UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE Syllabus

FALL 2020

COURSE NUMBER NGR 6372C

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

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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 10/19 from 8a-5p**

**Harrell Center and HPNP Building**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.  If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded.  If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

When we have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

* You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
* This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
* Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
* Follow your instructor’s guidance on how to enter and exit the classroom.  Practice physical distancing to the extent possible when entering and exiting the classroom.
* If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/).
	+ - * Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

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.

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 one day face-to-face lab in Gainesville on Monday 10/19/20 8am-5pm, location Harrell Center Room in various rooms to accommodate COVID 19 guidelines. Attendance is required. Students were notified of on campus dates on August 5th, 2020.

Differential diagnostic reasoning seminars will begin 10/19/2020 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 9/30/2020, 11/11/2020, and 12/2/2020 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 12 hours of lab time to NGR 6372C. One mandatory on-site lab in Gainesville will contribute 8 hours of lab time.

Written assignments include 3 case studies. The case studies will contribute 60% to the course grade and 12 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 University’s grading policies: <https://catalog.ufl.edu/graduate/regulations/>

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/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/> ) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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/policies/student-honor-code-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>)

UF Grading Policy

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

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** |
| 8/31 | Introduction to the CourseWednesday 9/2 at 11 am - 12 pm.Will be recorded and posted on the course Canvas site for those unable to attend live.Suturing, Wound Management  | **Web-based Tutorials: Suturing, Wound management, and ENT** |
| 9/7 | Labor Day |  |
| 9/8 | ENT | **Web-based Tutorials and Power Point: ENT** |
| 9/14  | Punch Biopsy | **Web-based Tutorials and Power Point: Punch Biopsy** |
| 9/21 | ECG**Case Study 1 Due 9/21** | **Web-based Tutorials and Power Point: ECG** |
| 9/28 | Chest Radiographs  | **Web-based Tutorials: CXR** MANDATORY LIVE SEMINAR 9/302pm to 6pm |
| 10/5  | Splinting | **Web-based Tutorials and Power Point: Splinting** |
| 10/9 | EXAM 1 |  |
| 10/12 | **Differential Diagnosis** | Web Based Tutorial: Diagnosis |
| 10/19/20 | Onsite VisitAdvanced Procedures | **Harrell Center in AM****4th Floor (Various Rooms)****HPNP in PM****(Various Rooms)** |
| 10/26 | Diagnostic Testing | **Web-based tutorial: PFTs, Labs, Throat Swabs** |
| 11/2 | Newborn Care and AssessmentBreastfeeding**Case Study 2 Due 10/25** | **Web Based Tutorial: Newborn Assessment****Web-based Tutorials: Breast feeding** |
| 11/9 | Pediatric NutritionManagement of Oral Health | **Web-based Tutorials: Nutrition****Web-based Tutorial: Pediatric Oral Healthcare**MANDATORY LIVE SEMINAR 11/112pm to 6pm |
| 11/16 | Abuse | **Web-Based Training: Abuse****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** |
| 11/23 | STI | **Web-Based Training: STI** |
| 11/30 | **Case Study 3 Due 11/30** | MANDATORY LIVE SEMINAR 12/22pm to 6pm |
| 12/7 | **Exam 2** |  **Exam 2** |

Approved: Academic Affairs Committee: 05/08

 Faculty: 06/08

 UF Curriculum: 10/08