NEW to IUSB
New-Course-Request

Check Appropriate Boxes: Undergraduate credit [X] Graduate credit [ ]

1. School/Division: Nursing And Health Professions Academic Subject Code: NURS
2. Course Number: B230 (must be cleared with University Enrollment Services) 4. Instructor:
3. Course Title: Developmental Issues and Health
4. Recommended Abbreviation (Optional) (Limited to 32 Characters including spaces)

5. First time this course is to be offered (Semester/Year): Fall 2005 - Spring 2006

6. Credit Hours: Fixed at 4 or Variable from _________ to _________

7. Is this course to be graded S/F (only)? Yes _____ No [X]

8. Is variable title approval being requested? Yes _____ No [X]

9. Course description (not to exceed 50 words) for Bulletin publication: This course focuses on the theoretical perspectives of growth and development, family theories and family adaptation at different stages, and usual patterns of aging. Students will make assessments and observations of individuals in various stages of growth and development.

10. Lecture Contact Hours: Fixed at 3 or Variable from _________ to _________

11. Non-Lecture Contact Hours: Fixed at 1 or Variable from _________ to _________

12. Estimated enrollment: 30 of which 0 percent are expected to be graduate students.

13. Frequency of scheduling: each semester

14. Is this course required for majors? Yes [ ]

15. Justification for new course: See attached

16. Are the necessary reading materials currently available in the appropriate library? Yes [ ]

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Date 1/11/05

Department Chairman/Director

Approved by: Date 7/15/05

Dean

Chancellor/Vice-President

Dean of Graduate School (when required)

Date 4/15/05

University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UP 724
ACADEMIC PROGRAMS

B230 Developmental Issues and Health

General information

- Credit hours: 4
- Placement in curriculum: sophomore year, third semester
- Prerequisites: Introduction to Psychology and Introduction to Sociology required, cultural diversity cluster course recommended
- Corequisites: B231 Communication for Health Care Professionals, B232 Introduction to the Discipline of Nursing: Theory/Practice/Research

Description

This course focuses on the theoretical perspectives of growth and development, family theories and family adaptation at different stages, and usual patterns of aging. Students will make assessments of individuals in various stages of life to identify developmental issues and their impact on health phenomena of interest to nursing.

Course competencies

Upon successful completion of the course, the student will be able to:

1. Identify growth and development theories and norms according to age groups and their relationship to the health status of individuals and groups.
2. Examine individual variations in development across age groups as they affect health and are affected by health.
3. Identify family theories and definitions of a family.
4. Examine the impact of cultural beliefs, values, and practices on the development of individuals and families.
5. Expand knowledge base of community resources that support individuals and families.
6. Examine global issues affecting individuals and families.
7. Identify ethical dilemmas and legal issues affecting individuals and families.
8. Accept responsibility for self as a developing professional health care provider.

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at 274-3241. The office is located in CA 001E.

Comments: home page steward, Christine Roberts

L. Louise Watkins, Webmaster

http://nursing.iupui.edu/AcademicPrograms/FamilyHealth/Syllabi/b230syl.htm

12/13/2004
Attachments for B230: Developmental Issues and Health

Number 15.

I would like to give you a historical perspective on the Lifespan course as it applies to Nursing. I also hope to explain why it is important to our division and students to offer a course that includes not only developmental issues, but also health.

When our system school began a revised curriculum that included a nursing lifespan course, each campus school was given the option of either teaching the course or continuing to use the Psychology Lifespan course with nursing providing an additional one credit hour to fulfill certain experiential requirements. We were still offering ASN courses at the time and collaborating with IUPUI on some Masters level courses. We did not have the faculty or faculty lines available to teach four credit hour nursing lifespan course. We opted to continue to use the Psychology Lifespan course.

We have found that this decision may have been an unwise one. NCLEX-RN, the test given for licensure, has a strong focus on development. Our accrediting body, CCNE, also puts emphasis on the knowledge of the graduate in terms of development. However, this developmental focus includes not only the normal developmental milestones across the lifespan, but also focused health care issues and needs of each age group. Physiological parameters and nursing care that are altered due to lifespan development are not addressed in the current Psychology course need to be a part of the knowledge base of our students.

Another area of focus that needs to be addressed in the course is family theory. In the one hour nursing course we do address the Developmental family theories. However, we need more time to discuss other theories that have relevance for nursing (Structural-Functional, Systems). We also need to speak to culture and communication in regards to the family.

Another area of concern is the end of life. Nursing across the lifespan should include the particular end of life issues that nurses and their clients face. The nurse must be familiar with hospice and palliative care for clients who are at the end of their lifespan, regardless of age.

We do not expect the Psychology department to provide for learning in these areas of concern that may have little or no relevance for their intended audience. We believe that the Nursing department should take over teaching lifespan for our students.

Number 17

Faculty: Patricia Henry (first offering)


Outline of course:
Attachments for B230: Developmental Issues and Health

I. The person and family unit
   a. Sociocultural influences
   b. Environmental influences
   c. Spiritual and Religious influences

II. Family Theories (basic unit for the developing family)
   a. Developmental
   b. Structural functional
   c. Systems

III. Theories related to Human Development overview
   a. Erikson
   b. Piaget
   c. Kohlberg

IV. Principles of Growth and Development
V. Health Promotion throughout the lifespan
   a. Infant
      i. Neonate
         1. physiological parameters
         2. social development
         3. health promotion
         4. genetic influence
         5. end of life
         6. nursing considerations
   ii. Older Infant
       1. physiological parameters
       2. social development
       3. health promotion
       4. genetic influence
       5. end of life
       6. nursing considerations
   b. Toddler
      i. Years one and two
         1. physiological parameters
         2. social development
         3. health promotion
         4. genetic influence
         5. end of life
         6. nursing considerations
      ii. Third year
         1. physiological parameters
         2. social development
         3. health promotion
         4. genetic influence
c. Preschool child (years 4 and 5)
   1. physiological parameters
   2. social development
   3. health promotion
   4. genetic influence
   5. end of life
   6. nursing considerations

d. School aged child
   i. Years 6, 7, 8
      1. physiological parameters
      2. social development
      3. health promotion
      4. genetic influence
      5. end of life
      6. nursing considerations
   ii. Years 9 and 10
      1. physiological parameters
      2. social development
      3. health promotion
      4. genetic influence
      5. end of life
      6. nursing considerations
   ii. Years 11 and 12
      1. physiological parameters
      2. social development
      3. health promotion
      4. genetic influence
      5. end of life
      6. nursing considerations

e. Adolescence
   i. Years 13, 14 and 15
      1. physiological parameters
      2. social development
      3. health promotion
      4. genetic influence
      5. end of life
      6. nursing considerations
ii. Years 16, 17, 18
   1. physiological parameters
   2. social development
   3. health promotion
   4. genetic influence
   5. end of life
   6. nursing considerations

f. Adulthood
   i. Young Adult years 19 through 30.
      1. physiological parameters
      2. social development
      3. health promotion
      4. genetic influence
      5. end of life
      6. nursing considerations

ii. Middle Adult years 31 through 64
    1. physiological parameters
    2. social development
    3. health promotion
    4. genetic influence
    5. end of life
    6. nursing considerations

iii. Late Adulthood years 64 through death
     1. physiological parameters
     2. social development
     3. health promotion
     4. genetic influence
     5. end of life
     6. nursing considerations

Lab hours
1. observation in day care setting
2. reminiscence experience with an elder
3. Multiple family visits (3)
   genogram – with explanation of health risk factors in the family
   identification of family roles, communication patterns etc.
   identification of a health issues and interventions
   for the family
4. School age assessment
   Students will view several movies and television shows that reflect
   children of school age. Students will be expected to identify normal
   development in the characters.
Attachments for B230: Developmental Issues and Health

Number 18

There is some overlap with Psychology P216. However, B230 will cover health concerns, end of life issues, and nursing considerations that are important for our students. Since we have to comply with the new general education requirements, we do not have room in our curriculum for students to continue to take the 3 hour psychology course in addition to our proposed 4 hour course.

Number 19

The IUSB Department of Psychology

On February 11, 2005, Mary Jo Regan-Kubinski (Dean, Division of Nursing & Health Professions) and Frank Fujita (Acting Chair, Department of Psychology) met to discuss the proposal for B230 and the potential impact on the Department of Psychology. It was concluded that the School of Nursing would keep the Department of Psychology informed regarding the scheduling of B230 after approvals, so that sections of Psychology P216 could be planned accordingly. There is no negative impact on the Department of Psychology. Indeed, the opposite is the case. The Department of Psychology is planning for new general education offerings, as well as a new course required in the curriculum for the School of Education. As a result, the Department of Psychology would welcome the release of faculty from P216 for these other new courses.
B230 Developmental Issues and Health (4 cr.)  P: Introduction to Psychology; Recommended: Cultural Diversity cluster course. (Required on IUPUI campus.) This course focuses on the theoretical perspectives of growth and development, family theories, and family adaptation at different stages, and usual patterns of aging. Students will make assessments of individuals in various stages of life to identify developmental issues of interest to nursing, and the impact of these issues on health phenomena.

From IUPUI Bulletin 2004-06