with the child's parent/carer. Further information on this observation assignment will be given in class and put on SLU Global.

There are three main exams for this course: two mid-terms and a final. The exams are not cumulative, thus the first mid-term will examine the material covered up to this exam. The second mid-term will examine the material covered *after* the first mid-term and the final exam will examine the material covered *after* the second mid-term.

However, there is also a comprehensive final exam that examines **all** of the course material. This exam is obligatory for students who fail or miss either mid-term exam. It is voluntary for any students who, having done their mid-terms, would like to try and improve their grade (but a poor result may obviously reduce the grade).

Students who miss an exam are required to provide written documentation of the circumstances, e.g. doctor's medical certificate, letter from university counsellor, etc.

There will also be two Quizzes, taken in class, a week before the two mid-terms. The aim of these quizzes is to encourage study and revision for the mid-terms.

The final grade is calculated as follows:

Mid-term 1:	25%
Mid-term 2:	25%
Final Exam:	30%
Observation Assignment:	20%

GRADING SCALE:

A	93-100
A-	91-92
B+	89-90
B	85-88
B-	83-84
C+	80-82
C	77-79
C-	75-76
D	70-74
F	69 and below

E-mail: Campus and course announcements will often be handled by e-mail. Students should check their "@slu.edu" e-mail regularly.

University Statement on Academic Integrity:

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](#) at:. Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of

academic integrity to your faculty, the chair of the department of your academic program or the Academic Dean of the Madrid Campus.

University Title IX Statement:

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multiplettherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Students with Special Needs:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to to <https://www.slu.edu/madrid/campus-life/student-services/disability-services>
- Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

The following sections pertain specifically to SLU-SON.

COURSE POLICIES:

1. Students are expected to attend all classes except in cases of personal illness, or accident, or death of significant person.
2. Students are expected to access and use the SLU Global System – all your lectures will be posted there in advance. It is strongly recommended that you print them out and bring them, pre-read, to class. Other important course material will be put there, including a list of the homework assignments, advice on the course papers, video clips etc.
3. This course outline is provided for use as a guideline and is not a binding contract between the student and faculty. The outline may be subject to changes which are necessitated by circumstances arising during the course, but such changes will be announced to students.
4. In addition to the syllabus packet initially distributed, handouts will be distributed at the beginning of class or on the Blackboard System throughout the semester. Students are responsible for content on the handouts, as well as content from class notes and text assignments.

5. All assignments are due and all quizzes/exams are to be taken as scheduled unless, for a valid reason, arrangements are made with the course faculty. In this instance quizzes must be taken within one week of scheduled quiz.
6. Students are expected to be present and remain in the classroom at the scheduled class time. Leaving the classroom during a quiz or examination is not acceptable. If the student leaves the classroom prior to giving the quiz or exam to the faculty member who is the monitor, the student will be given zero (0) for the quiz/exam grade.
7. Feedback on quizzes will be given as soon as possible and under most circumstances no longer than ten days from the date of test administration. Students who wish to discuss and review their tests should make an appointment with faculty. **Removal of a test from a class or review session will result in a grade of zero(0) being recorded.**
8. Course papers are to be written in the APA format described by the American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (<http://www.apa.org>). See http://www.vanguard.edu/faculty/ddegelman/detail.aspx?doc_id=796
This is a website for concise information on APA 6th edition.
9. In all instances, civility and respect for classmates and the instructor are expected.

SCHOOL OF NURSING POLICIES:

The Baccalaureate Nursing Program Student Handbook, which contains information, policies, and guidelines relevant to your education, is available on the School of Nursing web site at www.slu.edu/colleges/NR/bsn2.html It is your responsibility to become familiar with all information in the handbook as well as the University catalog.

POLICY STATEMENT ON ACADEMIC AND PROFESSIONAL INTEGRITY:

The University is a community of learning whose effectiveness requires an environment of mutual trust and integrity. As members of this community, students share with faculty and administrators the responsibility to maintain this environment of academic and professional integrity. Nursing students are expected to have high standards of integrity in academic and in clinical settings. Integrity is a reflection of the respect that one holds for oneself and others. It is manifested through a student's behavior in class and in the clinical setting.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link:
<http://www.slu.edu/Documents/Madrid/academics/AcademicIntegrity.pdf>

Saint Louis University School of Nursing has established standards for determining the professional and ethical conduct of students. All students enrolled in the School of Nursing are expected to adhere to a standard of behavior that is consistent with the high standards of their profession. Compliance with all institutional rules and regulations, city, state, and federal laws is required. For additional information on professional integrity, please refer to the American Nurses Association Code of Ethics.

Not all forms of inappropriate behavior that would raise serious questions concerning a student's status as a health professional can be listed. However, students are expected to display respect, trust, and integrity in the classroom and clinical area through the following examples:

I. Professional Demeanor. Students are expected to:

- Maintain a neat and clean appearance in attire that is acceptable as professional to the patient population and in keeping with the uniform/dress policy (see The Uniform Policy)
- Maintain equilibrium under pressure of fatigue, professional stress, or personal problems.
- Avoid the effects of alcohol, narcotics, intoxicants, hallucinogens, or illegal substances.
- Demonstrate respect for the expertise and responsibility of faculty both in the classroom and clinical areas.
- Refrain from damage to, the abuse of, or theft of any person or any property owned by the University, or any hospital/clinic or other affiliated organization.

□ No possession of a firearm, weapon, explosives, or other dangerous objects or substances on university property or at healthcare agencies (see University policy and healthcare agency policies).

II. Concerns for the welfare of patients. Students are expected to:

- Perform all aspects of nursing care with a thoughtful, and professional attitude.
- Refrain from making inappropriate remarks and remarks with sexual overtones.
- Treat patients with respect and dignity both in their presence and in discussions with peers.
- Display concern for the total patient

III. Concerns for the rights of others. Students are expected to:

- Deal with class peers, professional and staff personnel, faculty, and all other members of the health care team in a considerate, respectful manner and with a spirit of cooperation.
- Avoid offensive language or gestures, physical and/or verbal violence, threats, or intimidation.
- Treat all persons encountered in a classroom setting or a professional capacity with respect regardless of race, religion, gender, sexual orientation, or disability.
- Maintain confidentiality of information regarding patients, classmates, and faculty.

IV. Responsibility to duty. Students are expected to:

- Perform duties to the best of one's ability and persevering until duties are complete or notifying responsible persons of problems.
- Be punctual in attendance at class, clinical, conferences, and other clinical duties or offering appropriate explanation when unable to be present.
- Notify instructor and supervising preceptors prior to absence or inability to carry out duties
- Assume responsibility for patient care with appropriate supervision.
- Identify emergencies and respond appropriately.
- Ensure that he/she can be located by faculty or staff personnel when on duty.

V. Trustworthiness. Students are expected to:

- Maintain honesty in written and verbal documentation on health/patient records, course work and other documents.
- Complete assignments and tests without solicitation, receipt, or provision of any unauthorized assistance. (see Academic Dishonesty Statement).

Should a violation of this policy occur, sanctions may include a range of responses depending on the severity of the violation. These could include a written warning, referral to the appropriate Administrator within the School of Nursing (SON) or University to review the alleged violation, or immediate removal from the classroom or clinical site. Significant and/or continued violations may result in administrative withdrawal from the class or the school.

Fall 2017 Course Schedule:

Monday, September 4	
Tuesday, September 5	Theories of Growth and Development
Wednesday, September 6	
Thursday, September 7	Theories of Growth and Development
Friday, September 8	
Saturday, September 9	
Sunday, September 10	
Monday, September 11	
Tuesday, September 12	Theories of Growth and Development
Wednesday, September 13	
Thursday, September 14	Theories of Growth and Development
Friday, September 15	
Saturday, September 16	
Sunday, September 17	Last Day to Drop a Class Without a Grade of W and /or Add a Class, choose Audit (AU) or Satisfactory/Unsatisfactory (S/U) Options
Monday, September 18	
Tuesday, September 19	Stress and Crisis in Human Development
Wednesday, September 20	
Thursday, September 21	Principles of Growth and Development
Friday, September 22	
Saturday, September 23	
Sunday, September 24	
Monday, September 25	
Tuesday, September 26	Socio-cultural influences on the person and the family Environmental influences on the person and the family Spiritual and religious influences on the person and the family
Wednesday, September 27	
Thursday, September 28	The family: basic unit for the developing person <u>QUIZ 1</u>
Friday, September 29	
Saturday, September 30	
Sunday, October 1	
Monday, October 2	
Tuesday, October 3	The family: basic unit for the developing person Pre-natal influences on the developing person
Wednesday, October 4	
Thursday, October 5	<u>MID-TERM I</u>
Friday, October 6	
Saturday, October 7	
Sunday, October 8	
Monday, October 9	
Tuesday, October 10	Assessment and Health Promotion for the Infant
Wednesday, October 11	
Thursday, October 12	Fall Break
Friday, October 13	
Saturday, October 14	
Sunday, October 15	
Monday, October 16	
Tuesday, October 17	Assessment and Health Promotion for the Infant
Wednesday, October 18	

Thursday, October 19	Assessment and Health Promotion for the Infant
Friday, October 20	
Saturday, October 21	
Sunday, October 22	
Monday, October 23	
Tuesday, October 24	Assessment and Health Promotion for the Toddler
Wednesday, October 25	
Thursday, October 26	Assessment and Health Promotion for the Toddler
Friday, October 27	
Saturday, October 28	
Sunday, October 29	
Monday, October 30	
Tuesday, October 31	Last Day to Drop a Class and Receive the Grade of W. Assessment and Health Promotion for the Pre-schooler
Wednesday, November 1	University Closed
Thursday, November 2	Assessment and Health Promotion for the Pre-schooler <u>QUIZ II</u> Spring Registration Opens!
Friday, November 3	
Saturday, November 4	
Sunday, November 5	
Monday, November 6	
Tuesday, November 7	Assessment and Health Promotion for the Schoolchild
Wednesday, November 8	
Thursday, November 9	University Closed
Friday, November 10	
Saturday, November 11	
Sunday, November 12	
Monday, November 13	
Tuesday, November 14	Assessment and Health Promotion for the Schoolchild <u>MID-TERM II</u>
Wednesday, November 15	
Thursday, November 16	Assessment and Health Promotion for the Adolescent
Friday, November 17	
Saturday, November 18	
Sunday, November 19	
Monday, November 20	
Tuesday, November 21	Assessment and Health Promotion for the Adolescent
Wednesday, November 22	
Thursday, November 23	Assessment and Health Promotion for the Adolescent
Friday, November 24	
Saturday, November 25	
Sunday, November 26	
Monday, November 27	
Tuesday, November 28	Assessment and Health Promotion for the Young Adult
Wednesday, November 29	
Thursday, November 30	Assessment and Health Promotion for the Young Adult
Friday, December 1	
Saturday, December 2	
Sunday, December 3	
Monday, December 4	
Tuesday, December 5	Assessment and Health Promotion for the Middle-aged Person
Wednesday, December 6	University Closed

Thursday, December 7	Assessment and Health Promotion for Later Adulthood
Friday, December 8	University Closed
Saturday, December 9	
Sunday, December 10	
Monday, December 11	
Tuesday, December 12	Death, the last developmental stage
Wednesday, December 13	
Thursday, December 14	<u>FINAL EXAM HUMAN DEVELOPMENT 12.00-15.00</u>
Friday, December 15	Final Exam – Day 2
Saturday, December 16	
Sunday, December 17	
Monday, December 18	Final Exam – Day 3 Midyear Commencement!
Tuesday, December 19	Final Exam – Day 4
Wednesday, December 20	Final Exam – Day 5
Saturday, December 23	Grades Due to Registrar