UNIVERSITY of ROCHESTER

NSG 305 section 1 Syllabus

Growth & Development Through the Life Span

Course Information

Course Information:

NSG 305 1 : Growth & Development Through the Life Span

(3.0 Credits)

📅 Summer Semester 2023   🏛 Center for Lifelong Learning   🏛 School of Nursing

This online course focuses on the fundamentals of human development from birth to death. The course explores the variety of individual and developmental contexts that influence development, such as socioeconomic status, culture, genetics, family, school, and society. This course examines biosocial, cognitive, and psychosocial development across the life span. Open to nonmatriculated students. Permission required for RN to BS students. (Most have already had this course previously)

Pre-Requisite(s):

None

Instructors:

Faculty Name:	Victor Hernandez, DNP, RN, CPNP-PC, NNP-BC
Title:	Assistant Professor of Clinical Nursing
Office Location:	HWH 4W142
Office Hours:	By appointment
Email:	victor_hernandez@urmc.rochester.edu

Delivery Mode:

◯ Online

⦿ Fast Track/Self Paced (Correspondence)

◯ Hybrid

◯ In-Person

Meeting Days, Times and Locations,:

Fully online. No required in-class sessions. This is a self-paced course.

This course runs from **May 15, 2023 - August 20, 2023.**

Course Learning Outcomes (CLO):

1. Examine selected psychological, biological, and sociological bases of human development.

2. Analyze research and theory that pertain to understanding human development.

3. Interpret human development as a dynamic process that involves the interaction between the individual and the social environment across the life span.

4. Apply selected principles of human development to assessing the developmental needs of individuals at various stages of the life cycle.

Assignments & Assessments

Teaching Methods/Activities:

This is an online class that uses multiple learning methods to meet diverse student learning needs. These methods include:

- Visual learning strategies using required textbook readings and lecture presentations in PowerPoint Format.
- Auditory learning strategies that use video clips to emphasize important concepts and extend learning.
- Experiential learning strategies using critical thinking exercises and flash cards.

Online learning works best with independent, self-motivated learners who can organize and structure his or her time to meet course learning needs and expectations.

Online Activities and Expectations

1. 1.**Budget your time wisely!** Typically you will spend 9-12 hours per session on class activities for this online class. For a 3 credit class you are expected to:

- review the online lecture notes
- complete all assigned readings in the required text
- access and review online web resources
- submit the online test for each session

2. Online sessions will include lecture notes (supplemented with your readings in the required text), web resources, activities, and a test to be completed for each session.

3. Online quizzes, although taken at your geographical and time convenience, should be treated as **open book** examination experience. This means you should study prior to taking the examination and may use study and lecture material during the test. To prepare for the quiz you are encouraged to use the study outline found at the end of each chapter, review lecture and reading material, and complete all activities.

4. All online quizzes must be submitted prior to the end of the course. Please note: **The online quizzes are timed! The time limit will be 30 minutes for 10 questions in each quiz (some quizzes might have less/more questions). You can access the quiz only once. Therefore, once you start the quiz you must finish it!** Academic honesty requires you not share test information with others.

5. Questions about the course or content should be emailed to the course facilitator, Victor Hernandez at **SON-NSG305@URMC.Rochester.edu**. Please allow at least 24-48 hours during business days for a response.

Evaluation Measures/Learning Outcomes:

The Center for Lifelong Learning wants to make sure you have the time you need to do your best work in this course. It is your responsibility to reach out to course faculty to ask for more time if you need it, and to sign the contract that is sent to you and return it before the end of the semester. Failure to do so will result in zero points posted for any outstanding work and a final grade being calculated and posted.

Course Requirement	Percent of Total Grade	Alignment with Student Learning Outcome(s)
1. Online multiple-choice quizzes	100%	SLO 1, 2, 3, 4

The final grade entered is based on School of Nursing grading system. See *Student Handbook* page 22 (https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf)

There are 26 **online multiple-choice quizzes** following each chapter which together constitutes 100% of final grade. (All quizzes are worth approximately 3.8% each to equal 100%.) Quiz questions correlate with the 11th edition textbook and course content.

Extra Credit: You have the opportunity to access the Discussion Board and introduce yourself to the class. You will receive *5 extra credit points* towards your lowest quiz grade. In order to receive credit, you *must* complete this task *before* attempting the first quiz.

This course is entirely online, so the only way course faculty have to contact you is through the email you used to sign up for this course. You should be checking your email at least 3-4 times per week in case course faculty are trying to contact you. This is extremely important. Please feel free to contact course faculty with any questions.

Grading System:

A	93-100	C	73-76	
A-	90-92	C-	70-72	"C-" is considered unsatisfactory work for undergraduate students; see *Student Handbook* for implications.
B+	87-89	D+	67-69	
B	83-86	D	63-66	

B-	80-82	D-	60-62	
C+	77-79	E	<60	Failing grade; see *Student Handbook* for implications.

Final course grades will be converted to a letter grade. Final grades will not be rounded up; a minimum of 73.0% would be required to satisfactorily complete a course.

Required Textbook(s):

Berger, K.S. (2023). The developing person through the life span (12th ed.). New York, NY: Worth Publishers

Course Outline:

Session	Topic
1	Introduction to Human Development Theories of Human Development
2	Genetics and Human Development Prenatal Development and Birth
3	Infancy and Toddlerhood: Biosocial and Cognitive Development
4	Infancy and Toddlerhood: Psychosocial Development
5	Pre-school Childhood: Biosocial and Cognitive Development
6	Pre-school Childhood: Psychosocial Development
7	School-age Childhood: Biosocial and Cognitive Development

8	School-age Childhood: Psychosocial Development
9	Adolescence: Biosocial and Cognitive Development
10	Adolescence: Psychosocial Development
11	Early Adulthood: Biosocial, Cognitive, & Psychosocial Development
12	Middle Adulthood: Biosocial and Cognitive Development
13	Middle Adulthood: Psychosocial Development
14	Late Adulthood: Biosocial, Cognitive, & Psychosocial Development
15	Death and Dying

Academic Policies

Academic Policies:

🏛 Disability Statement

If you have a disability for which you may be requesting an academic accommodation, you are encouraged to contact both your instructor and the access coordinator for your school to establish eligibility for academic accommodations.

🏛 Academic Honesty Statement

Students are responsible for their own work. Students are expected to have read and to practice principles of academic honesty. See Student Handbook.

Student attestation is completed on Blackboard for each course.

Professional Behavior / Civility Statement

The University of Rochester, School of Nursing (SON) seeks to provide an environment for learning and teaching that is respectful of diverse persons and points of view in all classroom, electronic, and clinical settings. Consistent with this goal, it is expected that diverse perspectives and opinions will be expressed and received in a respectful and professional manner. Incivility, intolerance, hate speech, and abusive behaviors are considered professional misconduct and will be acted upon in accordance with the statement in the Student Handbook. (https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf)

Title IX/Sexual Harassment Policy

All members of the University community have the right to learn and work in a safe environment free from all forms of harassment, including harassment on the basis of sex or gender. Students who have been subjected to sexual harassment, including sexual assault, dating/domestic violence or stalking, have the right to receive academic, housing, transportation or other accommodations, to receive counseling and health services and to make a report about such behavior to the University and to law enforcement. For more information please visit www.rochester.edu/sexualmisconduct.

HIPAA Compliance

Students are to abide by the University of Rochester HIPAA Compliance Guidelines which can be found on the SON website (http://son.rochester.edu/r/HIPAA-Video).

ADA Statement

The University of Rochester welcomes students, faculty, staff and visitors with disabilities to our campus. We strive to meet the needs of all qualified participants in our programs and services by providing reasonable accommodations for individuals with disabilities and connection to resources within the University. Students seeking accommodations on the basis of a disability should follow the steps outlined on the University's Disability Services website. The School of Nursing has designated an access coordinator to assist with implementing approved academic accommodations through an interactive process. Contact information for access coordinators can be found on the Disability Services website.

See Student Handbook (https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf)

Holidays

See page 51 in the University of Rochester School of Nursing Handbook.