Course Number & Title: N 203 Human Growth and Development Across the Lifespan

Credits: 4 (Hybrid class)

Prerequisites: Psychology 101

Faculty: Lead Faculty
Natalie S. McAndrew, PhD, RN, ACNS-BC, CCRN-K
Assistant Professor of Nursing
Email: mcandre3@uwm.edu (best way to reach me)
Office: CUN 657
Phone: 414-704-0876
This is the faculty you communicate with about grades, absences, course concerns and special learning needs.

Collaborating Faculty
Carol Klingbeil, DNP, RN, CPNP-PC
Clinical Assistant Professor of Nursing
Email: klingbei@uwm.edu (best way to reach me)

Teaching Assistant
Ashley Ruiz, BSN, RN
Email: ruizam@uwm.edu

Class meetings time/location:
Section 002 Thursday 12:00-1:50 Cunningham Hall G 40

Course Office Hours:
Thursday 11am CUN 657

Undergraduate (BSN) Program Director
Kay R. Jansen, DNP, RN, PMHCNS-BC, CNE
Clinical Professor, UW-Milwaukee College of Nursing
Cunningham Hall 623
Office Phone: 414-229-2340 Email: kjansen@uwm.edu

Welcome to N 203!
- We look forward to facilitating your learning about human growth and development. It is very important that you are present in class for participation and engagement in your learning. This is a **hybrid class**, meaning that some of the class is taught on-line and that you will independently prepare for class by referencing the calendar at the end of the syllabus each week. Each class session listed tells you what you need to do to prepare for class each week. Reading(s), on-line presentation(s), Tickets-to-Class and quizzes are listed for completion before your face-to-face class. **Please pay strict attention to this calendar for key concepts for that module and activities to complete before the date of the face-to-face class.**

- Being attentive and ready to participate in class is the expectation for every student in the class and is a significant part of your grade. In general, **you cannot make up participation points in class unless the absence is one listed on the accepted absence list for the College of Nursing.**

- **Class information and announcements will be communicated in the ANNOUNCEMENTS section of CANVAS so be sure to check it regularly.**

**Catalog Description:** An introduction to the physical, cognitive, and psychosocial growth of the human organism from conception through older adulthood with application to health care.

**Prerequisite:** Introduction to Psychology 101 or consent of instructor. This 4-credit course is designed to provide the student with an overview of growth and development, encompassing the physical, cognitive, and psychosocial changes that occur from conception through older adulthood as well as human development theories common to all people. The student will gain experience with observation and assessment of individuals within the context of a family. Research is interwoven with practical applications to parenting, teaching, health care, and public policy.

**GER Requirement:**
This course meets the GER Social Science requirement by meeting the following criteria as defined in the UWM General Education Requirements Policies and Procedures. The two GER Social Science Criteria this course meets are:

Students will be able to:

1. Recognize and analyze intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development; and
2. Critically evaluate and apply alternative theoretical frameworks that have been used to offer meaningful explanations of social phenomena.
The specific course objective which meets these criteria is objective #3, “Identify theories underlying development.” This course also includes a UW System Shared Learning Goal for Students focusing on: “Effective communication skills including listening, speaking, reading, writing, and information literacy.” These objectives are assessed through two reflective paper assignments that originate with interviewing other people about aspects of their environment, family and development.

**Course Objectives:**

1. Describe the interaction of physical, cognitive, and psychosocial factors from conception through older adulthood.
2. Recognize the role of the family, social groups, and social structure in individual development.
3. Identify theories underlying development.
4. Develop observational skills as a basis for scientific inquiry.
5. Identify developmental principles and concepts appropriate in planning and implementing health care.

**Supplies, Textbooks and Readings that are required for success in the course:**

1. Turning Point Technology License. See Turning Point Technologies integration and info on the CANVAS course site.
   - Information on licenses are available through the bookstore or through [https://www.turningtechnologies.com/turningpoint](https://www.turningtechnologies.com/turningpoint). You may purchase a limited 4-6 month license that works with your cell phone, computer or tablet.
   - The HELP Desk is your technology support for Turning Point.
   - You must have an account with turning Point Technologies and integrate your license with the course site. If you don’t, you will not get your participation points.
   - Get them ready before class starts. We will start using them the first day.


3. Having a laptop, smart-phone or tablet to use during the question/answer and group work is important. Please be sure to have some kind of device for participation at each class.

**Grading**

<table>
<thead>
<tr>
<th>Grade Item</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>20</td>
</tr>
<tr>
<td>Final</td>
<td>20</td>
</tr>
<tr>
<td>Reflection Papers (2)</td>
<td>15</td>
</tr>
<tr>
<td>Assignment</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>On-line quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Ticket-to-Class</td>
<td>10</td>
</tr>
<tr>
<td>In class group assignments</td>
<td>15</td>
</tr>
<tr>
<td>and weekly participation</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grading Scale**
This is set by the College of Nursing and is not able to be altered by individual instructors.

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>93-94</td>
<td>A-</td>
</tr>
<tr>
<td>91-92</td>
<td>B+</td>
</tr>
<tr>
<td>87-90</td>
<td>B</td>
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<tr>
<td>85-86</td>
<td>B-</td>
</tr>
<tr>
<td>83-84</td>
<td>C+</td>
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<tr>
<td>79-82</td>
<td>C</td>
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<tr>
<td>77-78</td>
<td>C-</td>
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<tr>
<td>75-76</td>
<td>D+</td>
</tr>
<tr>
<td>70-71</td>
<td>D</td>
</tr>
<tr>
<td>69-00</td>
<td>F</td>
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</tbody>
</table>

**Assignments and Evaluation:**

1. **Test and final (40% of grade)**
   Two multiple-choice exams will be given in the course.
   Material will come from the text-book, presentations, quizzes and class.
   
   Midterm = March 14, 2019 12-1:50 PM during class (20%)
   Final = May TBD (20%)
   The final is cumulative, as required by the College of Nursing.

2. **Interview/Reflection Papers (15%)**
   There are two papers in the course focusing on a family interview (due February 22nd at 11:59 PM) and then an older adult interview (due April 26th at 11:59 PM). For details of the assignment and a rubric, look under course assignments.

3. **On-line quizzes (20%)**
   - There are weekly multiple-choice quizzes in CANVAS that will test knowledge before each class. They open on Monday 8:00 AM and are due by 12:00 PM on Thursday each week.
   - The lowest score for the quizzes will be dropped. You can take each quiz twice with the highest score counting. Each quiz is timed (15 questions/15 minutes). You can see the questions you got wrong once the quiz is closed. You need to look up the answers in the book or presentation to learn the material.
• You must take the quizzes when they are open. Please do not ask for exceptions, just plan ahead to be sure you get them done. If you miss a week, remember you have the lowest grade dropped.

4. Ticket-to-Class (10%)

- Almost all classes will have a “ticket-to-class” that you must submit in CANVAS by 12:00 pm before class starts on Tuesday of each week. These are not accepted late. This is prep work demonstrating you have done on-line preparation and reading before class. The book and on-line presentations are the source for this information, not Google. It is essential you are prepared to do active learning in class. The lowest grade for these will be dropped at the end of the semester. (10%)

5. In-Class Group Activities and participation (15%)

- Turning Technology questions are used almost every class to check your knowledge and get your opinions. This is an important way for us to know what areas are difficult or confusing or how you may feel about different issues.
- You must register your device on the CANVAS course site for us to know who is active and participating in class each week.
- There are a number of in-class group written assignments you will submit in the group drop-box. You will work as groups and submit them as a group on-line. You need to be in-class to get credit for these assignments. The lowest grade for these will be dropped at the end of the semester.

Course Expectations

<p>| Class engagement, preparation and investment of time | Students are expected to attend classes, to have read assignments, complete assigned teaching/learning assignments, and to make active contributions to class discussions. Students should expect to invest at least 12 hours per week on course related learning activities such as: class attendance (2 hours); increasing knowledge by reading and integrating course content such as readings, exploring web resources and content, watching videos, on-line quizzes, preparing the Ticket-to-Class and studying course material (10 hours). This would mean that across the duration of the semester, students would invest a minimum of 172 hours on the work of this course. |
| Course Communications | Many messages will be sent through the course site News. Please check this site before emailing questions. All students are expected to check their UWM email and the course CANVAS site daily. The best way to contact me is through my UWM e-mail. I will respond to |</p>
<table>
<thead>
<tr>
<th><strong>e-mail messages received Monday through Friday, between 8:00 AM and 5:00 PM within 24-48 hours. Generally, week-end messages will have the same timeframe.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Environment &amp; Behavioral Expectations</strong></td>
</tr>
<tr>
<td>Students are expected to demonstrate initiative, be self-directed and at all times respectful of guests, instructors and fellow students. Please ensure that you are an active participant in the learning process and that the environment in the classroom and within groups is suitable for learning. Excessive noise, getting up and down in class and talking at your tables during class is both disruptive and disrespectful of others. Anyone who disrupts the learning environment will be addressed and asked to leave the classroom.</td>
</tr>
<tr>
<td><strong>Cell phones, pagers, computers in class</strong></td>
</tr>
<tr>
<td>Cell phones need to be put away, turned off or silenced during class except if using them for participation polling or group-work. Text-messaging during class and reading e-mails is not acceptable. Computers may be used during group work or for accessing the internet during group activities. Your instructor will give you permission to use them in class at the appropriate time.</td>
</tr>
<tr>
<td><strong>Student Attendance</strong></td>
</tr>
<tr>
<td>Student attendance is expected at every class. All information and activities in class are important. In the event, you miss a class you will be responsible for obtaining information from the instructor, handouts and notes from another student. Students must notify the instructor by email or phone prior to missing class. <strong>An absence may be excused for serious illness or death in the immediate family.</strong> Excused absences also include: (1) Religious observances, (2) Military duty or veteran status, (3) Required University related absences, including but not limited to athletic match, presentation of research at a conference, (4) Pregnancy or childbirth, and (5) Legally mandated absences such as jury duty or court subpoena. For an absence to be excused, the student must provide verification (e.g., note from physician, etc.). Faculty members have the discretion to determine what constitutes an appropriate assignment for make-up work.</td>
</tr>
<tr>
<td><strong>Make-up test policy</strong></td>
</tr>
</tbody>
</table>
| Examinations must be taken on the dates and at the times scheduled. A make-up exam will only be offered for an excused absence (e.g., Doctor’s excused illness/hospitalization, family death, etc) at the discretion of the instructor and only if you notify the instructor prior to
the scheduled exam by email. If you do not contact the instructor prior to the missed exam, no make-up exam will be offered. **Any requests for make-up exams must be approved by the Associate Dean for Academic Affairs. Final exam date requests are rarely granted for anything other than excused absences above.**

<table>
<thead>
<tr>
<th>Late work</th>
<th>Late work will not be accepted for tickets-to-class and in class group activities. Late papers will result in a 5% deduction for each day the paper is late. <strong>Late papers will not be accepted 5 days after the due date.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with accommodations</td>
<td>If you have a documented disability and need special accommodations to meet any course requirements, please connect with me at the beginning of the course. I will need a copy of your disability accommodation form to keep, which you can obtain at the Student Accessibility Center (Mitchell 112, <a href="http://www4.uwm.edu/arc">http://www4.uwm.edu/arc</a> phone 414-229-6287). Materials are posted on the course site as to the process for test taking through ARC.</td>
</tr>
<tr>
<td>Student Support</td>
<td>Students are expected to identify and discuss academic problems with the professor so appropriate counseling or intervention can be implemented. <strong>Any student repeating this course or having difficulty is advised to meet with the professor early in the semester.</strong> UWM supports a variety of student success programs to help you achieve academic success.</td>
</tr>
<tr>
<td>Tardiness</td>
<td>Arriving late to class and leaving early is disruptive to other students. If you need to leave early, please notify the Professor at the beginning of class.</td>
</tr>
</tbody>
</table>

**Academic Conduct**

Students are expected to demonstrate academic integrity in all course activities. Academic integrity requires honesty concerning all aspects of academic work including:

- Correct procedures for citing sources of information, words, and ideas
- Ways to properly credit collaborative work with project team or study group members
- Strategies for planning and preparing for examinations, papers, projects and presentations.

Students are encouraged to consult with faculty regarding any questions about appropriate behaviors to maintain academic integrity. Any violation of academic integrity may result in a zero on the assignment and may result in additional sanctions consistent with university policy.
University Policies


Additional policies:
1. **Inclement weather:** UWM student should contact the University at 229-4444 (UW-Parkside, 262-595-2345) or check the appropriate website to ascertain the status of class cancellation due to inclement weather. Even when classes are canceled, University offices and services remain available, unless the entire University is closed by the Governor. [http://www4.uwm.edu](http://www4.uwm.edu) or [http://www.uwp.edu](http://www.uwp.edu)

2. **Safety:** Safety techniques and strategies are described in College of Nursing Student Handbooks for undergraduate and graduate students distributed to all nursing students upon entering the program. Copies are available in the Office of Student Affairs. Information about UWM campus safety is found at [http://www4.uwm.edu/current_students/student_services/safety.cfm](http://www4.uwm.edu/current_students/student_services/safety.cfm)
### Jan. 24
**Introductions & Overview**

**Week 1, Welcome**

<table>
<thead>
<tr>
<th>Concepts Covered (Course Objective: 1,2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Intro to class and clicker integration.</td>
</tr>
<tr>
<td>2. Lifespan development characteristics: Multidirectional, Multi-contextual, Multicultural and Multidisciplinary</td>
</tr>
<tr>
<td>4. Plasticity</td>
</tr>
<tr>
<td>5. Nature vs Nurture</td>
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<tr>
<td>6. Evidence-based Practice &amp; Scientific Process</td>
</tr>
</tbody>
</table>

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**Canvas**

- Read Ch.1 (p. 1-23)

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**Jan. 31**

**Theories of Development and the Family**

**Week 2, Mod 1**

<table>
<thead>
<tr>
<th>Concepts Covered (Course Objective: 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What does a theory do? What does developmental theory do more specifically?</td>
</tr>
<tr>
<td>2. Grand Theories and other theories</td>
</tr>
<tr>
<td>- Psychoanalytic: Freud and Erikson</td>
</tr>
<tr>
<td>- Behaviorism: Classical and operant conditioning (Watson, Pavlov, Skinner)</td>
</tr>
<tr>
<td>- Social Learning: Bandura</td>
</tr>
<tr>
<td>- Cognitive: Piaget and Information Processing</td>
</tr>
<tr>
<td>- Universal (Humanism: Maslow’s Hierarchy of Needs; Bowen’s Family Theory)</td>
</tr>
<tr>
<td>3. Interviewing and the Family Reflection Paper</td>
</tr>
</tbody>
</table>

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**Canvas**

- Read Ch.1 (p. 23-45)

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- Complete presentation
- Take Quiz 2
- Complete Ticket-to-Class
Pre-Conception, Pregnancy and the Family

Concepts Covered (Course Objective: 1,2,3)
1. Family functioning vs family structure.
2. Pre-conception health
3. Stages of Pregnancy (Germinal, Embryonic and Fetal)
4. Age of viability
5. Teratogen: Critical time and threshold effect
6. FAS (Fetal Alcohol syndrome)
7. Health advice on exposures during pregnancy
8. Genome, phenotype, Genetic Counselling
9. Impact of family violence across lifespan
10. IPV (Intimate Partner Violence)
11. Preparing for baby: SIDS/Safe Sleep/Shaken Baby Syndrome

Canvas
- Read Ch. 2 (p.46-61; 69-85)
- Family content in Ch.8 (p.288-300)

Canvas
- Complete presentations
- Take Quiz 3
- Complete Pre-conception CDC web assignments under content.
- Complete Ticket-to-Class based on CDC Exercise

Feb. 14 with Guest Prof. Mihlbauer

Labor, Birth, Postpartum, Bonding & Breastfeeding

Concepts Covered (Course Objective: 1,2,4)
1. Views of birth in the USA
2. Stages of labor and birth
3. Parent-infant bonding & attachment
4. Skin-to-skin contact & kangaroo care
5. Apgar scoring
6. Post-partum mood disorders
7. Breastfeeding barriers
8. Breastfeeding benefits (baby, mother, family)
9. Breastfeeding promotion & support (BFHI, BF Core Competencies, AAP, CDC, Surgeon General’s Call to Action)

Canvas
- Read Ch. 2 (p.61-69) and review posted readings about breastfeeding

Canvas
- Review presentations
- Take Quiz 4
- Complete Ticket-to-Class
Newborn-First Year (0-12 months)

**Concepts Covered** (Course Objective:1,2,3,4)
1. Body and brain growth (transient exuberance, pruning)
2. Self-righting, gross motor and fine motor skills
3. Piaget: Sensorimotor Intelligence/object permanence
4. Language development (child-directed speech, babbling, holophrase, naming explosion, milestones)
5. Developing emotions (social smile, separation anxiety, stranger wariness) and infant mental health
6. Self-awareness, temperament, temper tantrums
7. Synchrony, attachment (insecure/secure), social referencing and infant mental health
8. Erikson 1st crisis (trust vs mistrust)

Canvas
- Read Ch. 3 & 4 (p. 87-159)

Canvas
- Complete presentations
- Take Quiz 5A this week.
- Complete Ticket-to-Class
- Family Reflection Paper due Friday 2/22/19 11:59 PM

Toddler-Second Year (12-24 months)

**Concepts Covered** (Course Objective:1,2,3,4)
1. Language development (child-directed speech, babbling, holophrase, naming explosion, milestones)
2. Gross motor and fine motor skills
3. Infant safety
4. Developing emotions (separation anxiety, stranger wariness)
5. Self-awareness, temperament, temper tantrums
6. Behavior, discipline and toilet-Training
7. Erikson 2nd crisis (autonomy vs shame & doubt)

Canvas
- Read Ch. 3 & 4 (p. 87-159)

Canvas
- Complete presentations
- Take Quiz 5B
- Complete Ticket-to-Class
### Early Childhood (2-6 years) Midterm prep last 20 min. of class

**Concepts Covered** (Course Objective: 1,2,3,4)

1. Physical growth, nutrition, daily routines and “just right”.
2. Brain growth (speed of thought, myelination, immature prefrontal cortex, corpus callosum and lateralization).
3. Emotional system development (amygdala, hippocampus, hypothalamus) and discipline.
4. Play and imaginary friends.
5. Gross motor skills advancing, fine motor skills slower to advance.
7. Piaget: Preoperational, symbolic thought and conservation (Animism, centration, egocentrism, focus on appearance, static reasoning, irreversibility).
8. Vygotsky: social learning, mentors, scaffolding and the zone of proximal learning, theory of mind.

- Read Ch. 5 & 6 (p. 161-235)

**Canvas**

- Complete presentations
- Take Quiz 6
- Complete Ticket-to-Class
- Begin reviewing Midterm Study Guide

### Midterm Exam

Spring Break March 16-24

Use the study guide to focus your study for the midterm.

### Middle Childhood (6-11 years)

**Concepts Covered** (Course Objective: 1,2,3,4)

1. BMI (overweight and obese).
2. Consequences of childhood obesity, chronic illnesses, asthma, special needs.
4. Brain growth and selective attention, reaction time, automatization.
5. Concrete operational thought, seriation, classification.
7. Resilience, stress and child maltreatment.
11. Divorce.

- Read Ch. 7 & 8 (p.237-311)

**Canvas**

- Complete presentation
- Take Quiz 7
- Complete Ticket-to-Class
Adolescence (12-17 years)

Concepts Covered (Course Objective: 1,2,3,4)
1. Puberty, menarche, spermarche; hormone influences
2. Primary and secondary sex characteristics
3. Circadian rhythm; growth spurt
4. Sexual activity, abuse and sexually transmitted infections
5. Egocentrism, personal fable, invincibility fable, imaginary audience
6. Piaget: Formal operational thought
7. Adolescent thinking; dual-process model; intuitive and analytic thought
8. Erikson: Identity vs role confusion
9. Role confusion, foreclosure, moratorium, identity achievement
10. Parental monitoring and peers
11. Drug use and abuse

Emerging Adult (18-25 years)

Concepts Covered (Course Objective: 1,2,3)
1. Organ reserve, homeostasis, allostasis, health habits
2. Sexual activity & STIs
3. Psychopathology, multiple stresses and diathesis-stress model (mood disorders, anxiety, schizophrenia)
4. Risk taking; drug use and abuse
5. Post-formal thought, subjective and objective thought
6. College and career choice
7. Erikson: Intimacy vs isolation
8. Intimacy, friendship, love and cohabitation
9. Family relationships

Canvas
- Read Ch. 9 & 10 (p. 313-385)

Canvas
- Complete presentation
- Take Quiz 8
- Complete Ticket-to-Class

Canvas
- Read Ch. 11 (p.388-425)

Canvas
- Complete presentation
- Take Quiz 9
- Complete Ticket-to-Class
### April 18
(Week 12, Mod 10)

**Adult (26-65 years)**

<table>
<thead>
<tr>
<th>Concepts Covered</th>
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</thead>
<tbody>
<tr>
<td><strong>(Course Objective: 1,2,5)</strong></td>
</tr>
<tr>
<td>1. Senescence, menopause and andropause, presbycusis, infertility</td>
</tr>
<tr>
<td>2. Health habits impact on aging; obesity and inactivity</td>
</tr>
<tr>
<td>3. Mortality, morbidity and disability</td>
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<tr>
<td>4. Intelligence and the Seattle Longitudinal Study</td>
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<td>5. Fluid and crystallized intelligence</td>
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<tr>
<td>6. Sternberg: 3 forms of intelligence (analytic, creative and practical)</td>
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<tr>
<td>7. Selective optimization with compensation</td>
</tr>
<tr>
<td>8. Erikson: Generativity vs stagnation; integrity vs despair</td>
</tr>
<tr>
<td>9. Midlife crisis</td>
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<tr>
<td>10. Big 5 Personality Traits</td>
</tr>
<tr>
<td>11. Intimacy, romantic partners and caregiving</td>
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<tr>
<td>12. Employment and retirement</td>
</tr>
</tbody>
</table>

- Read Ch. 12 & 13 (p.426-499)

**Canvas**
- Complete presentation
- Take Quiz 10
- Complete Ticket-to-Class

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### April 25
(Week 13, Mod 11)

**Late Adulthood (65+ years)**

<table>
<thead>
<tr>
<th>Concepts Covered</th>
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</thead>
<tbody>
<tr>
<td><strong>(Course Objective: 1,2,5)</strong></td>
</tr>
<tr>
<td>1. Ageism and elderspeak</td>
</tr>
<tr>
<td>2. Compensation: driving, sex, senses and brain</td>
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<tr>
<td>3. Primary and secondary aging</td>
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<tr>
<td>4. Chronic and acute illness, osteoporosis</td>
</tr>
<tr>
<td>5. Aging brain, information processing and memory</td>
</tr>
<tr>
<td>6. Neurocognitive disorders; Alzheimer’s, Parkinson’s</td>
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<tr>
<td>7. Depression and anxiety, polypharmacy</td>
</tr>
<tr>
<td>8. Erikson and Maslow- Self-actualization</td>
</tr>
<tr>
<td>9. Life review and wisdom</td>
</tr>
<tr>
<td>10. Grandparenting</td>
</tr>
<tr>
<td>11. Frail elderly, ADLs and IADLs</td>
</tr>
<tr>
<td>12. Elder abuse and long-term care</td>
</tr>
</tbody>
</table>

- Read Ch. 14 & 15 (p.501-571)

**Canvas**
- Complete presentation
- Take Quiz 11
- Complete Ticket-to-Class
- **Older Adult Reflection Paper due 4/26 11:59 PM**
### May 2
(Week 14, Mod 12)

**LGBTQ+ Guest Faculty**

**Concepts Covered** (Course Objective: 1,2,5)
1. Gender Identity and Sexual Identity
2. Health disparities and challenges for the LGBTQ+ population
3. LGBTQ+ health care implications

See below.

**Canvas**
- Read 2 posted articles
- No Quiz
- Complete Ticket-to-Class

### May 9
(Week 15, Mod 13)

**Grief, Death & Dying**

Evaluation and review for the final

**Concepts Covered** (Course Objective: 1,2,5)
1. Death in all age groups
2. A good death
3. Hospice and palliative care
4. Advance directives and living will
5. Grief and complicated grief

• Read Epilogue Death and Dying p.573-599

**Canvas**
- Complete presentation
- Take Quiz 12
- Complete Ticket-to-Class

### May 15 at 10am
Room TBD

**Final Exam**

**Concepts Covered** (Cumulative Exam; See Final Study Guide)

Congratulations you are finished with the semester!