Course Number: NU 120  
Course Title: Nursing Assessment of Health Across the Life Span  
Credits: 4  
Placement in Curriculum: Sophomore year, concurrent with NU 121  
Nursing Assessment of Health Across the Life Span Theory  
Faculty:  
Judith A. Vessey, PhD, MBA, FAAN - Teacher of Record  
Sheila Tucker, MA, RD, LDN  
Alexis Whittaker, BSN, RN (Teaching Assistant)  
Prerequisites or Concurrent: NU 100 BI 132, 133; BI 220, 221  

Course Description:  
The course introduces the concepts of health, health promotion, and growth and development across the lifespan. The interactions of underlying mechanisms such as environment, culture, ethnicity, family, genetics, and gender that are foundational to development and individual health will be explored. Theories and principles that address physical, cognitive, and psychosocial growth and development will guide understanding of the complex healthy human from birth to geriatrics and death. Principles and theories of health promotion will be analyzed and applied from a nursing perspective to support the individual’s desire to increase personal and/or family health potential and well-being. 

Nursing process components emphasized are assessment and analysis of data for planning nursing interventions that implement strategies for health promotion. Content for each developmental level includes therapeutic communication and use of the principles of teaching and learning for anticipatory guidance. Specific case study exercises illustrate nursing process and clinical judgment. 

Course Objectives:  
The student will:  
1. Discuss your personal philosophy of health and well being as it interfaces with your goals and desired quality of life  
2. Describe the purpose and steps of the nursing process in relation to age-appropriate health and well-being  
3. Demonstrate use of functional health patterns as a means of gathering health-related data  
4. Describe expected patterns of human physical, cognitive, and psychosocial development according to the major developmental theorists  
5. Discuss health promotion principles, theories and strategies and their relation to optimal health at each developmental level  
6. Explore personal values, beliefs and cultural heritage through critical reflection and discuss how these qualities may potentially affect interactions with culturally diverse individuals  
7. Gain a beginning understanding of the beliefs, perspectives, traditions, values, and practices, of culturally diverse individuals and families in terms of health and health promotion  
8. Discuss the importance of gaining knowledge and understanding the role of genetics and genomics in health and the manifestation of disease expression  
9. Discuss principles of therapeutic communication in the process of establishing a nurse-client relationship to obtain health assessment data.  
10. Discuss interpretation of data within the parameters of health and human development, noting influence of context such as cultural, ethnicity, environment, and gender  
11. Demonstrate integration of health promotion theories, developmental theories, and cultural sensitivity in planning to implement anticipatory guidance to enhance health potential  
12. Describe lifespan nutritional needs and assessment techniques.  
13. Demonstrate the clinical reasoning process and judgment by analyzing selected cases.
Topical Outline:
I. Nursing Process
   A. Clinical reasoning framework
      1. Assessment
      2. Analysis
      3. Outcome identification
      4. Planning
      5. Implementation
      6. Evaluation
II. Health promotion across the lifespan
   A. Health definitions, models and goals
      1. Definitions of health
      2. Health promotion; Disease prevention; *Healthy People 2010*
      3. Levels of preventive intervention: primary, secondary, tertiary and nursing implications
   B. Theories and models of health promotion
   C. Nursing implications of concepts of health protection, health promotion and client education
   D. Communication techniques
III. Theories of human development
   A. Principles and assumptions
   B. Major theorists and theories
IV. Nutrition
   A. Building blocks of nutrition
   B. Nutritional assessment
V. Cultural, family and environmental influences upon human development
   A. Aspects of culture: contribution to world-life view, values
   B. Family composition, functions, interactions
   C. Environmental context
VI. Genetic contributions
   A. Genes and chromosomes
   B. Patterns of inheritance
   C. Nature- nurture controversy
VII. Prenatal Development
   A. Stages: morulla, zygote, blastocyst, embryo, fetus
   B. Factors influencing growth and development and health
   C. Maternal development
VIII. Perinatal and newborn assessment
   A. Infant's transitional changes at and after birth
      1. Assessment of newborn: APGAR testing, fetal maturity indicators
      2. States of consciousness, Brazelton neurological testing
   B. Maternal and paternal responses to infant behavior
IX. Infancy
   A. Physical development
      1. Length, weight
      2. Exercise in analyzing growth chart
      3. Nutrition and elimination
      4. Gross and fine motor skills
   B. Cognitive development
      1. Sensory development
      2. Sensorimotor stages
      3. Perception and memory
      4. Language development
   C. Socioemotional development
      1. Attachment
      2. Temperament, tension outlets, interaction
3. Separation-individuation
4. Trust versus mistrust

X. Early childhood
A. Physical development
   1. Changes in body proportions and posture, growth rate
   2. Nutrition and elimination
   3. Gross and fine motor skills
B. Cognitive development
   1. Preoperational thinking
   2. Social construction and learning
   3. Information processing
   4. Attention and memory
   5. Language
C. Socioemotional development
   1. Autonomy versus shame and doubt; initiative versus guilt
   2. Emotions
   3. Gender identity
   4. Parenting styles and influence
   5. Play – types and purposes

XI. Middle and late childhood
A. Physical development
   1. Changes in body proportions, posture, growth rate
   2. Nutrition and elimination
   3. Gross and fine motor skills
B. Cognitive development
   1. Concrete operations
   2. Information processing
   3. Critical thinking
   4. Language play
C. Socioemotional development
   1. Industry versus inferiority
   2. Emotional development
   3. Self esteem; self-concept
   4. Parenting roles and influence
   5. Peers and friendship
   6. Stress and coping strategies
   7. Moral and faith development

XII. Adolescence
A. Phases of adolescence
B. Physical development
   1. Body changes with maturity
   2. Nutrition
   3. Gross and fine motor skills
   4. Reproductive system related changes
C. Cognitive development
   1. Formal operations
   2. Egocentrism: imaginary audience, personal fable
   3. Critical and creative thinking
   4. Thought characteristics
D. Socioemotional development
   1. Identity versus identity confusion/diffusion
   2. Ego development
   3. Character development
   4. Identity crisis – resolution
5. Interpersonal relationships
6. Sexuality
7. Stress and coping
8. Risk behavior

XIII. Early adult years
A. Physical development
   1. Gross and fine motor skills
   2. Maturation of body systems
B. Cognitive development
   1. Intellectual and ethical development
   2. Achievement as use of cognitive ability
C. Socioemotional development
   1. Developmental tasks
   2. Man’s development
   3. Woman’s development
   4. Personality types
   5. Moral and spiritual development

XIV. Middle adult:
A. Physical development
   1. Gross and fine motor skills, activity tolerance
   2. Maturation of body systems: major discussions: osteoporosis, urinary incontinence
   3. Reproductive system changes: menopause, impotence
B. Cognitive development
   1. Executive and responsible use of cognition
   2. Attention and memory
   3. Crystallized and fluid intelligence
C. Socioemotional development
   1. Generativity versus self-absorption/stagnation: care
   2. Self perception/self concept patterns
   3. Moral and spiritual development
   4. Adjustment to physical changes in appearance and function, gender differences, sexuality
   5. "Sandwich generation", caregiving, role reversal
   6. Goals and mortality
   7. Retirement

XV. Late adult years
A. Physical development
   1. Primary versus secondary aging
   2. Maturation of body systems: aging versus disease, functional implications
   3. Young old versus old-old or frail old
   4. Biological theories of aging
B. Cognitive development
   1. Integrative use of cognition
   2. Fluid and crystallized thinking
   3. New learning
C. Socioemotional development
   1. Integrity versus despair: wisdom
   2. Peck's developmental tasks
   3. Butler's life review
   4. Neugarten's personality continuity
   5. Moral and spiritual development
   6. Successful aging
   7. Ageism

XVI. End of Life Perspectives
1. Losses, grieving
2. Dying process, adaptation, preparation for death
3. Dying person – support people
4. Palliative care; Hospice care

**Recommended Texts**


(Required in NU121)

**Teaching Methods**

1. Lecture and class discussion
2. Text, PowerPoint slides, other reading, video viewing
3. Case studies analysis
4. In-class small group presentations
5. Special assignments

**Evaluation**

Course Grade: 2 exams, 15% each = 30%
Class participation (iClickers) = 10%
Cumulative final exam = 25%
Homework = 35%

Health promotion paper and presentation must be completed. A missing or incomplete assignment is counted against the course grade and the final grade is considered as INCOMPLETE until the requirement is met.

**APA format is required for all assignments** requiring documentation and/or reference citation. Please note that everyone on campus has access to Refworks that formats citations and reference lists much like EndNote. It will put things into APA format, so that should improve the formatting of their papers and there is **no excuse** for incorrectly formatted work.

**Policies**

All students are expected to attend all classes.

The course objectives are the blueprint for all objective exams. These examinations are written as multiple choice items with four options from which you select one correct answer. All objective test items are scored by computer; therefore, you must bring a #2 lead pencil to each examination.

Academic regulations specify a minimum of C- (70%) as a passing grade.

Students are expected to read and follow the policy on academic integrity listed in the catalogue, the student handbook, and the University website at http://www.bc.edu/offices/stserv/academic/resources/policy.html#integrity

This will be strictly enforced.
Request for Accommodations: If you have a disability and will be requesting accommodations for this course, please register with either Kathy Duggan [kathleen.duggan@bc.edu], Associate Director, Academic Support Services, The Connors Family Learning Center (learning disabilities and ADHD) or Suzy Conway [suzy.conway.1@bc.edu], Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.

Students are expected to take the exams at the designated time. In the event of an unanticipated absence, the TOR must be notified and the reason for the absence discussed as soon as possible. The examination will be re-scheduled at the discretion of the TOR if the cause of the absence is deemed unavoidable.

Snow cancellation or delay of classes is made by Boston College. Students should check cancellation listings on WBZ News radio (1030AM) WBZ-TV News Channel 4, WCRB-Channel 5 News. Announcements will also be posted at www.bc.edu/bcinfo

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**Grading Scale**

- 94-100  A  
- 90-93  A-  
- 87-89  B+  
- 84-86  B  
- 80-83  B-  
- 77-79  C+  
- 74-76  C  
- 70-73  C-  

Anything below a 70 is NOT passing in the William F. Connell School of Nursing\N

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