



## **COURSE NUMBER AND TITLE**

NR.110.201 Human Growth and Development through the Lifespan

## **CREDITS**

3 Credits

## **PRE- AND COREQUISITES**

None

## **COURSE DESCRIPTION**

This course provides an overview of major concepts, theories, and research related to human development through the lifespan from the prenatal period to the end of life. Significant factors that influence individual functioning are explored

## **OBJECTIVES**

The course objectives are organized in line with the program outcomes. At the end of the course, the student will be able to:

1. Analyze theoretical and conceptual frameworks and research findings related to human development through the lifespan.
2. Apply theoretical models and research findings of human development and functioning to health and illness behaviors through the lifespan and within a variety of biological, environmental, social and cultural contexts.

## **REQUIRED TEXTBOOKS AND OTHER COURSE MATERIALS**

Martorell, G. (2019). *Life: The Essentials of Human Development*. New York, NY. McGraw-Hill Education.

## SUMMARY OF LEARNING ASSESSMENTS/ASSIGNMENTS

LEARNING ASSESSMENT/ ASSIGNMENT	COURSE OBJECTIVES ADDRESSED	WEIGHT TOWARD FINAL COURSE GRADE
Module Quizzes, 10 quizzes total (10 points each)	1,2	20%
Weekly discussion board, 10 total (10 points each)	1,2	20%
Midterm exam	1,2	20%
Advanced Directives Interview	1,2	20%
Final exam	1,2	20%

## LEARNING ASSESSMENTS/ASSIGNMENTS

### Lectures and Readings

Most modules will include recommended reading from the required text and associated lectures. It is expected that students will read the material and listen to the lectures as to best facilitate their successful completion of course assignments.

### Blackboard Posts

Students are required to contribute to weekly discussion board topics. Post a thoughtful and complete response and reply to at least two classmates' posts by the assigned deadline to receive full credit. All initial posts are due by 11:59pm Thursday unless otherwise noted. Responses to classmates are due by 11:59pm the following Monday. Suggested length is 1-2 paragraphs. High quality posts will contribute substantive content, illustrate a strong understanding of course material, reflect professionalism, and be free of grammatical errors. Please cite sources using APA guidelines and include links as appropriate.

### Quizzes

Weekly quizzes will test student understanding of course content. Quizzes can be attempted one time and students are encouraged to consult course materials as needed to complete the quiz. These quizzes are not timed tests, but please understand that if you walk away from your quiz while taking it, depending on your computer and the length of time, you may be automatically logged out of Blackboard.

### Exams

Comprehensive exams consisting of multiple-choice questions will be given to assess

student understanding of course content. They are open book, open notes and timed. Only one attempt is allowed for each exam. There are no makeup exams.

### Written Assignments

Written assignments should be composed in complete sentences and include proper grammar, spelling, and punctuation. Files can be submitted in .doc and .pdf formats. All work submitted should include references for any resources consulted. Please cite work in formats consistent with the American Psychological Association. Guidelines for work can be found at: [www.apastyle.org](http://www.apastyle.org).

## **GRADING SCALE**

<b>RANGE</b>	<b>LETTER GRADE</b>	<b>GRADE POINT</b>
97 – 100	A+	4.0
93 – 96	A	4.0
90 – 92	A-	3.7
87 – 89	B+	3.3
83 – 86	B	3.0
80 – 82	B-	2.7
77 – 79	C+	2.3
73 – 76	C	2.0
70 – 72	C-	1.7
67 – 69	D+	1.3
63 – 66	D	1.0
60 – 62	D-	0.7
<60	F	0

## **ACADEMIC POLICIES**

For a full list of academic policies, please see the current [academic catalog and handbook](#).

## **COURSE POLICIES**

All course assignments must be turned in by the specified due date and time. Once the due date and time have passed, 10% of the total points you have earned on the assignment will be deducted per day (per 24 hour period). There are no makeup or extra credit assignments allowed, and assignments submitted more than 10 days late will not receive credit. Please contact the course instructor prior to the due date in the case of extenuating circumstances.

## **COMMUNICATION POLICY**

Students may communicate with the instructor by email, which is provided in the Contact Information area. The instructor will respond to students within 48 hours. Assignment feedback will be provided to students within two weeks of submission.

All official communication, notices, & announcements will be distributed through student JHU-SON e-mail accounts via blackboard. The student is accountable for checking this account regularly and for all course communication sent to it.

Students are responsible for reading “Netiquette” which is located under Syllabus & Course Info on the Blackboard site. Netiquette provides simple guidelines for civil online discourse & behavior, that participants are to follow and expect of one another.

## **HONOR CODE**

Students enrolled in the Johns Hopkins University School of Nursing are expected to conduct themselves in a manner that upholds the values of this institution of higher education. Each student is obligated to refrain from violating academic ethics and maintaining high standards of conduct. In addition, the School of Nursing upholds the professional code of ethics established in the Code of Ethics for Nurses (ANA, 2015). Each student is held accountable for adhering to the American Nurses Association Code of Ethics. For the full Johns Hopkins School of Nursing Honor code, please see the current [academic catalog and handbook](#).

## **EXAM INTEGRITY & STUDENT IDENTITY VERIFICATION**

This course may require the use of technology and/or software to ensure exam integrity and verify the identity of the student taking the exam. Additional information and directions will be provided in the course website.

## **DISABILITY SERVICES**

If you have a disability and may require accommodation in this course, please contact the *Office of Student Affairs* at (410) 955-7545 or [SON-DSS@jhu.edu](mailto:SON-DSS@jhu.edu) to discuss your specific needs.

**COURSE SCHEDULE**

Module	Module Subtopics	Learning Activities & Resources	Learning Assignments/ Assessments
<b>Welcome – Start Here</b>	<ul style="list-style-type: none"> <li>Getting started</li> </ul>	Familiarize yourself with Blackboard	Discussion Board: Introduce yourself Avoiding Plagiarism Module
<b>Module 1: Introduction to Human Development: Theoretical Overview</b>	<ul style="list-style-type: none"> <li>History, theory and research strategies</li> <li>Genetic and environmental foundations</li> </ul>	<p>Martorell, G. (2019). <i>Life: The Essentials of Human Development</i>. New York, NY. McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>Chapter 1: The Study of Human Development</li> <li>Chapter 2: Theory and Research</li> </ul> <p>Review the lecture materials posted in the module for this week</p>	Module 1 Discussion Board Module 1 Quiz
<b>Module 2: Prenatal Development, Birth and Physical Development during the First Three Years</b>	<ul style="list-style-type: none"> <li>Prenatal development</li> <li>Birth</li> <li>Physical development during the first three years</li> </ul>	<p>Martorell, G. (2019). <i>Life: The Essentials of Human Development</i>. New York, NY. McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>Chapter 3: Forming a New Life</li> <li>Chapter 4: Birth and Physical Development during the First Three Years</li> </ul>	Module 2 Discussion Board Module 2 Quiz

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Module	Module Subtopics	Learning Activities & Resources	Learning Assignments/ Assessments
		Review the lecture materials posted in the module for this week	
<b>Module 3: Cognitive and Psychosocial Development in the First Three Years</b>	<ul style="list-style-type: none"> <li>• Cognitive development during the first three years</li> <li>• Psychosocial development during the first three years</li> </ul>	<p>Martorell, G. (2019). <i>Life: The Essentials of Human Development</i>. New York, NY. McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>• Chapter 5: Cognitive Development during the First Three Years</li> <li>• Chapter 6: Psychosocial Development during the First Three Years</li> </ul> <p>Review the lecture materials posted in the module for this week</p>	<p>Module 3 Discussion Board Module 3 Quiz</p>
<b>Module 4: Early Childhood</b>	<ul style="list-style-type: none"> <li>• Physical development</li> <li>• Cognitive development</li> <li>• Psychosocial development</li> </ul>	<p>Martorell, G. (2019). <i>Life: The Essentials of Human Development</i>. New York, NY. McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>• Chapter 7: Physical and Cognitive Development in Early Childhood</li> <li>• Chapter 8: Psychosocial Development in Early Childhood</li> </ul>	<p>Module 4 Discussion Board Module 4 Quiz</p>

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Module	Module Subtopics	Learning Activities & Resources	Learning Assignments/ Assessments
		Review the lecture materials posted in the module for this week	
<b>Module 5: Middle Childhood</b>	<ul style="list-style-type: none"> <li>• Physical development</li> <li>• Cognitive development</li> <li>• Psychosocial development</li> </ul>	<p>Martorell, G. (2019). <i>Life: The Essentials of Human Development</i>. New York, NY. McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>• Chapter 9: Physical and Cognitive Development in Middle Childhood</li> <li>• Chapter 10: Psychosocial Development in Middle Childhood</li> </ul> <p>Review the lecture materials posted in the module for this week</p>	Module 5 Discussion Board Module 5 Quiz
<b>Exam 1</b>		Review of content in Modules 1-5	
<b>Module 6: Adolescence</b>	<ul style="list-style-type: none"> <li>• Physical development</li> <li>• Cognitive development</li> <li>• Psychosocial development</li> </ul>	<p>Martorell, G. (2019). <i>Life: The Essentials of Human Development</i>. New York, NY. McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>• Chapter 11: Physical and Cognitive Development in Adolescence</li> <li>• Chapter 12: Psychosocial Development in Adolescence</li> </ul>	Module 6 Discussion Board Module 6 Quiz

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Module	Module Subtopics	Learning Activities & Resources	Learning Assignments/ Assessments
		Review the lecture materials posted in the module for this week	
<b>Module 7: Emerging and Young Adulthood</b>	<ul style="list-style-type: none"> <li>• Physical development</li> <li>• Cognitive development</li> <li>• Psychosocial development</li> </ul>	<p>Martorell, G. (2019). <i>Life: The Essentials of Human Development</i>. New York, NY. McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>• Chapter 13: Physical and Cognitive Development in Emerging and Young Adulthood</li> <li>• Chapter 14: Psychosocial Development in Emerging and Young Adulthood</li> </ul> <p>Review the lecture materials posted in the module for this week</p>	Module 7 Discussion Board Module 7 Quiz
<b>Module 8: Middle Adulthood</b>	<ul style="list-style-type: none"> <li>• Physical development</li> <li>• Cognitive development</li> <li>• Psychosocial development</li> </ul>	<p>Martorell, G. (2019). <i>Life: The Essentials of Human Development</i>. New York, NY. McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>• Chapter 15: Physical and Cognitive Development in Middle Adulthood</li> <li>• Chapter 16: Psychosocial Development in Middle Adulthood</li> </ul>	Module 8 Discussion Board Module 8 Quiz



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Module	Module Subtopics	Learning Activities & Resources	Learning Assignments/ Assessments
		Review the lecture materials posted in the module for this week	
<b>Module 9: Late Adulthood</b>	<ul style="list-style-type: none"> <li>• Physical development</li> <li>• Cognitive development</li> <li>• Psychosocial development</li> </ul>	<p>Martorell, G. (2019). <i>Life: The Essentials of Human Development</i>. New York, NY. McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>• Chapter 17: Physical and Cognitive Development in Late Adulthood</li> <li>• Chapter 18: Psychosocial Development in Late Adulthood</li> </ul> <p>Review the lecture materials posted in the module for this week</p>	Module 9 Discussion Board Module 9 Quiz
<b>Module 10: The End of Life</b>	<ul style="list-style-type: none"> <li>• Death and bereavement</li> </ul>	<p>Martorell, G. (2019). <i>Life: The Essentials of Human Development</i>. New York, NY. McGraw-Hill Education.</p> <ul style="list-style-type: none"> <li>• Chapter 19: Dealing with Death and Bereavement</li> </ul> <p>Review the lecture materials posted in the module for this week</p>	Module 10 Discussion Board Module 10 Quiz Advanced Directives Interview
<b>Exam 2</b>		Review of content in Modules 6-10	