**Title:** Nursing Across the Lifespan I

**Credits:** 2

**Contacts:** CLASS - LAB - TOTAL

<table>
<thead>
<tr>
<th>Class</th>
<th>Lab</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>0</td>
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</tbody>
</table>

**Prerequisites:** None

**Corequisites:** NUR 220

**Description:** This course is an overview of concepts related to nursing care of clients across the lifespan. Communication, basic mental health, growth and development, and gerontology are included in the course.


All textbooks from NUR 101 and NUR 120

**Materials (specifying those to be purchased by student):** Basic calculator for drug calculation problems

**Collateral Reading:** To be announced

**Class Management Activities (Attendance, tardies, testing, etc.):**

**Academic Dishonesty:** NETC honors the state SCTCS Student Code with regard to Academic Dishonesty. Students should read the NETC College Catalog and Associate Degree Nursing Program Handbook. A copy of the Student Code is available at [www.netc.edu](http://www.netc.edu).

**Statement on Written Assignments:** The instructor reserves the right to refuse any paper, which is messy or unreadable, or appears to be copied. Incorrect grammar and spelling errors will be noted. Papers will be graded on the basis of content, organization, grammar, and neatness.

**Attendance and Tardy Policy:** Classroom: Students are expected to attend all class meetings. If a student must be absent, it is the student’s responsibility to notify the instructor, no later than one hour prior to the class scheduled meeting. There are no excused absences. No more absences are allowed than the number of hours the course meets per week; however, extenuating circumstances may be considered. It is the student’s responsibility to obtain any information missed. For example, if a class meets 1 day per week, the student may miss 1 day of class. If you must be absent you need to call yourself if possible or have a family member call. Do not send messages by classmates.

Classroom Tardy: Tardy is defined as arriving to the classroom after the assigned start time. More than ten (10) minutes tardy will be considered an absence. Leaving more than ten (10) minutes prior to
class dismissal will be considered tardy. Three tardies are
equivalent to one absence. If you are absent one day and tardy one
day, you may be dismissed from class for exceeding the amount of time
allowed to be absent from class.

**Classroom Etiquette:** An integral part of an education is developing a
sense of integrity, responsibility, and professionalism, not only
toward instructors, but also toward other students. In the classroom,
as on the job or in your home, exhibiting appropriate behavior
reflects on your maturity. Arriving late to class, being unprepared,
inappropriate talking while class is in session, etc. negatively
reflects on you and your fellow students. Please be considerate.

**Electronic Devices:** All electronic devices (cell phones, pagers,
etc.) must be turned off during class/clinical time. These devices are
not part of the instructional environment and may be confiscated by
the instructor if utilized during these times. If a student is a
member of emergency preparedness, there must be authorization from the
Dean of Student Services to keep the device on during these times.

**Identification Badges:** The College requires that students wear their
Northeastern Technical College Identification Badge at all times while
on campus and within the clinical setting areas. Failure to wear ID
badge may result in the student not being allowed to enter into the
classroom setting.

**Disabilities Statement:** Students with disabilities are encouraged to
contact the Dean of Student Services to discuss needs or concerns as
they pursue an academic program and participate in campus life. The
Dean of Student Services will provide guidance regarding official
documentation of disabilities and/or accommodation of needs. (See
College Catalog)

**Testing/Final Exams:** There will be no retests. Makeup tests will be
allowed only for valid excuses for missing the examination and prior
contact is made. A grade of “F” may be recorded for any test missed.
If a problem should arise, a test may be taken early at a time
established by the instructor. To be eligible to make up a test, the
student must contact the instructor one hour prior to the class time
of the day of the test is issued. The student may leave a phone
message or e-mail explaining their situation and the timestamp on
message must meet the deadline stated in the previous sentence. The
instructor will return the call or respond to the e-mail indicating if
the excuse is acceptable and the day and time the test can be taken.
If the student is allowed to make up the test, they are expected to
make up the missed test on your first day back to school (lecture
day), unless prior arrangements have been made by the instructor. NO
EXCEPTIONS. Failure to do so will result in a grade of zero (0) for
that test. The test will be left in the Success Center or designated
area by the instructor. The student will need to present their student
ID badge in order to take the test. The instructor reserves the right
to administer a full discussion test or a test other than the original
test.
RESOURCES (A-V, persons, tools/equipment):
1. Lecture/Discussion
2. Demonstrations and return demonstrations
3. Audiovisuals and computer simulations
4. Handouts
5. Written assignments
6. Tests
7. Role playing
8. Assigned reading
9. Independent study
10. Library research activities

Educational resource testing and remediation as assigned

COURSE TOPICAL OUTLINE (List topics and sub-topics of course) and Calendar or approximate length of time devoted to topic.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>CHAPTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Concepts and Theories Basic to Human Development</td>
<td>Biological, ecological-social, psychological, and moral dimensions of the person: Overview of theories</td>
</tr>
<tr>
<td>2</td>
<td>Concepts and Theories Basic to Human Development</td>
<td>Health promotion: Concepts and Theories</td>
</tr>
<tr>
<td></td>
<td>Influences on the Developing Person and Family Unit</td>
<td>Growth and Development: Concepts and principles</td>
</tr>
<tr>
<td>3</td>
<td>Influences on the Developing Person and Family Unit</td>
<td>Sociocultural influences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Family: Basic influences</td>
</tr>
<tr>
<td>4</td>
<td>Influences on the Developing Person and Family Unit</td>
<td>Spiritual and religious influences</td>
</tr>
<tr>
<td></td>
<td>Test #1 (Ch. 1-6)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The Developing Person and Family Unit: Infancy Through Adolescence</td>
<td>The infant: Basic assessment and health promotion</td>
</tr>
<tr>
<td>6</td>
<td>The Developing Person and Family Unit: Infancy Through Adolescence</td>
<td>The toddler: Basic assessment and health promotion</td>
</tr>
<tr>
<td>WEEK</td>
<td>TOPICS</td>
<td>CHAPTERS</td>
</tr>
<tr>
<td>------</td>
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</tbody>
</table>
| 7    | The Developing Person and Family Unit: Infancy Through Adolescence | 12 The schoolchild: Basic assessment and health promotion  
13 The adolescent: Basic assessment and health promotion |
| 8    | The Developing Person and Family Unit: Young Adult Through Death  
Test #2 (Ch. 7-13) | 14 The young adult: Basic assessment and health promotion  
15 The middle-aged person: Basic assessment and health promotion |
| 9    | The Developing Person and Family Unit: Young Adult Through Death | 16 Later maturity: Basic assessment and health promotion  
17 Dying and death: The last developmental stage |
| 10   | Test #3 (Ch. 14-17) | |
| 11   | Exam Week | This will not be an ATI test. This test will be developed by the instructor. |

The above outline is a planned tentative outline; the instructor reserves the right to add to or delete as needed and in the best interest of the student learner.

**LEARNING OUTCOMES:** Student will be able to:

**Caring**

1. Plan effective decision making strategies to organize, prioritize, manage, and evaluate nursing care of patients with health problems across the life span.
2. Discuss the concepts of growth and development, gerontology/life span approaches, and basic mental health factors and in providing safe and effective therapeutic nursing interventions.
3. Describe nursing care for health promotion and maintenance, illness care, and of adults experiencing alterations in health.
4. Explain how the nurse can use the concept of value and value clarification to facilitate health across the life span.
5. Proposes how to use the nursing process as a framework for providing care for older adults in acute/chronic settings.

**Communication**

1. Based on Erickson, Piaget and Kohlberg’s Theory devise therapeutic communication skills when interacting with patients
across the lifespan, significant support persons, and members of the health care team.

**Critical Thinking**
1. Based on Erickson, Piaget and Kohlberg’s Theory: propose how to integrate care based on the patient’s philosophy, lifestyle, culture, and spiritual beliefs across the life span.
2. Describe normal age-related changes and health promotional activities.
3. Identify common physical and emotional health problems in across the life span.

**Teaching and Learning**
1. Based on Erickson, Piaget and Kohlberg’s Theory: propose how to integrate teaching safety needs to patients and support persons that may impact the patient’s health, maintenance and wellness at various levels of growth and development across the life span.

**Professionalism**
1. Participate in discussion on health promotion for the 21st century.
2. Display self reliance in working through course assignments and with other students.
3. Discuss the criteria of a profession.

**COLLEGE WIDE COMPETENCIES:**
1. Identify and use sources of information by utilizing information processing skills compatible with job demands in a computer-literate society.
2. Solve problems incorporating effective decision-making, reasoning and creativity.
3. Apply mathematical/computational skills to solve problems.
4. Practice interpersonal skills and teamwork in their lives and chosen careers.
5. Perform professional/technical skills which are appropriate and ethical for their chosen disciplines.

**INSTRUCTIONAL METHODS:**
1. Lecture
2. Case studies
3. Audio-visual aids
4. Class discussion
5. Group and/or individual project(s)
6. Tests
7. Written assignments
8. Role-play
9. Reference readings
10. Moodle or other computer-assisted instructions.

**ASSESSMENT TOOLS:**
1. Objective tests 80%
2. Final Exam 20%
**Course Outline**

**NUR 163**

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**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Quality Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>86-92</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>78-85</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>71-77</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>70 &amp; Below</td>
<td>0</td>
</tr>
</tbody>
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**GUIDELINES FOR NUR 163 STUDENTS**

1. All written work must have your name on it if you want to get credit for your work.
2. One half (1/2) point will be taken off for each misspelled word. This applies if the same word is misspelled more than once.
3. Assignments are to be turned in at the assigned time. If you are unable to turn in the assignment, make arrangements to have the assignment turned in for you. Each day your assignment is late, 5 points will be deducted from the assignment grade.
4. There is to be no drinking or eating in the classroom, simulated lab or computer area. Bottled water will be allowed in the classroom setting.
5. **Test Review:** All tests will be graded and returned for in-class review no later than two (2) weeks after the date of administration. If the student wishes to review a test in greater detail, the student should make an appointment with the instructor to do so. Students will have one (1) week to review test, contest an item on the test, or contest the test grade. After the week has passed, the grade is considered final. The student must see the instructor within 24 hours after the final exam is graded to discuss the test or contest test grade. After 24 hours the exam is considered final. Grades on tests will not be changed after the grade is considered final.
6. You will need to monitor your Email account frequently for information regarding your classes, assignments, and messages.
7. This class requires no clinical rotation.
8. To be able to progress into the Fall Semester of the ADN program you will have to successfully complete this course and NUR 220 with a score of 78 or better.