

UNIVERSITY OF FLORIDA
COLLEGE OF NURSING
COURSE SYLLABUS
Summer 2021

<u>COURSE NUMBER</u>	NGR 6248
<u>COURSE TITLE</u>	Adult-Gerontology Acute Care Nurse Practitioner 3
<u>CREDITS</u>	03
<u>PLACEMENT</u>	DNP Program:Adult-Gerontology Acute Care Nurse Practitioner Track
<u>PREREQUISITES</u>	NGR 6241 Common Adult Health Problems
<u>COREQUISITES</u>	None
<u>FACULTY</u>	Ashley Thompson, DNP, AG-ACNP, APRN Visiting Clinical Assistant Professor Office: HPNP 2223 Office Phone: (727) 460-9211 Office hours: Virtual, by appointment Email: c1988@ufl.edu

COURSE DESCRIPTION This is one of two courses that provide the student with in-depth knowledge of advanced nursing practice management of acutely and critically ill young, middle, and older adults from diverse populations. Emphasis is on the utilization of relevant theories, critical thinking, and evidence-based knowledge to formulate differential diagnoses, diagnoses, treatment plans, and optimal outcome parameters for physiologically unstable adults who have complex acute and critical health problems, are technologically dependent, and are at high risk for developing complications. The focus of this course is complex endocrine, neurologic, gastrointestinal and commonly occurring health care problems in acutely and critically ill young, middle and older adults.

- COURSE OBJECTIVES Upon completion of this course, the student will be able to:
1. Apply knowledge from health, psychological, and social sciences to formulate treatment plans for young, middle, and older adults from diverse backgrounds with selected complex acute and critical health care problems.
 2. Develop appropriate differential diagnoses and diagnoses based on analysis and interpretation of hypothetical data, including history, presenting symptoms, physical findings, and diagnostic information for young, middle, and older adults with selected complex acute and critical health care problems.
 3. Formulate treatment plans, with emphasis on safety, cost, invasiveness, and efficacy, for young, adults and older adults with selected acute and critical health care problems.
 4. Formulate treatment plans based on current scientific rationale, evidence-based practice guidelines and standards of care.

5. Propose parameters to evaluate the effectiveness of treatment plans in achieving optimal outcomes.
6. Discuss collaborative processes of the interdisciplinary health care team in facilitating client progress toward maximum functional health.
7. Critique research related to complex acute and critical health care problems
8. Analyze diversity issues related to young, middle, and older adults with selected complex acute and critical health care problems.
9. Discuss client and family issues related to end of life care.

COURSE SCHEDULE

<u>Faculty</u>	<u>Section</u>	<u>Day</u>	<u>Time</u>
Thompson	7E62	Web-based	

This course will be delivered via instructional technology without face-to-face instruction. Any synchronous sessions may be audio visually recorded. 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.

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 made available on the Friday before the first day of classes.

TOPICAL OUTLINE

- A. Special Topics in the ICU
 - a. Obesity
 - b. High Risk Obstetrics
 - c. Geriatrics

- B. Palliative Care and End of Life
 - a. Advanced Care Planning
 - b. Palliative Care
 - c. End of Life Care/Hospice

- C. Neurologic Healthcare Problems
 - a. Stroke
 - b. Status Epilepticus

- c. Bacterial Meningitis
- D. Endocrine
- a. SIADH
 - b. Adrenal Insufficiency
 - c. Diabetes/DKA/HHS
- E. Trauma
- a. Trauma I:
 - i. Adult Trauma Survey
 - ii. Abdominal Trauma/Compartment Syndrome
 - iii. Hypovolemic Shock
 - iv. Traumatic Brain Injury
 - b. Trauma II:
 - i. Spinal Cord Injury
 - ii. Burns
 - iii. Thoracic/Abdominal Trauma
 - iv. Blast/Crush Injuries
- F. Gastrointestinal
- a. Upper/Lower GI bleed
 - b. Acute Pancreatitis
 - c. Peritonitis
 - d. Disorders of GI Motility
 - e. Mesenteric Ischemia
 - f. Small Bowel Obstruction
 - g. Bariatric Surgery
- G. Hepatic Failure and Transplantation
- a. Acute on chronic liver failure
 - b. Hepatic Encephalopathy
 - c. Graft vs Host Disease
 - d. Portal Hypertension
 - e. Immunosuppression in Transplantation

TEACHING METHODS

Lectures, case studies, selected readings and audiovisual simulations

LEARNING ACTIVITIES

Online and class participation, and written assignments

EVALUATION METHODS/COURSE GRADE CALCULATION

Module 1-8 Quizzes (8)	30%
Examinations (2) 20% each	40%
<u>Written assignments (8)</u>	<u>30%</u>
Total	100%

If a student is unable to take an exam when scheduled, the grade average on the remaining exams will constitute 40% of the course grade.

MAKE UP POLICY

There will be no make-ups for missed quizzes or exams. If a student misses a quiz or exam, the average scores of the quizzes and exams will constitute the missed quiz or exam score. Only one exam may be excused with an acceptable rationale (as judged by the faculty). Only a MAJOR personal, extreme health emergency involving the student or immediate (spouse, children) family will be considered as a reasonable excuse from taking a schedule exam. Written rationale from a health care provider may be required.

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>.

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.

As students in the health professions at UF Health, you are expected to promote safety and a culture of care and concern for each other and for patients. Across our academic health center's missions of research, teaching and patient care, nursing students must lead by example and take individual responsibility for modeling healthy habits and behaviors to minimize the spread of COVID-19. Failure to comply with the established public health measures, both on and off campus, is considered a serious breach of professional conduct.

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 Medi

REQUIRED TEXTBOOKS

Vincent, J-L., Abraham, E., Kochanek, P., Moore, F, and Fink, M. (2017). *Textbook of Critical Care* (7th ed). Philadelphia: Elsevier Saunders ISBN: 978-0-323-37638-9

eBooks (*Tintinalli's Emergency Medicine, Current Diagnosis & Mngt: Emergency Medicine; Principles of Critical Care, etc.*). Are available through the Health Science Center Library (<http://www.accessmedicine.com/textbooks.aspx>). Access to these books requires a UF VPN (see instructions on Health Science Center Home Page, menu at top margin, "Off Campus access" link). There will likely be assigned readings from these texts.

RECOMMENDED TEXTBOOKS

Hartjes, T. (2018). *The Core Curriculum for High Acuity, Progressive and Critical Care Nursing* 7th ed. St. Louis, MI: Elsevier.

Marino, P. (2007). *The ICU book* (3rd ed.). New York: Lippincott, William & Wilkins. (ISBN # 078174802X).

WEEKLY CLASS SCHEDULE

Modules open Monday morning at 7 am. Modules close on Sunday at 11:59 pm

DATE/ Module	TOPIC/EVALUATION	READINGS/Assignments	Program Outcomes
May 10th	1: Special Topics in the ICU	Vincent Ch 142- 146 Hartjes p725-729, p732-740, p741-752 Module 1 Assignment Module 1 Quiz	Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice. (1) Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence based care. (5)
May 17 th	2: Palliative Care and End of Life	Vincent Ch 175- 178 Hartjes 20-34, 792-800 Module 2 Assignment Module 2 Quiz	1, 5
May 24 th	3: Neurologic Healthcare Problems	Vincent Ch 47-49, 52-54, 58-59 Hartjes Ch 4 Module 3 Assignment Module 3 Quiz	1, 5

June 7 th	4: Endocrine	Tintinalli Ch 225, 227-230 Vincent Ch 147- 150 Hartjes Ch 6 Module 4 Assignment Module 4 Quiz	1, 5
June 16 th	Midterm Exam		Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems (2)
June 21 st - 25 th	Summer Break		
June 28 th	5: Trauma I	Tintinalli Ch 254- 255, 257, 13 Vincent Ch 56, 154, E-10, 154, 163, 170 Hartjes p369-378, 622-646 Module 5 Assignment Module 5 Quiz	1, 5

July 6 th	6: Trauma II	<p>Tintinalli Ch 7, 216-217, 258, 261-263, 266</p> <p>Vincent Ch 57, 161,168-171, 1287-1288</p> <p>Hartjes p570, 574, 646-671</p> <p>Module 6 Assignment</p> <p>Module 6 Quiz</p>	1, 5
July 12 th	7: Gastrointestinal	<p>Vincent Ch 24,92,26-27,99- 101</p> <p>Hartjes Ch 8</p> <p>Module 7 Assignment</p> <p>Module 7 Quiz</p>	1, 5
July 19 th	8: Hepatic Failure and Transplantation	<p>Vincent Ch 25, 92, 93-96</p> <p>Tintinalli Ch 13, 254,-255, 257</p> <p>Hartjes p545-547, 577-579, 583-587, 593-597</p> <p>Module 8 Assignment</p> <p>Module 8 Quiz</p>	1, 5
Aug 2 nd	Final Exam		2

Approved: Academic Affairs Committee: 12/07; 06/10; 11/12
Faculty: 01/08; 07/10; 01/13
UF Curriculum Committee: 10/08; 09/11; 03/13