UNIVERSITY OF FLORIDA

 COLLEGE OF NURSING

 COURSE SYLLABUS

 Fall 2016

# **COURSE NUMBER** NGR 6301L Section 2E10

# **COURSE TITLE** Advanced Child Health Nursing Clinical I

# **CREDITS** 03 (144 clinical practice hours)

# **PLACEMENT** DNP Program: Pediatric Primary Care Nurse Practitioner Track

 Pediatric Acute Care 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

**PRE/Co-RequisiteS** NGR 6172: Pharmacotherapeutics for Advanced Practice

 Nursing

 NGR 6301: Advanced Child Health Nursing I

 NGR 6372C: Advanced Pediatric Procedures and Diagnostics

# **FACULTY**

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Clinical Associate Professor M11-12

PNP, ACPNP Clinical Tract Coordinator

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Children’s, and Family Nursing

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**COURSE DESCRIPTION**: This course provides the student with the clinical experiences in primary health care settings necessary for the management of primary child health care, including wellness promotion, illness prevention, and treatment of common health problems in children from newborn through young adulthood. Emphasis is on critical thinking and evidence-based practice to promote wellness lifestyles and reduce illness risks for children and families. Focus in on family-centered care.

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

1. Apply theory, research findings, and evidence-based guidelines in the advanced

 nursing management of well children and children with common health problems in

 primary health care settings

2. Assess the health status of children with attention to developmental norms and health risks.

3. Develop diagnoses and differential diagnoses based on a holistic and comprehensive health assessment.

4. Implement a plan for wellness maintenance and promotion, including anticipatory guidance, related to developmental norms and risk prevention strategies.

5. Implement holistic, culturally sensitive, and family-centered management plans, including pharmacologic and non-pharmacologic interventions for children with selected common health problems in collaboration with the child and family.

6. Formulate strategies to evaluate the effectiveness of wellness promotion, illness prevention and management plans for children with selected common health.

7. Construct a plan to promote effective parenting skills based on knowledge, theory, research findings, and assessment of family beliefs, needs, readiness to learn, culture parenting style.

8. Integrate community resources into effective and comprehensive child health care.

9. Integrate legal and ethical principles into decision-making in the advanced nursing practice of well children and children with common health care practices.

10. Demonstrate effective professional oral and written communication skills with children, of all ages, families, other health care providers, and in health care documents.

11. Implement an educational activity for the health care team on a topic related to child health care, using relevant theoretical and research information.

**CLINICAL 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.

You will use Typhon Nurse Practitioner Student Tracking System to record clinical encounters and clinical hours. If you have technical questions regarding Typhon call College of Nursing IT Support at 352-273-6429 or send email to conitsupport@health.ufl.edu

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

Graduate students are required to submit a written calendar of planned clinical practice dates and times to the course faculty member prior to beginning the clinical rotation in Typhon. Any changes to the calendar (dates and times) must be submitted in writing to the course faculty member before the change is planned to occur. Clinical hours accrued without prior knowledge of the faculty member will not be counted toward the total number of clinical hours required for the course.

Students may not schedule clinical on Fridays without prior approval of the instructor. Clinical seminar will be scheduled and attendance is mandatory through Adobe Connect.

All students are to record their clinical schedule and their clinical logs in TYPHON. Failure to do so will result in an Unsatisfactory Evaluation.

**TEACHING METHODS**: Supervision of clinical practice and seminar.

**LEARNING ACTIVITIES**

 Supervised clinical practice with comprehensive and focused clinical visits including histories, physicals, differential diagnoses, and formulation of treatment plans, written and verbal case presentations, written and dictated medical record activities, and analysis of clinical research articles.

**EVALUATION METHODS/COURSE GRADE CALCULATION**

#  CLINICAL EVALUATION

 Minimum Required Clinical Practice Hours: 144

Clinical experience will be evaluated through faculty observation, verbal communication with the student, written work, and agency staff reports using a College of Nursing Clinical Evaluation Form. Faculty reserve the right to alter clinical experiences, including removal from client care areas, of any student to maintain patient safety and to provide instructional experiences to support student learning.

Evaluation will be based on achievement of course and program objectives using a College of Nursing Clinical Evaluation Form. All areas are to be rated. A rating of Satisfactory represents satisfactory performance and a rating of Unsatisfactory represents unsatisfactory performance. The student must achieve a rating of Satisfactory in each area by completion of the semester in order to achieve a passing grade for the course. A rating of less than satisfactory in any of the areas at semester end will constitute an Unsatisfactory course grade.

The faculty member will hold evaluation conferences with the student and clinical preceptor at each site visit. The faculty member will document or summarize each conference on the Clinical Evaluation Form or Incidental Advisement Record. This summary will be signed by the faculty member and student. Mid-rotation evaluation conferences will be made available to each student. **Final evaluation conferences with the faculty member are mandatory** and will be held during the last week of each clinical rotation. A student may request additional conferences at any time by contacting the clinical faculty.

Students enrolled in advanced practice courses with a clinical component Typhon to document clinical experiences including hours, practice location and preceptor for their personal records. Students also assess their learning experience using Clinical Site Assessment Form G. Completed Form G is collected in class and submitted to the Coordinator of Clinical Resources at the College. At the end of the clinical experience, the student completes a self-evaluation and the faculty member completes a student evaluation using the College of Nursing Clinical Evaluation Form.

MAKE UP EXAMS AND DEADLINES:

There are no exams in this course. Please refer to attendance policy for missed clinical days and procedures. All clinical hours are to meet the certification exam requirements.

**GRADING SCALE**: The grading scale for “L” courses is:

S Satisfactory

U Unsatisfactory

For more information on grades and grading policies, please refer to University’s grading policies:

Graduate: <http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades>.

**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 Policie**s:

 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.

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

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