



# NMNEC Concept: **Development**

**Mega Concept:** Participant Attribute

**Category:** Diversity

**Concept Name:** Development

**Concept Definition:**

The sequence of physical, psychosocial, and cognitive developmental changes that take place over the human lifespan. (Small, 2017)

**Scope and Categories:**

**Scope:** The developmental life span stages from birth to death.

**Categories:**

- Physical/Physiological Development: “the growth and changes in body tissues and organ systems and the resultant changes in functions and proportions.” (Small, 2017)
- Motoric Development: Includes two major categories: gross and fine motor. Generally, development progresses from gross motor to fine motor (Small, 2017).
- Social/Emotional Development: Includes the development of self-understanding, understanding others, and understanding social interactions (Small, 2017).
- Cognitive Development: Relates to working memory capacity, cognitive self-regulation, and the processing and use of information about the environment (Small, 2017).
- Communication Development: Requires receptive and expressive skills; involves a set of rules shared by a group of people that allows communication of thoughts, ideas and emotions. (Small, 2017)
- Adaptive Development: Acquisition of a range of skills that enable independence. (Small, 2017).

**Theoretical Links:**

- Erikson’s Theory of Psychosocial Development: Erikson’s theory is focused on the psychosocial development of an individual across the lifespan based on a series of crisis stages all individual’s experience at specific times throughout the life span. This theory expands on Freud’s theory of psychosocial development (Small, 2017, p. 6).
- Piaget’s Theory of Cognitive Development: Focuses on a combined approach of biological and environmental factors helping the individual develop methods which help organize and learn to think,” progressing from illogical to logical, from concrete to abstract, from simple to complex.” (Small, 2017, p. 6)



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- Kohlberg's Theory of Moral Development –Focuses on different of levels of moral development or moral reasoning. This occurs related to the individual's cognitive development but is not age or developmental stage specific. (Small, 2017. p. 6)

### **Context to Nursing/Healthcare:**

There are implications for nursing across all populations and healthcare settings

- Knowledge that nurses need to provide developmentally appropriate care includes:
  - Risk Recognition:
    - Prenatal –genetics and environmental factors that affect fetal growth and development
    - Birth Risk-factors affecting neonate-low birth weight, prematurity, trauma and/or injury during birthing process, hypoxia
    - Social-socioeconomic status of parents, parental age, abuse, neglect, living environment
    - Health status-congenital defects, birth trauma or injury, need for hospitalization (Small. 2017 )
  - Developmental Delay: A delay of at least 2.5 standard deviations in more than one or more areas or subcategories of development (Small, 2017).
  - Skills that nurses need to provide developmentally appropriate care includes:
    - Developmental Assessment: Includes the assessment of all age levels for developmental stages and risks. Usually occurs during well baby/child health and screening visits (Small, 2017).
    - Adapt care to meet the developmental needs (QSEN)
    - Nursing care and the care giver's approach to providing that care is affected by the individual's developmental level "impacts every aspect of care" (Small, 2017).
      - Presence of Developmental Delay
      - Absence of Developmental Delay

### **Interrelated Concepts:**

- **Functional Ability:** Developmental level strongly impacts functional ability and patients' self-care needs.
- **Culture:** The cultural background may affect the developmental expectations of the individual.
- **Communication:** Nursing care and the ability to communicate with the individual is directly impacted by the individual's developmental level.
- **Family:** Psychosocial development is profoundly influenced by family dynamics.



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- **Reproduction and Sexuality:** Related to growth and development: reproduction begins with the individual's physical ability to reproduce; attain sexual maturity of both the male and female, and includes the physical act of intercourse, conception, and pregnancy.
- **Cognition:** Cognitive functioning and operations is dependent on and reflects the developmental level.
- **Patient Education:** Patient education must be appropriate for the patient's developmental needs to be effective.
- **Genetics:** some small mutations are the underlying cause of intellectual and developmental delays (McKinney, et al., 2018)

### **New Mexico Nursing Education Consortium (NMNEC) Required Exemplars:**

- Developmental Assessment (e.g., Denver)
- Developmental Implications of Patient Education
- Nursing Implications of Individual Developmental Stages

### **Optional Exemplars**

- Failure to Thrive
- Pervasive developmental disorders (Autism spectrum disorders)
- Down's Syndrome (Trisomy 21)



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### **References:**

Chapman, A. (2013). *Erikson's psychosocial development theory*.

[http://www.businessballs.com/erik\\_erikson\\_psychosocial\\_theory.htm](http://www.businessballs.com/erik_erikson_psychosocial_theory.htm)

McKinney, E. S., James, S. R., Murray, S. S., Nelson, K. A., & Ashwill, J. W. (2018). *Maternal-Child Nursing*. Elsevier.

Small, L. (2017). Development. In Giddens, J. F. (Ed.) *Concepts for nursing practice* (2<sup>nd</sup> ed., pp. 13-20). Elsevier

Quality and Safety Education for Nurses (QSEN). (2020). *QSEN competencies: Pre-licensure KSAS*.

[https://qsen.org/competencies/pre-licensure-ksas/#teamwork\\_collaboration](https://qsen.org/competencies/pre-licensure-ksas/#teamwork_collaboration)

### **Resources:**

Centers for Disease Control and Prevention (CDC). *Autism Spectrum Disorder Data and Statistics*.

<https://www.cdc.gov/ncbddd/autism/data.html>

Centers for Disease Control and Prevention (CDC). *Facts about Down Syndrome*.

<https://www.cdc.gov/ncbddd/birthdefects/downsyndrome.html>