Chapter 7 - Life_Span_Development

OBJECTIVES

7.1 Define key terms introduced in this chapter. Slides 9, 11, 14, 16, 20, 22, 27, 32, 35, 38

7.2 Describe the physical and psychological characteristics, including normal vital signs, for individuals in each of the following age groups: Infant, Toddler, Preschool Age, School Age, Adolescent, Early Adult, Middle Adult, and Late Adult. Slides 9–13, 18, 22, 25, 29, 34, 37, 40

continued

7.3 Describe the typical psychosocial characteristics and concerns of individuals at each stage during the life span. Slides 14, 19, 22, 25, 30, 34, 37, 40

7.4 Use knowledge of physical, physiological, and psychosocial development to anticipate the needs and concerns of patients of all ages. Slides 9–14, 18–19, 22, 25, 29–31, 34, 37, 40

Copyright ©2012 by Pearson Education, Inc.
Chapter 7 - Life_Span_Development

MULTIMEDIA

- Slide 15 Growth and Development: Major Life Transition—Infant Video
- Slide 26 School-aged Children Health Promotion Video
- Slide 41 Cognitive Function of Older Adults Video

CORE CONCEPTS

- The physiological (physical) characteristics of different age groups from infancy through late adulthood
- The psychosocial (mental and social) characteristics of different age groups from infancy through late adulthood

Topics

- Infancy (Birth to 1 Year)
- Toddler Phase (12–36 Months)
- Preschool Age (3–5 Years)
- School Age (6–12 Years)
- Adolescence (13–18 Years)
- Early Adulthood (19–40 Years)
- Middle Adulthood (41–60 Years)
- Late Adulthood (61 Years and Older)
Infancy (Birth to 1 Year)

Physiological Characteristics

- 3.0–3.5 kg (6.6–7.7 lb) at birth
- Weight doubles by 6 months; triples by 12 months
- Head 25% of body weight
- Airway narrow; easily obstructed
- Nose and diaphragm used for breathing

continued
Physiological Characteristics

- Antibodies passed from mother to child in pregnancy
- Antibodies also passed through breastfeeding

Physiological Characteristics

- Moro reflex (startle)
  - Throws arms out, spreads fingers, grabs with fingers and arms
- Palmar reflex
  - Grasps objects placed in palm
- Rooting reflex (hunger)
  - Turns toward side of head touched

Physiological Characteristics

- Sucking reflex
  - Sucks when lips are stroked
- Sleep patterns
  - Begin to regulate after 2–4 months
  - Then sleeps through night
- Extremities grow from a combination of growth plates and epiphyseal plates
Physiological Characteristics

- Fontanelles not fused at birth—still soft until 9–18 months
- Sunken fontanelles: indicate dehydration
- Bulging fontanelles: indicate increased pressure inside skull

Psychosocial Characteristics

- Bonding
- Trust vs. mistrust
- Scaffolding
- Temperament

Growth and Development: Major Life Transition—Infant Video

Click here to view a video on the subject of an infant’s growth and development.
Chapter 7 - Life_Span_Development

Toddler Phase (12–36 Months)

Physiological Characteristics

• Pulmonary system
• Nervous system
• Musculoskeletal system
• Immune system
• Teeth
Psychosocial Characteristics

- Begins to understand cause and effect
- Highly curious and investigating
- Separation anxiety
- Begins to develop “magic thinking,” imagination, and ability to role play

Preschool Age (3–5 Years)
Physiological and Psychosocial Characteristics

- Physiological
  - Body systems continue to develop
- Psychosocial
  - Developing interactive and social skills

School Age (6–12 Years)
Physiological and Psychosocial Characteristics

- Physiological
  - Loss of baby teeth
- Psychosocial
  - Less general supervision
  - Developing decision-making skills
  - More awareness of self-esteem
  - Values opinions of peers (positive or negative)

School-Aged Children
Health Promotion Video

Click here to view a video on the subject of promoting a healthy lifestyle in school-age children.

Adolescence (13–18 Years)
Adolescence (13–18 Years)

Physiological Characteristics
- Growth spurt
- Sexual maturity

Psychosocial Characteristics
- Strives for independence
- Concern about body image and peer pressure
- May be prone to self-destructive behaviors
- Developing personal code of ethics
Think About It

- Adolescents are often injured because of risk taking
- May be resistant to disclose what happened
- Must be encouraged to explain circumstances surrounding an incident

Early Adulthood (19–40 Years)
Physiological and Psychosocial Characteristics

- Physiological
  - Lifelong habits formed
  - Reaches peak physical condition
- Psychosocial
  - Job and family stress
  - Marriage, childbirth, child rearing
  - Accidents leading cause of death

Middle Adulthood
(41–60 Years)
Physiological and Psychosocial Characteristics

- Physiological
  - May need vision correction
  - Cancer, heart disease often develop
  - Weight control more difficult

- Psychosocial
  - Empty-nest syndrome
  - Caring for elderly parents

Late Adulthood
(61 Years and Older)
Physiological and Psychosocial Characteristics

- Physiological
  - Body systems less efficient
- Psychosocial
  - Living environment
  - Self-worth
  - Financial burdens
  - Death and dying

Cognitive Function of Older Adults Video

Click here to view a video on the subject of cognitive function of older adults.

Chapter Review
Chapter Review

• Understanding basic physiological and psychosocial development for each age group will assist you in communicating with and assessing patients of various ages.

• Physiological differences between ages will affect your care (for example: differences in respiratory systems; effects of pre-existing conditions).
• Infants and young children have less-developed, smaller respiratory structures which can worsen respiratory conditions.

• Communicating with patients will depend on their stage of development: could be fear of strangers, separation anxiety, embarrassment, denial, depression.
Remember

• Infants present massive bursts of anatomical and psychosocial development in the first year of life.
• Although preschoolers begin to develop independence and reason, in many ways they still resemble the psychosocial development of toddlers.

continued

Remember

• School-age children often are independent and logical, but that may crumble with illness or injury.
• Adolescents are reaching physiological maturity, but they often face difficult psychosocial challenges.

continued

Remember

• Early, middle, and late adults vary greatly in terms of physiological development and conditioning; they also face psychosocial challenges unique to adulthood.
Questions to Consider

• How do I approach a patient most effectively based on developmental characteristics?
• Does the age of my patient pose any assessment or care challenges based on physiologic development?

Critical Thinking

• You are called for abdominal pain in a 16-year-old girl. She is with friends at the park. She seems hesitant to answer any of your questions. What characteristic of adolescent development is most likely the cause of this? How could you overcome it?

Please visit Resource Central on www.bradybooks.com to view additional resources for this text.