

Growth and Development

STUDENT NAME Lay Bailey

DEVELOPMENTAL STAGE Pre-schooler (3-5 yo)

REVIEW MODULE CHAPTER _____

EXPECTED GROWTH AND DEVELOPMENT

Physical Development	Cognitive Development	Psychosocial Development	Age-Appropriate Activities
<p>wt ↑ 4.5-6.5 lbs/yr</p> <p>ht ↑ 2.5-3.5 in/yr</p> <ul style="list-style-type: none"> legs elongate before trunk ride bike balance on one foot jump rope throw + catch ball some letters (shape) simple arts + craft tools build blocks 	<p>Prolonged separation → anxiety</p> <p>Sentences of 3-4 words</p> <ul style="list-style-type: none"> simple songs + stories sentences 6-7 words <p>Name 4+ colors</p> <p>Follow 3 commands</p> <p>Vocabs 900-2100+</p> <p>Initiative vs. guilt</p> <p>Initiative vs. guilt</p>	<ul style="list-style-type: none"> Presses self ↑ attention span feeds self scared of dark gender parallel play independent, (4yo) rebellious, shows off less rebellious, (5yo) eager to please, manners, follows rules 	<ul style="list-style-type: none"> group play jumping, running, climbing imaginative play educational toys

Health Promotion

car seat / booster

Immunizations

DTaP

MMx

FLU

Health Screening

visual screening

ht

wt.

motor skills

Nutrition

- variety of nutrient-dense food
- balance with ↑ activity
- age 4 picky eater
- sleep 12 hrs rarely take naps

Injury Prevention

- bike helmets
- hot surfaces
- be aware of other cars
- proper car seat
- Avoid sleep with parents

Growth and Development

STUDENT NAME Lacy Bayley

DEVELOPMENTAL STAGE Infant 0-12 months

REVIEW MODULE CHAPTER _____

EXPECTED GROWTH AND DEVELOPMENT

Physical Development	Cognitive Development	Psychosocial Development	Age-Appropriate Activities
<ul style="list-style-type: none"> • wt gain +1.5lb/month • wt doubles by 4-6 months • wt 12 months 21-22lb • Ht ↑ 1in/month • trunk develops more before wt • head circum ↑ 1/2in • Sit S → Stands w/support • grasps → turn page, hold cube 	<ul style="list-style-type: none"> • cries/squews to express displeasure • laughs out loud • cooing sounds • imitative sounds • "talks" • comprehends "no" + basic commands • object permanence 	<ul style="list-style-type: none"> • Loves to be held, talked to • makes faces • observant • Play independently • anxious when away from parent • Trust vs. mistrust 	<ul style="list-style-type: none"> • soft toys • rattle • squeaky toys • pat a cake • looking at books • singing building blocks • crawling • push-pull toys

Health Promotion
 car seat facing rear

Immunizations

- HepB
- DTaP
- Rotavirus
- Influenza
- Pneumococcal
- HepB
- DTap, IPV
- PCV, RV, Hib
- RSV
- HepB
- polio
- mmm
- hpa

Health Screening

- Birth weight
- head circum
- ability to sit self
- ↳ stand with support

Nutrition

- human milk or formula ONLY
- solid foods not til 6 months - baby cereal
- introduce foods one @ a time 4-7 days apart

Injury Prevention

- keep sharp objects out of reach
- smaller than toilet paper roll & aspirin
- suffocation
- car seat facing rear
- falls
- poisoning
- Burn
- Drowning - 2 inches water

ACTIVE LEARNING TEMPLATE: **Growth and Development**

STUDENT NAME Lacy Bayley
 DEVELOPMENTAL STAGE Toddler 1-3 years REVIEW MODULE CHAPTER _____

EXPECTED GROWTH AND DEVELOPMENT

Physical Development	Cognitive Development	Psychosocial Development	Age-Appropriate Activities
<ul style="list-style-type: none"> • wt gain 4-6lb/year • avg wt @ 2yo 27lb • Ht ↑ 3in/year • avg 2yo Ht 34inc • walks w/o help • clumsy when running • stops • goes up/down stairs • kick a ball • Jumping 	<ul style="list-style-type: none"> • 4-6 words • 300 words • says no verb + by shaking head • overvocalize needs • some color • name • <i>Autonomy vs. Shame & doubt</i> 	<ul style="list-style-type: none"> • tolerates some separation • expresses emotions • dress in simple clothing • acknowledge different sexes • temper tantrums 	<ul style="list-style-type: none"> • push-pull toys • "reading" • shovel-bucket • blocks • toy telephone • dolls + animals • bubbles • clay

*scribbles → able to hold crayon, able to build more blocks

Health Promotion

- Rear facing in car until 2
- toilet training.

Immunizations

- polio
- Hep A
- tetanus
- Flu
- RSV
- DTaP
- Polio
- Mmr2
- VAR

Health Screening

- dentist by 1yo
- sleep 11-12 hrs
- wt gain
- ht.

Nutrition

- 3 meals
- 2 snacks
- picky around 18 months
- pickiness
- Avoid popcorn, hard candies, gum, large chunks of meat

Injury Prevention

- burns - stoves
- falls - able to walk
- choking - plastic bags
- poisoning - locked cabinets
- Drowning - life jacket drain pool
- Avoid stray animals

ACTIVE LEARNING TEMPLATE: **Growth and Development**

STUDENT NAME Lacy Bayley
 DEVELOPMENTAL STAGE school-aged child 6-12 yrs REVIEW MODULE CHAPTER _____

EXPECTED GROWTH AND DEVELOPMENT

~~fast~~
 concrete
 operations

Physical Development	Cognitive Development	Psychosocial Development	Age-Appropriate Activities
Wt. ↑ slow steady girls surpass boys in ht + wt. wt doubles from 6-12 ht ↑ 2in/yr ability to draw improves body movement becomes more fluid	concept of number begins Left vs right Concept of time fractions write stories Industry vs. Inferiority	• cheat to win • jealousy of siblings • group play • wants to do well in school • begins to have crushes • can be alone • enjoys companionship • become more organized	• cut food • hygiene (brush hair) • care for pet • likes school • Group play - clubs - teams

• dishonest • stress fear

Health Promotion
 r/f obese @ 10-12yrs
 * latch-keep - care for self w/o adult
 • wear helmet
 • teach to swim
 • adult supervision
 • encourage exercis
 • bullying

Immunizations	Health Screening	Nutrition	Injury Prevention
yearly flu DTP Polio	scoliosis eyes	• eat adult portions • obesity is concern • avoid using food as a reward • avoid skipping meals	• Burns • drowning • backseat • poisoning

ACTIVE LEARNING TEMPLATE: Growth and Development

STUDENT NAME Lary Bayley
 DEVELOPMENTAL STAGE Adolescent 11-20yo REVIEW MODULE CHAPTER _____

EXPECTED GROWTH AND DEVELOPMENT

Physical Development	Cognitive Development	Psychosocial Development	Age-Appropriate Activities
Puberty! Breasts, testicles pubic hair menstruation voice changes <i>Formal operational</i>	<ul style="list-style-type: none"> body image independence maintain attention span logic + decision making now one's actions affect another <i>Identity vs Role confusion</i>	<ul style="list-style-type: none"> self-esteem testing romantic relationships independence from parents emotions mood swings → stable sexual identity 	<ul style="list-style-type: none"> sports reading social events (school dances) videogames

Health Promotion

- sleep - during puberty may need more
- safe sex

Immunizations	Health Screening	Nutrition	Injury Prevention
<ul style="list-style-type: none"> • seasonal flu 	<ul style="list-style-type: none"> • scoliosis • STIs 	<ul style="list-style-type: none"> • encourage activity • avoid using food as reward • caloric needs during puberty • eating disorders • encourage healthy eating 	<ul style="list-style-type: none"> • suicide • seat belt • helmets • sunscreen • substance use • sex

ACTIVE LEARNING TEMPLATE: **Growth and Development**

STUDENT NAME Lacy Bayley
 DEVELOPMENTAL STAGE Young Adult 18-30 REVIEW MODULE CHAPTER _____

EXPECTED GROWTH AND DEVELOPMENT

Physical Development

Growth stops @ 20yrs
 cardiac performance peaks + muscle
 men high lipids
 metabolic rate ↓
 time for childbearing

Cognitive Development

critical thinking
 memory peaks

Intimacy vs role conflict

Psychosocial Development

Sort through values + beliefs
 need for intimacy + career
 form lasting relationships

Age-Appropriate Activities

- exercise
- thoughts of future
- school
- activities w/ children
- vacations

Health Promotion

substance abuse
 STI's
 suicide

Immunizations

Flu
 Tetanus
 HepB
 COVID
 Tdap
 MMR
 Varicella
 HPV
 HepB
 MenB

Health Screening

Health visits
 - wt.
 - dental
 - Blood pressure
 - STI's

Nutrition

- Cal for women
 - Adequate caloric intake

Injury Prevention

- Avoid drugs
- drinking + driving
- seat belt
- smoking

IPV

ACTIVE LEARNING TEMPLATE: **Growth and Development**

STUDENT NAME Lacy Bayley
 DEVELOPMENTAL STAGE Middle Adult (30-45) REVIEW MODULE CHAPTER _____

EXPECTED GROWTH AND DEVELOPMENT

Physical Development	Cognitive Development	Psychosocial Development	Age-Appropriate Activities
<ul style="list-style-type: none"> - Skin thicker - Subcut fat - hair grays - skeletal muscle mass - visual + auditory - nerve impulses ↓ 	<p>does not advance</p> <p>generativity vs role conflict</p>	<ul style="list-style-type: none"> - Care - relationships @ work, family, community - concern for others - personal + prof achievement - children leaving home 	<ul style="list-style-type: none"> - career - hobbies

Health Promotion

Immunizations	Health Screening	Nutrition	Injury Prevention
<p>Flu</p> <p>IPV</p> <p>HEPIS</p> <p>HPV</p> <p>VAIC</p> <p>MMR</p>	<ul style="list-style-type: none"> - DEXA scan - wt - eye exams 	<ul style="list-style-type: none"> - adequate protein - cal - caloric intake adequate - exercis 	<p>Drugs</p> <p>Drinking</p> <p>wear seat-belt</p>

ACTIVE LEARNING TEMPLATE: **Growth and Development**

STUDENT NAME Lacy Bayley
 DEVELOPMENTAL STAGE Late adult -> death REVIEW MODULE CHAPTER _____

EXPECTED GROWTH AND DEVELOPMENT

Physical Development	Cognitive Development	Psychosocial Development	Age-Appropriate Activities
<ul style="list-style-type: none"> - Skin - fast + small ↓ - loss of bone mass - CA - cardiac renal & pulm Δ 	Short-term memory <i>Integrity vs. despair</i>	Sense of self worth dignity of life experience review life achievements Death	<ul style="list-style-type: none"> - Leisure activities

Health Promotion
 - ADLs

Immunizations	Health Screening	Nutrition	Injury Prevention
FlU COVID RSV RZV Pneumococcal IPV	CA BP Dental eye exams hearing exams	↓ sodium caloric intake mobility concerns	Tripping hazards medication



Individual Performance Profile N201 Growth and Development 2025

Individual Name:	LACY BAYLEY	Individual Score:	56.3%
Student Number:	8278434		
Institution:	Margaret H Rollins SON at Beebe Medical Center		
Program Type:	Diploma		
Test Date:	09/02/2025		

Overall Performance			Individual Score (% Correct)
Assessment Name	# Points	Individual Score	1 10 20 30 40 50 60 70 80 90 99
N201 Growth and Development 2025	16	56.3%	

Individual Performance Profile N201 Growth and Development 2025



Outcomes

Acute/Chronic	No of Points	Individual Score	Description
Acute	4	25.0%	A disease, condition or injury characterized by a relatively sudden onset of symptoms that are usually severe. An episode of acute disease results in: recovery to a state comparable to the client's condition of health and activity before the disease; progression into a chronic illness; or death.
Chronic	2	100.0%	A disease or condition that persists for 6 months or more, or in which a cure is not expected. Chronic diseases generally cannot be prevented by vaccines or cured by medication, nor do they just disappear.

Bloom's Taxonomy	No of Points	Individual Score	Description
Apply	7	42.9%	Use information in a variety of situations.
Understand	4	75.0%	Explain the meaning of information.
Remember	5	60.0%	Recall relevant information.

Body Function	No of Points	Individual Score	Description
Cognition and Sensation	10	50.0%	The anatomical structures (brain, central and peripheral nervous systems, eyes and ears) and body functions that support perception, interpretation, and response to internal and external stimuli.
Immunity	1	0.0%	The anatomic structures (spleen, thymus, bone marrow and lymphatic system) and body functions related to inflammation, immunity, and cell growth.
Ingestion, Digestion, Absorption & Elimination	1	100.0%	The anatomical structures (mouth, esophagus, stomach, gall bladder, liver, small and large bowel, rectum, and anus) and body functions that support ingestion, digestion, and absorption of food and elimination of solid wastes from the body.
Reproduction	1	0.0%	The anatomical structures (breasts, ovaries, fallopian tubes, uterus, vagina, vulva, testicles, prostate, scrotum, and penis) and body functions that support reproductive functions.

Individual Performance Profile N201 Growth and Development 2025



BSN Essentials	No of Points	Individual Score	Description
Information Management and Application of Patient Care Technology	1	0.0%	The need for nurses to be able to use computer-based information management systems and patient care technology in the provision of client care.
Clinical Prevention and Population Health	8	50.0%	The need for nurses to be able to identify health related risk factors and facilitate behaviors that support health promotion, and disease and injury prevention, while providing population-focused care that is based on principles of epidemiology and promotes social justice.
Baccalaureate Generalist Nursing Practice	6	83.3%	The need for nurses to be able to practice as a generalist using clinical reasoning to provide care to patients across the lifespan and healthcare continuum and to individuals, families, groups, communities, and populations.

Clinical Areas	No of Points	Individual Score	Description
Fundamentals	3	33.3%	Ability to apply fundamental nursing principles and skills to basic needs of clients. Topics include foundational client care concepts (ie: medical and surgical asepsis, infection control, physical assessment, therapeutic communication, medication administration, pain management integral to the delivery of safe, ethical, and legal nursing practice.
Pediatric Nursing	12	66.7%	Ability to apply nursing knowledge to clinical problems experienced by children. Topics include basic concepts (e.g., medication administration, physical assessment, nutritional needs), care of children with various system disorders, care of children experiencing pediatric emergencies (e.g., accidental poisoning, respiratory arrest), and care of children with psychosocial disorders.
Nutrition	1	0.0%	Ability to apply nursing knowledge to normal nutrition and diet therapy. Topics include the collection of data regarding nutritional status; implementation of actions to promote normal nutrition or dietary modification in response to illness; and evaluation of the client's response to diet therapy.

NCLEX RN	No of Points	Individual Score	Description
RN Health Promotion and Maintenance	16	56.3%	The nurse directs nursing care to promote prevention and detection of illness and support optimal health.

NLN Competency	No of Points	Individual Score	Description
Human Flourishing	16	56.3%	Human flourishing is reflected in patient care that demonstrates respect for diversity, approaches patients in a holistic and patient-centered manner, and uses advocacy to enhance their health and well-being.

Individual Performance Profile N201 Growth and Development 2025



Nursing Process	No of Points	Individual Score	Description
RN Assessment	1	100.0%	The assessment step of the nursing process involves application of nursing knowledge to the collection, organization, validation and documentation of data about a client's health status. The nurse focuses on the client's response to a specific health problem including the client's health beliefs and practices. The nurse thinks critically to perform a comprehensive assessment of subjective and objective information. Nurses must have excellent communication and assessment skills in order to plan client care.
RN Analysis/Diagnosis	3	100.0%	The analysis step of the nursing process involves the nurse's ability to analyze assessment data to identify health problems/risks and a client's needs for health intervention. The nurse identifies patterns or trends, compares the data with expected standards or reference ranges and draws conclusions to direct nursing care. The nurse then frames nursing diagnoses in order to direct client care.
RN Planning	5	20.0%	The planning step of the nursing process involves the nurse's ability to make decisions and problem solve. The nurse uses a client's assessment data and nursing diagnoses to develop measurable client goals/outcomes and identify nursing interventions. The nurse uses evidenced based practice to set client goals, establish priorities of care, and identify nursing interventions to assist the client to achieve his goals.
RN Implementation/Therapeutic Nursing Intervention	7	57.1%	The implementation step of the nursing process involves the nurse's ability to apply nursing knowledge to implement interventions to assist a client to promote, maintain, or restore his health. The nurse uses problem-solving skills, clinical judgment, and critical thinking when using interpersonal and technical skills to provide client care. During this step the nurse will also delegate and supervise care and document the care and the client's response.
Priority Setting	No of Points	Individual Score	Description
Priority Setting	3	100.0%	Ability to demonstrate nursing judgment in making decisions about priority responses to a client problem. Also includes establishing priorities regarding the sequence of care to be provided to multiple clients.
QSEN	No of Points	Individual Score	Description
Patient-Centered Care	10	60.0%	The provision of caring and compassionate, culturally sensitive care that is based on a patient's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values.
Evidence Based Practice	6	50.0%	The use of current knowledge from research and other credible sources to make clinical judgments and provide client-centered care.

Individual Performance Profile N201 Growth and Development 2025



Thinking Skills	No of Points	Individual Score	Description
Foundational Thinking	9	66.7%	The ability to comprehend information and concepts. Incorporates Blooms Taxonomy categories of Remembering and Understanding.
Clinical Application	7	42.9%	The ability to apply nursing knowledge to a clinical situation. Incorporates Blooms Taxonomy category of Applying.

Topics To Review

N201 Growth and Development 2025 (7 items)

- Health Promotion of Adolescents (12 to 20 Years): Teaching About Pubescent Changes
- Health Promotion of Infants (1 Month to 1 Year): Separation Anxiety
- Health Promotion of Toddlers (1 to 3 Years): Anticipatory Guidance
- Immunizations: Meningococcal Conjugate Vaccine
- Older Adults (65 Years and Older): Health Promotion Education for Older Adults
- School-Age Children (6 to 12 years): Determining Erikson's Developmental Stages