UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Fall 2018

COURSE NUMBER NGR 6301 Section 2E09

COURSE TITLE Advanced Child Health Nursing I

CREDITS 3

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

Rose M. Nealis, PhD, ARNP (352)273-6412 HPNP Monday 7-8 am

PCPNP-BC, AC-PNP 2223 Tuesday 7-8 am

Clinical Associate Professor

PNP Clinical Track Coordinator

Acute Care Track

[nealirm@ufl.edu](mailto:nealirm@ufl.edu)

# 

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](mailto: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

Lecture, 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%

Exam 2 15%

Exam 3 15%

Class Participation \*\*\* 10

Health Histories (5) 20%

Final Exam 25%

100%

\*\*\* All students will participate in the Barkley’s Diagnostic Readiness Exams for Advance Health Assessment, Pathophysiology and Pharmacology

The College of Nursing will utilize Proctor U, a live proctoring service, for major examinations in graduate web-based online courses to ensure a secure testing environment. Students must sign in to Proctor U 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 Proctor U. If you have questions about Proctor U, contact Proctor U via the information provided in the on-line tutorial.

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

The College of Nursing utilizes ***ProctorU,*** a live proctoring service, for major examinations in graduate web-based online courses to ensure a secure testing environment.  See Canvas site for more information on Proctor U and how to create an account.

* Each student computer must be in compliance with Policy S1.04, *Student Computer Policy* and must contain a web cam, microphone, and speakers.

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

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

Live conferences will be offered every other week to discuss any questions or concerns related to course content. These sessions are not mandatory and will be recorded.

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 <https://sccr.dso.ufl.edu/process/student-conduct-code/>.  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 student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies – (<http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/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

DISABILITY STATEMENT

Students who wish to obtain individual accommodations due to special learning needs must register with the University of Florida Disability Resources Center (DRC) **at the beginning of each semester**. Accommodations are not retroactive, therefore, students should contact the DRC at the beginning of each semester in the term for which they are seeking accommodations. The DRC may be contacted at 352-392-8565 so that appropriate accommodations may be made.  **Individual accommodations require time for the Disability Resources Center (DRC) to approve and the faculty to respond to any special learning needs**.  **Each semester**, it is the students’ responsibility to notify all their faculty of any special accommodations **once approval by the DRC for special accommodations has been made**.  <https://drc.dso.ufl.edu/>

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

Burns, Dunn, Brady, Starr, and Blosser (2017). *Pediatric primary care.* 6th Ed, St. Louis: Elsevier. SBN-13: 978-0323243384; ISBN-10: 032324338X

Fitzpatrick, T. B., et al. (2013*). Color atlas and synopsis of clinical dermatology and serious diseases, 8th Ed*. New York: McGraw-Hill ISBN-10: 0071599754 | ISBN- 978-1-259-64219- (**This book is available as an E-book through the Health Sciences Library using your VPN account)**

American Academy of Pediatrics (2017). *Bright Futures: Guidelines for health supervision of infants, children, and adolescents, 4th Ed*. ISBN 13: 978-1-61002-023-7 **OR** downloadable pdfs from <http://brightfutures.aap.org/3rd_Edition_Guidelines_and_Pocket_Guide.html>

Hay,W. H.,Levin,M.J. , Deterding, R. R., & Abzug, M. J.(2016). *Current diagnosis & treatment: Pediatrics* (2016), Twenty-Third Edition. New York: McGraw Hill.

ISBN 0-07-184854-1. **(This is available as an e-book through the HSC library using your VPN account** .)

Johns Hopkins Hospital (2017). *The Harriet Lane handbook* , 21st Ed.

Paperback ISBN: 9780323399555; eBook ISBN: 9780323473705; eBook ISBN: 9780323473712; eBook ISBN: 9780323473729

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

American Academy of Pediatrics (2018). *Red Book report of the committee on infectious diseases, 31st Ed*. **OR** recommend purchasing Red Book On-Line, <http://redbook.solutions.aap.org/Redbook.aspx>

RECOMMENDED WEBSITES

American Academy of Pediatrics. <http://www.aap.org/>

American College of Obstetrics and Gynecology. <http://www.acog.org/>

Morbidity and Mortality Weekly Report. <http://www.cdc.gov/mmwr/>

NIMH, <http://www.nimh.nih.gov/>

Safe Kids. <https://www.safekids.org/>

US Centers for Disease Control. <http://www.cdc.gov/>

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

|  |  |  |  |
| --- | --- | --- | --- |
| Week of | TOPIC | ASSIGNMENTS/READINGS | FACULTY |
| August 22 | Intro to the Course  NGR 6301 & NHR 6301 via Conference in Canvas( This will be recorded.  Genetics and Dysmorphology | **Introduction Collage Due August 29 at 11:59pm**  **7-9 pm August 22**  Lecture, Readings: Burns; Hays; Zitelli | Nealis |
| August 27 | Clinical Management of Selected Primary Care Urgent and Emergent Conditions | 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.  Lecture, Readings: Burns; Hays, Zitelli; | Nealis |
| September 4  (*Labor Day September 3*) | Teaching and Counseling Children and Parents in Primary Care Immunizations | Lecture, Readings: Burns; Hays; Zitelli; | Nealis |
| September 10 | Immunizations  *(End of Exam 1 content)* | Continued from Sept.4  Lecture, Readings: TBA |  |
|  | **EXAM 1-**  September 17-24 | **PROCTOR U**  Sign up for 1- hour block |  |
| September 17 | Management of Infant Health | Lecture, Readings: Burns; Hays; Zitelli; Bright Futures |  |
| September 24 | Common Respiratory Problems of Childhood  Parts 1 | Lecture, Readings: Burns; Hays; Zitelli; Bright Futures  **Infant Health History Due September 29 @ 11pm** | Nealis |
| October 1 | Common Respiratory Problems Part 2  ***(End of Exam 2 content)*** | Lecture, Readings: Bright Futures; Burns; Hays; Zitelli; | Nealis |
| October 8 | Management of Toddler Health | Lecture, Readings: Bright Futures; Burns; Hays; Zitelli; | Nealis |
| **October 15 -16** | **7:30 -4:30 PM** | **On Campus Days** |  |
| October 15 | Management of Preschool Age Health | **Toddler Health History**  **Due October 15**  Lecture, Readings: Bright Futures; Burns; Hays; Zitelli; | Nealis |
| October 19 | **Unit Test 2**  **October 15-22** | **PROCTOR U**  Sign up for 1-hour block |  |
| October 22 | Management of School Age Health | Lecture, Readings: Bright Futures; Burns; Hays; Zitelli  **Preschool Health History Due October 29** | Nealis |
| October 29 | ***(End of Exam 3 content)*** | Lecture, Readings: Bright Futures; Burns; Hays; Zitelli  **School Age Health History Due November 5** | Nealis |
| November 2-3 | **Homecoming** |  |  |
| November 6 | Management of Adolescent Health | Lecture, Readings: Bright Futures; Burns; Hays; Zitelli |  |
|  | **EXAM 3-Thursday**  **November 6-13** | **PROCTOR U**  Sign up for 1 hour block |  |
| November 12 | **Veteran’s Day Holiday** |  |  |
| November 13 | Asthma and Allergy Update | Lecture, Readings: Fitzpatrick; Burns; Hays; Zitelli; [www.aaaai.org](http://www.aaaai.org)  **Adolescent Health History November 12** |  |
| November 20 | Dermatologic D/O in Primary Care and Infectious Diseases | Lecture, Readings: Bright Futures; Burns; Hays; Zitelli | Nealis |
| **November 21-25** | **Thanksgiving** | **Holidays** |  |
| November 27 | Community Resources and Roles of Other Child Health Providers  Autism Spectrum D/O  Brief Overview of Behavioral D/O  Ethics in Pediatric Primary Care | Lecture, Readings: Burns; Hays; Zitelli ; Bright Futures |  |
| **December 10** | **FINAL EXAM - Monday 8am -11 pm**  **December 10** | **PROCTOR U**  Schedule 2 Hours |  |

Approved: Academic Affairs Committee: 05/08

Faculty: 06/08

UF Curriculum: 10/08