

**NSG 305: Growth and Development Through the Life Span**

**Pre-Requisite(s)**

None.

**Co-Requisite(s)**

None.

**Credit Hours**

3 Credits

**Instructors**

**Faculty Name:** Erin Baylor DNP, RN, PNP-BC, ONP  
**Title:** Assistant Professor of Clinical Nursing  
**Office Location:** HWH 4W318  
**Office Hours:** By appointment  
**Email:** Erin\_Baylor@urmc.rochester.edu

**Course Format**

Complete Online Course

**Meeting Days, Times, and Locations**

Fully online. No required in-class sessions.

**Course Description**

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.

**Student Learning Outcomes**

At the conclusion of this course, the student will achieve the following identified outcomes.

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.

**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. **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. 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, Erin Baylor at [Erin\\_Baylor@urmc.rochester.edu](mailto:Erin_Baylor@urmc.rochester.edu). Please allow at least 24-48 hours during business days for a response.

## Evaluation Methods/Learning Outcomes

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* (<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 4% of the final grade, except for the first and last quiz, which are 2% each to equal 100%.) Quiz questions correlate with the 9th edition textbook.

## Required Textbook

Berger, K.S. (2014). *The developing person through the life span* (9<sup>th</sup> ed.). New York, NY: Worth Publishers.

(Permission has been granted from Worth Publishers to use instructor available materials and media tools in this online course that uses Berger, *The developing person through the life span*, 9<sup>th</sup> edition, as a required textbook).

**PLEASE NOTE: The Berger textbook is required for class activities, readings and to supplement the online lectures!** The book can be purchased through the bookstore.

## Recommended Textbook

There is an optional study guide also available that accompanies the text that you may purchase: Berger, K.S. (2014). *Study guide to accompany the developing person through the life span* (9<sup>th</sup> 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

### ADA Statement and Holidays

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

### 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* (<https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf>)

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>)

**Sexual Harassment Policy**

Students are to abide by the University of Rochester Student Sexual Misconduct Policy which can be found in the *Student Handbook* (<https://www.son.rochester.edu/assets/pdf/studenthandbook.pdf>). Faculty review policy in all face-to-face classes.

**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>).