UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE Syllabus

FALL 2019

COURSE NUMBER NGR 6372C Section 1956

COURSE TITLE Advanced Pediatric Procedures and Diagnostics

CREDITS 03 (2 credits didactic, 1 credit laboratory 48 laboratory contact hours)

PLACEMENT DNP Program: Pediatric Nurse Practitioner Track

PREREQUISITES NGR 6002C: Advanced Health Assessment and Diagnostic Reasoning

NGR 6101: Theory and Research for Nursing

NGR 6140: Physiology and Pathophysiology for Advanced Nursing Practice

NGR 6636: Health Promotion & Role Development in Advanced Practice Nursing

CO-REQUISITES NGR 6301: Advanced Child Health Nursing I

NGR 6301L: Advanced Child Health Nursing Clinical I

# FACULTY Phone Office Office Hours

Stacia M. Hays DNP, CPNP-PC, CNE 352-273-6348 HPNP 4204 Tues 9-11am

Director DNP Program and by appt.

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

Michael A. Maymi DNP, CPNP-AC, CCRN 352-273-6799 HPNP 3238 Wed 9-11am

Clinical Assistant Professor and by appt.

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

COURSE DESCRIPTION:

This course provides theoretical knowledge and emphasizes psychomotor skills necessary to provide selected advanced practice nursing interventions utilized in the care of infants, children and adolescents in a variety of settings. Focus is on the provision of safe and effective advanced practice nursing care to diverse populations.

COURSE OBJECTIVES:

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

1. Integrate concepts and theories of biological, behavioral and nursing in assessing the health status of infants, children and adolescents.
2. Apply the problem-solving approach to the collection and analysis of subjective and objective data relevant to infant, child, and adolescent health status.
3. Differentiate between normal and abnormal health status changes that occur from newborn through adolescence.
4. Develop a working assessment for health status changes based upon history and physical findings, selected theoretical frameworks and physical science.
5. Utilize appropriate communication skills to elicit and record a comprehensive health history that includes culturally relevant data.
6. Demonstrate proficiency in selected advanced practice nursing diagnostic skills and procedures.
7. Integrate principles of safety into advanced practice nursing.
8. Evaluate selected advanced practice nursing diagnostic skills and procedures based on current evidence.

COURSE SCHEDULE

Section Day

1956 Web-based

**Mandatory on campus clinical on 9/9 and 9/10 from 8a-5p**

**Harrell Center room 469**

E-Learning in Canvas is the course management system that you will use in this course. E-Learning in Canvas is accessed by your Gator Link account name and password at <http://lss.at.ufl.edu>. There are several tutorials and student links on the Canvas login site. If you have technical questions call UF Computing Help Desk at 352-392-4357or e-mail them at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

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

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

This course will consist of on-line tutorials, on-line didactic material, synchronous on-line seminars, and a two day face-to-face lab in Gainesville on Monday 9/9/19 and Tuesday 9/10/19 8am-5pm, location Harrell Center Room 469. Attendance is required. Students were notified of on campus dates on July 9, 2019.

Differential diagnostic reasoning seminars will begin 9/9/2019 at our face-to-face lab in Gainesville. Three additional clinical seminars will be held on three Wednesdays from 2-6 pm through Zoom on the course Canvas site. The three on-line Zoom clinical seminars will be 9/25/19, 10/23/19, and 11/20/19 from 2-6 pm. Students will present and discuss clinical cases, construct differential diagnoses, practice differential diagnostic reasoning, construct and critique treatment and management plans, discuss patient education, and plan follow-up as needed. Synchronous [real-time] on-line attendance is required for the three Zoom clinical seminars.

Two exams will be administered through Proctor U.

*ProctorU* Information for Graduate Online Courses:

* Major course examinations will be administered via ***ProctorU***, a live proctoring service, to ensure a secure testing environment.
* Each student computer must be in compliance with Policy S1.04, *Student Computer Policy* and must contain a web cam, microphone, and speakers.
* Each examination will have a fee to be paid by the student.
* Students go to the website <http://www.proctoru.com/> and click on “How To Get Started”. This will permit students to create an account and test out their system.
* Once an instructor makes an exam available, students go online to ***ProctorU*** to schedule and pay for the exam session. Students must provide a valid email address and phone number where they can be reached during an exam.
* CON IT Support office will oversee this process and provide technical assistance.

TOPICAL OUTLINE

* 1. Characteristics of holistic assessment based on systems theory.
  2. Oral screenings for children of all ages.
  3. Assessment for congenital anomalies including family history, physical examination, and laboratory evaluation.
  4. Risk assessment taking into consideration prenatal and perinatal circumstances and gestational age for developmental disabilities.
  5. Screening tests for physical and mental health as appropriate for the child (including but not limited to) autism spectrum disorders, attention deficit disorders, anxiety, depression, obesity, substance abuse, risk taking behaviors.
  6. Diagnostic tests for presenting symptoms in children (including but not limited to) chemistries, cultures, lipids, electrolytes, CBC.
  7. Selected advanced psychomotor skills and therapeutic diagnostic techniques
  8. Comprehensive nutritional assessments for children
  9. Family and Parenting Assessments
  10. Principles and interpretation of 12-Lead ECG
  11. Wound care principles and techniques
  12. X-ray principles and interpretation

TEACHING METHODS

# Lecture, discussion, written materials, audiovisual materials, presentation of case studies, clinical demonstration, and presentation of exemplars of lab and procedural data

# LEARNING ACTIVITIES

Laboratory interpretation and diagnostic test interpretation. Simulation exercises, audiovisual materials, critiques of current literature, case study analysis, guided clinical practice.

# EVALUATION METHODS AND COURSE GRADE CALCULATION

Written Assignments 60%

Exam 1 20%

Exam 2 20%

Seminar Attendance S/U

Developmental Testing S/U

Participation in clinical seminar is expected with case presentations as well as reviewing relevant literature, and will be graded S/U. Clinical seminar will be conducted at our face-to-face lab and on 3 select Wednesday afternoons and will contribute 16 hours of lab time to NGR 6372C. One mandatory on-site lab in Gainesville will contribute 16 hours of lab time.

Written assignments include 3 case studies. The case studies will contribute 60% to the course grade and 8 hours of lab time to NGR 6372C. Each case study must receive a minimum grade of 80% in order to pass the course. Written assignments will be returned within 2 weeks of submission.

Several developmental and mental health assessments are required to be completed and will contribute 16 hours of lab time to NGR 6372C.

Requirements for the Case Studies, web-based tutorials, developmental assessments, and exams will be discussed during the first class meeting, and will be detailed in a separate document on the course Canvas website.

MAKE UP POLICY

Any needed make-up will be done on an individual basis. If the first exam is missed, the grade on the last exam will be the grade for both exams.

GRADING SCALE

A 95-100 C 74-79\*

A- 93-94 C- 72-73

B+ 91- 92 D+ 70-71

B 84-90 D 64-69

B- 82-83 D- 62-63

C+ 80-81 E 61 or below

\* 74 is the minimal passing grade

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

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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 examinations 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

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 TEXTS:

None

RECOMMENDED TEXTS:

Smith, W.L. & Farrell, T.A. (2014) *Radiology 101: The basics and fundamentals of imaging*. Lippincott Williams & Wilkins: Philadelphia PA

WEBSITES

Virtual Pediatric Hospital <http://www.virtualpediatrichospital.org/>

Pediatric Heart Sounds: <http://www.rain.org/~landon/Heartweb/>

Pediatric Heart Murmurs When to refer: <http://www.aafp.org/afp/990800ap/558.html>

WEEKLY CLASS SCHEDULE

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| --- | --- | --- |
| DATE | **TOPIC/EVALUATION** | **ASSIGNMENTS/READINGS** |
| 8/20 | Introduction to the Course  Wednesday 8/21 at 11 am - 12 pm.  Will be recorded and posted on the course Canvas site for those unable to attend live.  Suturing, Wound Management and ENT | **Web-based Tutorials: Suturing, Wound management, and ENT** |
| 8/26 | ECG | **Web-based Tutorials and Power Point: ECG** |
| 9/2 | Chest Radiographs and Splinting | **Web-based Tutorials: CXR and Splinting** |
| 9/9 to 9/10 | On Campus Visit | **Harrell Center Room 469 8am to 5pm.** |
| 9/16 | No tutorial or Seminar | **Case Study 1 Due 9/22** |
| 9/23 | **Differential Diagnosis** | Web Based Tutorial: Diagnosis  MANDATORY LIVE SEMINAR 9/25  2pm to 6pm |
| 9/30 | Diagnostic Testing | **Web-based tutorial: PFTs, Labs, Throat Swabs** |
| 10/3 | **Exam 1** | **Exam 1** |
| 10/7 | Newborn Care and Assessment | **Web Based Tutorial: Newborn Assessment**  **Case Study 2 due 10/13** |
| 10/14 | Breastfeeding | **Web-based Tutorials: Breast feeding** |
| 10/21 | Pediatric Nutrition | **Web-based Tutorials: Nutrition**  MANDATORY LIVE SEMINAR 10/23  2pm to 6pm |
| 10/28 | Management of Oral Health | **Web-based Tutorial: Pediatric Oral Healthcare**  **Lab : Submission of 5 completed/scored Denver Screenings [3 infant, 2 toddler], 2 M-CHATs, and 2 Pediatric Symptom Checklists**  **Scan and submit under “Assignments”**  **on the course Canvas site** |
| 11/4 | **Abuse** | **Web-Based Training: Abuse** |
| 11/11 | STI | Web-Based Tutorial: STI  Case Study 3 due 11/24 |
| 11/20 | Seminar | MANDATORY LIVE SEMINAR 11/20  2pm to 6pm |
| 12/4 | **Exam 2** | **Exam 2** |

Approved: Academic Affairs Committee: 05/08

Faculty: 06/08

UF Curriculum: 10/08