

NSG 305 section 1 Syllabus

Growth & Development Through the Life Span

Course Information

Course Information:

Growth & Development Through the Life Span

NSG 305 1 (3.0 Credits)

Summer Semester 2024 [SUMMER2024SON]

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. Open to nonmatriculated students. Permission required for RN to BS students. (Most have already had this course previously)

Prerequisite(s): None

Delivery Mode

Correspondence

Department: SON Center for Lifelong Learning

College: School of Nursing

Instructors:





Faculty Name: Susan M. Ciurzynski, PhD RN NPD-BC MS VCE FNAP

Title: Professor of Clinical Nursing, Director of Clinical Scholarship, and Assistant Director of the Doctor of Nursing Practice (DNP) Program

Meeting Days, Times and Locations,:

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

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 e-textbook readings
- Auditory learning strategies that use video clips to emphasize important concepts and extend learning
- Experiential learning strategies that use interactive gaming activities and penalty-free practice quizzes to reinforce important concepts and master course content

Online Activities and Expectations

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

1. **Budget your time wisely!** This is a 3 credit college course, typically completed over a 15 week semester. **IMPORTANT:** If you invest 4 hours per chapter (or 12-16 hours per week), you could complete the course over 8 weeks. If your goal is to move faster than 8 weeks, then you should budget more than 12-16 hours weekly to get through the required activities!

2. **Please Note: Class Participation (i.e., completing Assigned Readings/Activities) counts as 20% of your overall course grade!** These activities will be completed and tracked in Achieve. **Students are expected to:**

- A. Access course content in Achieve
- B. Complete all assigned readings from the e-Book
- C. View all assigned videos linked in Achieve
- D. Complete all assigned activities linked in Achieve (e.g., Learning Curve, Concept Practice)
- E. Complete penalty-free practice quizzes in Achieve
- F. Submit the 20-item, timed (60-minute), online Post-Test for each chapter (**Post-Test scores account for 80% of overall course grade**)

3. Online Chapter Post-Tests, although taken at your geographical and time convenience, can be treated as **open book** examination experience. This means that although you should be well-prepared to complete the Chapter Post-Test within the allotted 60 minutes—after having just completed all of the assigned readings and activities; however, if you are stuck on a particular question, you are allowed to utilize your notes, the e-Textbook, or other course materials to answer the question. Obviously, using resources outside of the Achieve platform (i.e., the internet or a friend) during the completion of the Post-Test is strictly prohibited; such action will result in an Academic Integrity investigation.

4. All assigned readings/activities and Chapter Post-Tests must be submitted prior to the end of the course. Zeros will be entered for any activity or Chapter Post-Test not submitted by 11:59 pm (EST) on the last day of the course. It is the student's responsibility to reach out to course faculty prior to the end of the course to request a course extension (additional days/weeks beyond the due date).

5. Questions about the course or content should be posted in Bb's MESSAGES center for "All Instructors." Please indicate if the question is about **content/grades (typically answered by Dr. Czurzynski)** or about registration, access to materials, **non-content related issues (typically answered by CLL staff)**. Please allow at least 24-48 hours during business days for a response. Technical questions within Achieve should be directed to Achieve Support (see *Orientation to Achieve* content). Please let "All Instructors" know about any unresolved technical issues sooner rather than later!

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. Course Participation (see Assigned Activities)	20%	SLO 1, 2, 3, 4
2. Chapter Post-Tests (26 multiple-choice, lowest 1 dropped)	80%	SLO 1, 2, 3, 4

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

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:

The student's final numerical grade will be converted to a letter grade based on the following University of Rochester undergraduate student grading criteria:

Letter Grade	Numerical Grade	Implications
A	93-100	
A-	90-92	
B+	87-89	
B	83-86	
B-	80-82	

C+	77-79	
C	73-76	
C-	70-72	"C-" is considered unsatisfactory work for undergraduate students; see <i>Student Handbook</i> for implications.
D+	67-69	
D	63-66	
D-	60-62	
E	<60	Failing grade; see <i>Student Handbook</i> for implications.

APNN Grading: A student must earn at least an overall course and exam average of 73.00% to pass a course. Grades will not be rounded. (Effective Spring 2023). For APNN courses, all assignments must be submitted to receive a passing grade

Other Undergraduate Programs: 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):

Students will need **Achieve access** from Macmillan to complete this course --> visit the course's Bb homepage to locate the course information needed for Achieve.

When students purchase **Achieve**, it includes access to the **required e-Book** --> Berger, K.S. (2023). *The developing person through the life span* (12th ed.). New York, NY: Macmillan – plus all course materials and exams.

Students who prefer a paper textbook have the option to purchase an **Access Code plus** a paper **textbook** or e-Book.

Course Outline:

Module	Topic	Readings	Learning Activities	Timed Tests (60 minutes)
	Prenatal life through death, bereavement, and affirmation of life	Achieve: includes e-Book: Berger, K. S. (2023). <i>The Developing Person Through the Life Span</i> (12th ed.), learning activities, and post-tests)	Complete these activities before attempting the Chapter Post-Test. Worth 20% of overall grade	20-Question Chapter Post-Tests are worth 80% of overall grade (lowest test score is dropped)
	Course Overview in Blackboard Ultra	Course Overview Content (required) *Course requirement; does not contribute to the overall course grade	Course Overview Activities Introduce Yourself in Harmonize	Course Information Quiz*
	Orientation to Achieve	About This Book: Preface (suggested)	Access the course in Achieve	Orientation to Achieve Quiz*
1	PART 1 The Beginnings	Chapter 1 The Science of Human Development	Chapter 1 Activities in Achieve	Chapter 1 Post-Test
		Chapter 2 Theories of Development	Chapter 2 Activities in Achieve	Chapter 2 Post-Test
		Chapter 3 The New Genetics	Chapter 3 Activities in Achieve	Chapter 3 Post-Test
		Chapter 4 Prenatal Development and Birth	Chapter 4 Activities in Achieve	Chapter 4 Post-Test
2	PART 2 The First Two Years	Chapter 5 The First Two Years: Biosocial Development	Chapter 5 Activities in Achieve	Chapter 5 Post-Test
		Chapter 6: The First Two Years: Cognitive Development	Chapter 6 Activities in Achieve	Chapter 6 Post-Test
		Chapter 7: The First Two Years: Psychosocial Development	Chapter 7 Activities in Achieve	Chapter 7 Post-Test
3	PART 3 Early Childhood	Chapter 8: Early Childhood: Biosocial Development	Chapter 8 Activities in Achieve	Chapter 8 Post-Test
		Chapter 9: Early Childhood: Cognitive Development	Chapter 9 Activities in Achieve	Chapter 9 Post-Test
		Chapter 10: Early Childhood: Psychosocial Development	Chapter 10 Activities in Achieve	Chapter 10 Post-Test

Module	Topic	Readings	Learning Activities	Timed Tests (60 minutes)
4	PART 4 Middle Childhood	Chapter 11: Middle Childhood: Biosocial Development	Chapter 11 Activities in Achieve	Chapter 11 Post-Test
		Chapter 12: Middle Childhood: Cognitive Development	Chapter 12 Activities in Achieve	Chapter 12 Post-Test
		Chapter 13: Middle Childhood: Psychosocial Development	Chapter 13 Activities in Achieve	Chapter 13 Post-Test
5	PART 5 Adolescence	Chapter 14: Adolescence: Biosocial Development	Chapter 14 Activities in Achieve	Chapter 14 Post-Test
		Chapter 15: Adolescence: Cognitive Development	Chapter 15 Activities in Achieve	Chapter 15 Post-Test
		Chapter 16: Adolescence: Psychosocial Development	Chapter 16 Activities in Achieve	Chapter 16 Post-Test
6	PART 6 Emerging Adulthood	Chapter 17: Emerging Adulthood: Biosocial Development	Chapter 17 Activities in Achieve	Chapter 17 Post-Test
		Chapter 18: Emerging Adulthood: Cognitive Development	Chapter 18 Activities in Achieve	Chapter 18 Post-Test
		Chapter 19: Emerging Adulthood: Psychosocial Development	Chapter 19 Activities in Achieve	Chapter 19 Post-Test
7	PART 7 Adulthood	Chapter 20: Adulthood: Biosocial Development	Chapter 20 Activities in Achieve	Chapter 20 Post-Test
		Chapter 21: Adulthood: Cognitive Development	Chapter 21 Activities in Achieve	Chapter 21 Post-Test
		Chapter 22: Adulthood: Psychosocial Development	Chapter 22 Activities in Achieve	Chapter 22 Post-Test
8	PART 8 Late Adulthood	Chapter 23: Late Adulthood: Biosocial Development	Chapter 23 Activities in Achieve	Chapter 23 Post-Test
		Chapter 24: Late Adulthood: Cognitive Development	Chapter 24 Activities in Achieve	Chapter 24 Post-Test
		Chapter 25: Late Adulthood: Psychosocial Development	Chapter 25 Activities in Achieve	Chapter 25 Post-Test
		Chapter 26: Death, Bereavement, and Affirmation of Life	Chapter 26 Activities in Achieve	Chapter 26 Post-Test
	Course Completion		Course & Teaching Evaluations	

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 the [University of Rochester School of Nursing Handbook](#).



Refund Policy for Dropping a Course

All full-semester courses start the first day of the semester, regardless of when the first actual class session/meeting/zoom is held. After **7 calendar days** from the semester start date, the refund schedule takes effect and students will owe money if they are dropping the course. This policy pertains to all students, regardless of any tuition benefit or scholarship. For additional details about dropping or withdrawing from courses, please see the [UR SON Student Handbook](#)



Guidelines for the Use of Artificial Intelligence (AI)

Students at the School of Nursing must comply with faculty directions about using artificial intelligence (AI) and AI-generated text (such as ChatGPT, Duolingo, etc.) in student assessments, which may include encouragement to use AI, a prohibition from using AI, and various considerations between these two ends. If AI is allowed, students must cite its use (see <https://apastyle.apa.org/blog/how-to-cite-chatgpt>). In addition, students are responsible for verifying any citations provided by AI due to the known possibility of AI generating fictitious references. In all cases, students are encouraged to speak with course faculty about their intended use of AI. The risk of not adhering to these guidelines raises the risk of breaching academic and professional integrity guidelines as described in the [SON Student Handbook](#).