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
Assistant Professor of Nursing
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Collaborating Faculty
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Office: CUN 641

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

Class meetings time/location:
Section 001 Thursday 12:00-1:50  Cunningham Hall Room 107

Course Office Hours:
Thursday 11am -12 pm 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 in the syllabus to see what reading(s), presentation(s) activities and quiz is listed for completion before your face-to-face class. There one class session that does not meet face-to-face on November 20th however there is still on-line content and a discussion to complete. There is also a drop box Ticket-to-Class most weeks before class.

- Being attentive and ready to participate in class is the expectation for every student in the class and is a part of your grade. **You cannot make up participation points in class.**

- **Class information or instructions 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. 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>On-line quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Ticket-to-Class</td>
<td>11</td>
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<tr>
<td>Responseware</td>
<td>6</td>
</tr>
<tr>
<td>Group work (in class)</td>
<td>8</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>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
</tr>
<tr>
<td>93-94</td>
<td>A-</td>
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<tr>
<td>91-92</td>
<td>B+</td>
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<td>87-90</td>
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<td>85-86</td>
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<td>75-76</td>
<td>D+</td>
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<tr>
<td>72-74</td>
<td>D</td>
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<tr>
<td>70-71</td>
<td>D-</td>
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<tr>
<td>00-69</td>
<td>F</td>
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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 = October 25th 12-1:50 pm during class (20%)**
   **Final = December 17th 12:30-2:30pm (Room 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 Oct. 11th at 11:59 PM) and then an older adult interview (due Dec. 4 at 11:59 PM). For details of the assignment and a rubric, look under course assignments.

3. On-line quizzes (20%)
   - There are 12 weekly multiple-choice quizzes in CANVAS that will check your 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 of the 12 quizzes will be dropped and the remaining 11 will count toward the final grade. 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 so there is no need to ask permission to take it.
4. Ticket-to-Class (11%)

- Most classes will have a “ticket-to-class” worth 1 point that you must submit in the drop box by 12:00 pm on Thursday of each week. **These are not accepted late.** This work will show you have done the prep work on-line 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 will be dropped. (10 classes=11%)

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

<table>
<thead>
<tr>
<th>Class engagement, preparation and investment of time</th>
<th>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 <strong>12 hours per week</strong> 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Communications</td>
<td><strong>Many messages will be sent through the course site Announcements. Please check the course site before emailing questions.</strong> All students are expected to check their UWM email and the course CANVAS site daily. <strong>Please contact me through my UWM e-mail as the primary mode of communication.</strong> If your need is urgent, please call or text. I will respond to e-mail messages within 24-48 hours.</td>
</tr>
<tr>
<td><strong>Learning Environment &amp; Behavioral Expectations</strong></td>
<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>
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<td><strong>Cell phones, pagers, computers in class</strong></td>
<td>Cell phones need to be turned off or silenced during class except if using them for participation polling. 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 computers in class at the appropriate time.</td>
</tr>
<tr>
<td><strong>Student Attendance</strong></td>
<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. <strong>For an absence to be excused, the student must provide verification within one week of the absence (e.g., note from physician, etc.).</strong> 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>
<td>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.</td>
</tr>
<tr>
<td><strong>Late work</strong></td>
<td>Late work will not be accepted for tickets-to-class and in class activities. Late papers will result in a grade deduction for the assignment for each day the assignment is late. <strong>Late assignments will not be accepted 5 days after the due date.</strong></td>
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<tr>
<td><strong>Students with accommodations</strong></td>
<td>The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. 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 (no later than the 3rd week of the semester). I will work with you to develop a plan in collaboration with the Accessibility Resource Center (ARC). Please go to ARConnect <a href="https://uwm.edu/arc/connect/">https://uwm.edu/arc/connect/</a> (phone 414-229-6287) for additional information on academic accommodations.</td>
</tr>
<tr>
<td><strong>Student Support</strong></td>
<td>Students are expected to identify and discuss academic problems with the Professor so appropriate counseling or intervention can be implemented. Any student repeating this course or having difficulty is advised to meet with the professor early in the semester. UWM supports a variety of student success programs to help you achieve academic success.</td>
</tr>
<tr>
<td><strong>Tardiness</strong></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 or 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
Concepts Covered (Course Objective: 1,2)
1. Intro to class and clicker integration.
2. Lifespan development characteristics: Multidirectional, Multi-contextual, Multicultural and Multidisciplinary
4. Plasticity
5. Nature vs Nurture
6. Evidence-based Practice & Scientific Process

Read Ch.1(p. 1-23)

Canvas
Be sure to review clicker materials, integrate it with the course site. Materials on Canvas and the HELP Desk will show you how.
Review Syllabus & Course Calendar
Take Quiz 1 by 9/1 12:00 PM.

Theories of Development and the Family

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

Read Ch.1 (p. 23-45)

Canvas
Complete theory and family presentations
Take Quiz 2 by 9/12 12:00 PM
Complete Ticket-to-Class

Family, Pre-Conception, Conception & Pregnancy

Sept. 19
(Week 3, Mod 2)
Concepts Covered (Course Objective: 1,2,3)
1. Pre-conception health
2. Stages of Pregnancy (Germinal, Embryonic and Fetal)
3. Age of viability
4. Teratogen: Critical time and threshold effect
5. FAS (Fetal Alcohol syndrome)
6. Health advice on exposures during pregnancy
7. Genome, phenotype, Genetic Counselling
8. Impact of family violence across lifespan
9. IPV (Intimate Partner Violence)
10. 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 presentation
  - Take Quiz 3 BY 9/19 12:00 PM
- Complete Pre-conception CDC assignments under content.
- Complete Ticket-to-Class based on CDC Exercise

Sept. 26
(Week 4, Mod 3) with Guest Faculty
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 assigned readings about breastfeeding

Canvas
- Complete presentations and videos
  - Take Quiz 4 BY 9/26 12:00 PM
- Complete Ticket-to-Class

Oct. 3
(Week 5, Mod 4) Newborn-First Year
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 1\textsuperscript{st} crisis (trust vs mistrust)

Oct. 10
(Week 6, Mod 5)

Toddler-Second Year

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 2\textsuperscript{nd} crisis (autonomy vs shame & doubt)

Oct. 17
(Week 7, Mod 6)

Early Childhood (2-6 years) Midterm prep last 20 min. of class

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

Canvas
- Review presentations
- Complete Ticket-to-Class
- Take Quiz 5A by 10/3 at 12PM

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

Canvas
- Complete presentations
- Take Quiz 5B BY 10/10 at 12PM
- Complete Ticket-to-Class
- Family Reflection Paper due Friday 10/11 11:59 PM in Canvas

Oct. 17
(Week 7, Mod 6)
## 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.
6. Injury prevention: Primary, secondary, tertiary
7. Piaget: Preoperational, symbolic thought and conservation (Animism, centration, egocentrism, focus on appearance, static reasoning, irreversibility)
9. Language: Fast-mapping, grammar, overregularization & milestones
10. Erikson: initiative vs guilt

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

### Canvas
- Complete presentations
- Take Quiz 6 BY 10/17 12:00 PM
- Complete Ticket-to-Class
- Begin reviewing Midterm Study Guide

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### Oct. 24 (Week 8)

**Midterm Exam in class**

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

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### Oct. 31 (Week 9, Mod 7)

**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.
3. Multiple intelligences and learning challenges: IEP, learning disability, dyslexia, ADHD, Autism,
4. Brain growth and selective attention, reaction time, automatization
5. Concrete operational thought, seriation, classification
6. Memory: sensory memory, working memory and long-term memory
7. Resilience, stress and child maltreatment
8. Friends, peers and bullying
9. Erikson: industry vs inferiority
10. Parenting styles
11. Divorce

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

### Canvas
- Complete presentation
- Take Quiz 7 BY 10/31 12:00 PM
- Complete Ticket-to-Class

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### Nov. 7 (Week 10, Mod 8)

**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

Nov. 14
(Week 11, Mod 9)
Emerging Adult (18-25 years)
Guest Faculty for Student’s Connect session

Concepts Covered (Course Objective: 1,2,3)
1. Organ reserve, homeostasis, allostatics, 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

Nov. 21
(Week 13, Mod 11)
Adult (26-65 years)

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

Canvas
- Complete presentation
  - Take Quiz 8 BY 11/7 12:00 PM
  - Complete Ticket-to-Class

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

Canvas
- Complete presentation
  - Take Quiz 9 BY 11/14 12:00 PM
  - Complete Ticket-to-Class
Concepts Covered (Course Objective: 1,2,5)
1. Senescence, menopause and andropause, presbycusis, infertility
2. Health habits impact on aging; obesity and inactivity
3. Mortality, morbidity and disability
4. Intelligence and the Seattle Longitudinal Study
5. Fluid and crystallized intelligence
6. Sternberg: 3 forms of intelligence (analytic, creative and practical)
7. Selective optimization with compensation
8. Erikson: Generativity vs stagnation; integrity vs despair
9. Midlife crisis
10. Big 5 Personality Traits
11. Intimacy, romantic partners and caregiving
12. Employment and retirement

Canvas
- Read Ch. 12 & 13 (p.426-499)
- Complete presentation
- Take Quiz 10 BY 11/21 12:00 PM
- Complete ticket-to-class

Nov. 25 - Nov. 29
(Week 12, Mod 10)
On-line Class-LGBTQ (no face-to-face class)

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

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

Dec. 5
(Week 14, Mod 12)
Late Adulthood (65+ years)
### Concepts Covered (Course Objective: 1,2,5)
1. Ageism and elderspeak
2. Compensation: driving, sex, senses and brain
3. Primary and secondary aging
4. Chronic and acute illness, osteoporosis
5. Aging brain, information processing and memory
6. Neurocognitive disorders; Alzheimer’s, Parkinson’s
7. Depression and anxiety, polypharmacy
8. Erikson and Maslow - Self-actualization
9. Life review and wisdom
10. Grandparenting
11. Frail elderly, ADLs and IADLs
12. Elder abuse and long-term care

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### Dec. 12
(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

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### December 17 12:30-2:30
(Week 16, Final Exam)
Room TBA

**Final Exam**

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

Congratulations you are finished with the semester!

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

#### Canvas
- Complete presentation
- **Take Quiz 11 BY 12/5 12:00PM**
- Complete Ticket-to-Class
- **Older Adult Reflection Paper due 12/4 11:59 PM**

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### Dec. 12
(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

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#### Canvas
- Read Epilogue Death and Dying p.573-599

#### Canvas
- Complete presentation
- **Take Quiz 12 BY 12/12 12:00 PM**
- Complete Ticket-to-Class