UNIVERSITY OF FLORIDA

 COLLEGE OF NURSING

 COURSE SYLLABUS

 Fall/2016

COURSE NUMBER NGR 6301

COURSE TITLE Advanced Child Health Nursing I

CREDITS 03

PLACEMENT DNP Program: Pediatric Nurse Practitioner Track

PREREQUISITES NGR 6002C: Advanced Health Assessment and Diagnostic Reasoning

 NGR 6636: Health Promotion and Role Development in

 Advanced Practice Nursing

 NGR 6140: Physiology and Pathophysiology for Advanced Nursing Practice

 NGR 6101: Theory and Research for Nursing

COREQUISITES NGR 6172: Pharmacotherapeutics for Advanced Practice Nursing

 NGR 6372C: Advanced Pediatric Procedures and Diagnostics

 NGR 6301L: Advanced Child Health Nursing Clinical I

# FACULTY Phone Office Office Hrs

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Clinical Assistant Professor

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Stacia M. Hays, DNP, PNP-BC, CCTC 352-273-6348 HPNP 2232 Tues 10-1200

Clinical Assistant Professor

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Rose Nealis, PhD, ARNP, 352-273-6414 HPNP 2220 M 13-1500

PC-PNP-BC, AC-CPNP

Clinical Associate Professor

PNP Clinical Track Coordinator

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COURSE DESCRIPTION

This course provides the student with in-depth knowledge of the management of child health care, including wellness promotion, illness prevention, and treatment of common health problems in children from newborns through young adulthood. Focus is on children within a family system, including sensitivity to the health beliefs of families and inclusion of families in the assessment, planning, and evaluation of health care.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Synthesize theory and research findings from nursing and other disciplines to plan wellness promotion and illness prevention strategies for children and their families in various stages of development.

2. Analyze normal versus abnormal development for children from newborn through young adulthood.

3. Hypothesize appropriate diagnoses and differential diagnoses based on history, presenting symptoms, physical examination, and diagnostic testing for children with selected common health problems.

4. Hypothesize appropriate diagnostic and therapeutic interventions and evaluation plans based on research and evidence-based practice guidelines with emphasis on safety, cost, efficacy, developmental age and family/cultural considerations for children with health risks and/or common health care problems.

5. Synthesize knowledge, theory and research findings, including learning theory, to develop plans to promote effective parenting skills for children at various stages of development.

6. Evaluate interdisciplinary and collaborative community relationships and resources in providing comprehensive health care for children.

7. Apply legal and ethical issues related to the delivery of primary health care to children by pediatric nurse practitioners.

COURSE SCHEDULE

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu.

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE

A. General developmental approach of the family unit and child health needs related to management of newborns through adolescence.

B. Systematic approach to well child care and common health problems of children. Each of the following will be considered throughout the course:

 1. Symptom cluster presentation

 2. Objective findings: physical exam, history, diagnostic testing

 3. Diagnosis/differential diagnoses

 4. Therapeutic plan

 5. Evaluation of treatment results (efficacy)

 6. Use of interdisciplinary collaboration and referral

 7. Ethical principles

 8. Legal requirements

 9. Health disparities

 10. Genomics

C. Systems approach to common health problems in children

 1. General health

 2. HEENT

 3. Common Upper and Lower Respiratory Tract Infections

 4. Domestic violence and child abuse

 5. Developmental and behavioral disorders in children

 6. Obesity

D. Dermatologic disorders in children

TEACHING METHODS

Lectures, discussions, audiovisual materials, written materials, and presentation of case studies.

LEARNING ACTIVITIES

Readings, participation in on-line discussions, case study analysis, text readings, and

review of current literature. Students are expected to view the weekly modules and read pertinent literature as they relate to each module.

EVALUATION METHODS/COURSE GRADE CALCULATION

See Canvas for detailed information regarding each assignment.

Exam 1 15% Clinical Practice Guideline Analysis (2) 5%

Exam 2 15% Health Histories (5) 25%

Exam 3 15%

Final Exam 25%

The College of Nursing will utilize ProctorU, a live proctoring service, for major examinations in graduate web-based online courses to ensure a secure testing environment. Students must sign in to ProctorU at least 30 minutes prior to the scheduled time for each exam in order to authenticate their identity and connect with the live proctor. Students authenticate their identity and are remotely monitored by a trained employee of ProctorU. If you have questions about ProctorU, contact CON IT.

• CON IT Support office will oversee this process and provide technical assistance.

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* Each student computer must be in compliance with Policy S1.04, *Student Computer Policy* and must contain a web cam, microphone, and speakers.
* CON IT Support office will oversee this process and provide technical assistance.

MAKE UP POLICY

There will be no make-up exams offered. If a student misses an exam, the score on the final exam will count for both the missed exam and the final exam. If a student misses the final exam, the average of the last two exams will be assigned as the final exam grade.

No late assignments will be accepted. Contact the instructor if you have extenuating circumstances.

GRADING SCALE/QUALITY POINTS

 A 95-100 (4.0) C 74-79\* (2.0)

 A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

 B 84-90 (3.0) D 64-69 (1.0)

 B- 82-83 (2.67) D- 62-63 (0.67)

 C+ 80-81 (2.33) E 61 or below (0.0)

 \* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies:

 Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

REQUIRED TEXTBOOKS (You will be utilizing these textbooks throughout the course of the PNP program)

Burns, Dunn, Brady, Starr, and Blosser (2012). *Pediatric Primary Care, 5th Ed*, Saunders. ISBN-10: 0323080243 ISBN-13: 978-0323080248.

Engel, J. (2006). *Pocket guide to pediatric assessment 5th Ed*. St. Louis: Mosby. ISBN: 978-0-323-04412-7

Fitzpatrick, T. B., et al. (2009*). Color atlas and synopsis of clinical dermatology and serious diseases, 6th Ed*. New York: McGraw-Hill ISBN-10: 0071599754 | ISBN-13: 978-0071599757 OR similar Color Atlas of Dermatology - Hurwitz is excellent and pediatric specific with on-line access

Johns Hopkins Hospital (2015). *The Harriet Lane Handbook , 20th Ed*. ISBN 978-0-323-09644-7

American Academy of Pediatrics (2015). *Red Book report of the Committee on Infectious Diseases, 30th Ed*. **OR** recommend purchasing Red Book On-Line, <http://redbook.solutions.aap.org/Redbook.aspx>

American Academy of Pediatrics (2008). *Bright Futures: Guidelines for health supervision of infants, children, and adolescents, 3rd Ed*. ISBN 13: 978-1-58110-223-9 **OR** downloadable pdfs from <http://brightfutures.aap.org/3rd_Edition_Guidelines_and_Pocket_Guide.html>

Zitelli, McIntyre, and Nowalk (2012), *Zitelli and Davis' Atlas of Pediatric Physical Diagnosis, 6th Edition*. ISBN 978-0-323-07932-7 with on-line access.

RECOMMENDED TEXTBOOKS

Any color dermatology atlas, especially if specific to pediatrics, such as Hurwitz Clinical Pediatric Dermatology by Paller, Mancini, and Hurwitz, ISBN 9781437704129.

Caban, M., et al. 2015. *The 5-Minute Pediatric Consult, 7th Ed*. ISBN-13 978-1-4511-9103-5. **OR** online access.

**WEEKLY CLASS SCHEDULE**: **See CANVAS MODULES for specific details**

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| Week of | TOPIC | ASSIGNMENTS/READINGS | FACULTY |
| August 22 | Intro to the CourseIntroduction to Evidence-Based Practice: Searching the LiteratureClinical Management of Selected Primary Care Urgent and Emergent Conditions | **Introduction Collage Due August 29 at 11pm**For the first class, read Burns re fever, urinary tract infection, head injury, pain management, poisonings, accidental and intentional injuries, injury prevention, motor vehicle safety, burn treatment, fever, and fever without localizing signs. | Hays, Nealis, Bruney |
| August 29**On campus orient at UF CON 8/31-9/1** | Common Respiratory Problems of ChildhoodParts 1 | Lecture, Readings: Burns; Zitelli; Red Book**Analysis of Bronchiolitis CPG Due Sept 4 @11pm** | HaysHays, Nealis, Bruney |
| September 6(*Labor Day September 5*) | Common Respiratory Problems Part 2***(End of Exam 1 content)*** | Lecture, Readings: Burns; Zitelli; Red Book | Hays |
| September 12 | Genetics and DysmorphologyEthics in Pediatric Primary Care | Lecture, Readings: TBA | Nealis |
| **September 16** | **EXAM 1- Thursday** | **PROCTOR U**Sign up for 1- hour block between 8-11am |  |
| September 19 | Breastfeeding BasicsInfant/Toddler Nutrition Overview | **Analysis of Sinusitis *or* Hyperbilirubinemia CPG Due Sept 25 @ 11pm**Lecture, Readings: Burns; Red Book; Bright Futures | Bruney |
| September 26 | Management of Infant Health | Lecture, Readings: Burns; Red Book; Bright Futures | Hays |
| October 3 | Management of Toddler Health***(End of Exam 2 content)*** | **Infant Health History Due October 9 @ 11pm**Lecture, Readings: Bright Futures; Burns; Engel | Hays |
| October 10 | Teaching and Counseling Children and Parents in Primary Care Immunizations | Lecture, Readings: Bright Futures; Burns; Engel | Bruney |
| **October 13** | **EXAM 2-Thursday** | **PROCTOR U**Sign up for 1-hour blockBetween 8-11am |  |
| October 17 | Management of Preschool Age Health | **Toddler Health History** **Due October 16 @ 11pm**Lecture, Readings: Bright Futures; Burns; Engel | Hays |
| October 24 | Management of School Age Health | Lecture, Readings: Bright Futures; Burns; Engel**Preschool Health History Due October 30 @ 11pm** | Hays |
| October 31 | Asthma and Allergy Update***(End of Exam 3 content)*** | Lecture, Readings: Fitzpatrick; Engel; Burns; www.aaaai.org**School Age Health History Due November 6 @ 11pm** | Hays |
| November 7 | Nutrition and Obesity in Children and Adolescents | Lecture, Readings: Bright Futures; Burns; Engel | Bruney |
| **November 10***(Veterans Day Nov 11)* | **EXAM 3-Thursday** | **PROCTOR U**Sign up for 1 hour blockBetween 8-11am |  |
| November 14 | Management of Adolescent Health | Lecture, Readings: Bright Futures; Burns; Engel | Bruney |
| November 21 | Dermatologic D/O in Primary Care and Infectious Diseases | Lecture, Readings: Bright Futures; Burns; Engel**Adolescent Health History Due December 4 @ 11pm** | Hays |
| November 28 | Community Resources and Roles of Other Child Health ProvidersAutism Spectrum D/OBrief Overview of Behavioral D/O | Lecture, Readings: Burns; Red Book; Bright Futures | Bruney |
| **December 12** | **FINAL EXAM - Monday 8-10am** | **PROCTOR U****Exam will start at 8am and end at 10am** |  |