



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Nursing 151
Descriptive Title: Human Development and Health

Course Disciplines: Nursing

Division: Health Sciences and Athletics

Catalog Description: This course is designed for nursing students to explore the impact of biopsychosocial growth and development principles from conception through death. The emphasis is on analyzing the impact of these principles on health. The nurse's role in applying this knowledge throughout the life span is explored through community observations and interview. Variables that influence health such as culture, family, and individual dynamics are examined and analyzed. This course sets the groundwork for initial clinical practice.

Conditions of Enrollment: Enrollment Limitation
 admission to the Nursing Program

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 2.00 hours per week TBA
Hours Laboratory: hours per week TBA
Course Units: 2.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: Effective Date: Prior to July 1992
Transfer UC: No

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. The student will be able to assess, apply, compare and contrast principles of growth and development to various age groups throughout the lifespan.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify the normal progression of growth and development from conception to death.
Other exams
2. Discuss how the nurse adapts her/his care plan to the developmental needs of a patient as it changes throughout the life span.
Essay exams
3. Compare and contrast various theories of growth and development and discuss how these theories would be considered when developing a nursing care plan for your client.
Presentation
4. Analyze the social concerns in the United States for the neonate, infant, toddler, preschooler, school age child, adolescent, and the young, middle, and older adult, then describe steps the nurse can take to advocate for their clients.
Essay exams
5. Analyze health problems associated with each of the following age groups: neonate, infant, toddler, preschooler, school age child, adolescent, and the young, middle, and older adult and describe the nurse's role in addressing these issues.
Essay exams
6. Compare and contrast developmental tasks for the neonate, infant, toddler, preschooler, school age child, adolescent, and the young, middle, and older adult.
Written homework
7. Analyze how cultural, economic, and religious differences can effect nursing care.
Written homework
8. Assess health and safety hazards encountered in the environment for each of the following age groups: neonate, infant, toddler, preschooler, school age child, adolescent, and the young, middle, and older adult.
Written homework

- 9. Formulate safety and health promotion strategies for each of the following age groups: neonate, infant, toddler, preschooler, school age child, adolescent, and the young, middle, and older adult.

Written homework

- 10. Identify the family's role in human growth and development.

Term or other papers

- 11. Examine basic biopsychosocial concepts pertinent to the following age groups: neonate, infant, toddler, preschooler, school age child, and adolescent.

Reading reports

- 12. Compare rationale for giving immunizations and any potential hazards of immunizations.

Essay exams

- 13. Compare and contrast the various health needs of the neonate, infant, toddler, preschooler, school age child, and adolescent in relation to nutrition, exercise, and sleep.

Multiple Choice

- 14. Examine measures that are utilized to diminish the traumatic effects of hospitalization on the neonate, infant, toddler, preschooler, school age child, and adolescent.

Homework Problems

- 15. Discuss common health problems found in the adolescent population.

Essay exams

- 16. Compare and contrast the biopsychosocial needs of the young, middle, and older adult.

Homework Problems

- 17. Discuss the stages of awareness and the related behaviors found as a person adapts to approaching death.

Essay exams

- 18. Identify the nurse's role during the grief and grieving process.

Multiple Choice

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	8	I	Growth and Development Cultural and societal influences Generic variations Environmental variables Use of various assessment tools Developmental Theories Family Structure and Influence Types

			Purpose Nurturing versus troubled Violence Vulnerability factors
Lecture	15	II	Biopsychosocial Development Neonate Infant Toddler Preschooler School age Adolescent Cognitive and Language Development Infant Toddler Preschooler School age Adolescent Health and Safety Issues Infant Toddler Preschooler School age Adolescent
Lecture	10	III	Adult Development Young, middle, and old Aging theories Physiologic changes Biopsychosocial problems Chronic illness Health and wellness Community and health resources
Lecture	3	IV	Issues in death and dying Stages of dying Hospice Living wills Nurse's role in palliative care
Total Lecture Hours		36	
Total Laboratory Hours		0	
Total Hours		36	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

After reading the textbook chapter focusing on toddler and preschooler development, observe children of various age groups in a preschool setting. Write a 5 - 6 page paper, comparing and contrasting your observations of 2, 3, and 4 year olds. The focus of this paper should include the following areas: health and safety precautions; nutritional preparation, intake, and eating ability levels. Additionally include toileting and hygiene skill levels; sleep/activity requirements; developmental differences; cognitive decision making skills; social interactions and play.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Utilizing the Denver Developmental Screening Tool, compare and contrast two children, the same age in the following areas of development: personal/social, fine motor; language skills; and gross motor skills. Write a 2 to 4 page paper evaluating the developmental differences.
2. Using the Elderly Interview Questionnaire, compare and contrast two individuals over 70 years of age. In a 6 -8 page paper, analyze the biological, psychological, and social changes they have experienced throughout their lives. Discuss how these changes have influenced the choices they made throughout their lives.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Objective Exams
Quizzes
Reading reports
Written homework
Field work
Class Performance
Homework Problems
Term or other papers
Multiple Choice
Completion
Matching Items
True/False
Presentation

V. INSTRUCTIONAL METHODS

- Demonstration
- Discussion
- Field trips
- Group Activities
- Guest Speakers
- Internet Presentation/Resources
- Lecture
- Multimedia presentations
- Role Play

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

- Study
- Answer questions
- Required reading
- Written work
- Observation of or participation in an activity related to course content

Estimated Independent Study Hours per Week: 6 to 8 hours

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Ruth Murray and Judith Zentner. NURSING ASSESSMENT AND HEALTH PROMOTION: STRATEGIES THROUGH THE LIFE SPAN. 8th ed. Appleton and Lange, 2009.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

Human Development and Health Syllabus.

Peggy Kidwell-Udin, MSN, CNS, MEd

VIII. CONDITIONS OF ENROLLMENT**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification
------------	----------------------------

B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
-------------------------	----------------------------

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
admission to the Nursing Program	A.S. Degree in Nursing

Course created by M. A. Preach, K. Townsend, S. Beamon on 04/01/1988.

BOARD APPROVAL DATE: 01/23/1989

Last Reviewed and/or Revised by Monica Gross on 04/23/2011

17149

