

chronic illnesses and disabilities.

6. Analyze the psychosocial and educational needs of children with chronic illnesses and disabilities and their parents.
7. Analyze the impact of health care organization structure and cost on families with children who have chronic illnesses and disabilities.
8. Integrate the principles of palliative care in management plans for children with terminal illnesses.

COURSE SCHEDULE

<u>Faculty</u>	<u>Section</u>	<u>Day</u>
Bruney	7E64	Web-based

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.

This course will utilize ProctorU, a live proctoring service, for major examinations in this web-based online course to ensure a secure testing environment. Students authenticate their identity and are remotely monitored by a trained employee of ProctorU.

ProctorU:

- Each student computer must be in compliance with Policy S1.04, Student Computer Policy and must contain a web cam, microphone, and speakers.
- 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 date available, students go online to ProctorU to schedule the exam session. Students must provide a valid email address and phone number where they can be reached during an exam.
- Students must sign in to ProctorU prior to the scheduled time for each exam in order to authenticate their identity and connect with the live proctor.
- CON IT Support office will oversee this process and provide technical assistance.

TOPICAL OUTLINE

- A. Developmental approach to chronic illness and disabilities in children
 1. Specific developmental stages
 2. Parental approaches
 3. Siblings

B. Systematic approach to acute and chronic health problems in each general area listed below are addressed using the following approach:

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 children with chronic illness and disabilities

1. Prematurity
2. Respiratory System
3. Cardiovascular system
4. Gastrointestinal system
5. Integumentary: Burns
6. Musculoskeletal System
7. Neurological System
8. Genitourinary System
9. Genetic disorders
10. Endocrine disorders
11. Hematologic/Neoplastic disorders
12. Biopsychosocial/developmental problems of childhood

TEACHING METHODS

Lecture/discussion, case presentations, audio-visual materials, web-based tutorials.

LEARNING ACTIVITIES

Group discussion, case presentations, student teaching papers and presentations, exams.

EVALUATION METHODS/COURSE GRADE CALCULATION

Quiz I	10%
Quiz II	10%
Quiz III	10%
Teaching paper/presentation	50%
Discussions [3]	P/F
Case studies-2	20%

The discussions must be about a patient seen in summer 2021 clinical. Be sure and tell us where that clinical experience is taking place in your discussion post.

Live lectures will be offered and also recorded and posted to course Canvas website. Live, synchronous attendance is optional.

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Participation is required for this course. This is achieved through membership in a national nursing organization or specialty organization of your choice. Proof of membership should be uploaded into Canvas by the final day of classes.

MAKE UP and LATE POLICY

It is possible to make up a missed quiz if there are extenuating circumstances. Since the quizzes are open for several days for each quiz, this is unlikely to be needed. Late assignments will be accepted with prior notification to the instructor of 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: <http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades>

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 Media

REQUIRED TEXTBOOKS

All books and resources previously used in NGR 6301, 6302** and 6311** Track dependent.

RECOMMENDED WEBSITES

Graduate Level Quality Safety Education for Nurses (QSEN) Competencies:

<http://qsen.org/competencies/graduate-ksas/>

Pediatric Palliative Care and Hospice Care Commitments, Guidelines, and Recommendations:

<http://pediatrics.aappublications.org/content/132/5/966.full.pdf+html>

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: <http://www.usa.safekids.org/>

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

WEEKLY CLASS SCHEDULE (Please use this format)

DATE/Module	TOPIC/EVALUATION	READINGS/Assignments	Program Outcomes
May 10 Module 1	Course Orientation	Lecture Dr Bruney	1
May 17 Module 2	Genetic Disorders - Inborn Errors of Metabolism and common genetic syndromes – Dr Bruney	Lecture Dr Bruney	1,2,3,5,6
May 24 Module 3	<p>Children with Chronic Conditions: Case Management in Long Term Care – Student presentation on-line</p> <p>Caring for the ex-preemie: BPD, ALTEs, cognitive impairments, developmental challenges, feeding and growth issues, preemie growth charts – Student presentation on-line</p>	<p>Case Study 1 of 2 Due</p>	1,2,3,4,5,6
May 31 6am – June 3 7pm	Quiz 1 Proctor U		
May 31	<p>Children with Neurological Disorders: Models: Traumatic Brain Injury, Spina Bifida, PANS/PANDAS, tic disorder</p> <p>Children with Endocrine Disorders: Model: Type I & 2 Diabetes Mellitus; thyroid disorders; short stature/deficient GH – Student presentation on-line</p> <p>Children with Dermatological Disorders: Burns; hemangiomas; psoriasis; congenital melanocytic nevus; chronic discoid lupus – Student presentation on-line</p>	<p>Lecture Dr Bruney</p> <p>Discussion 1 of 3 Due</p>	1,2,3,4,5,6

June 7	<p>Children with GI Disorders: Models: Celiac disease, inflammatory bowel disease, food allergies and intolerances, food aversion – Dr Bruney</p> <p>Children with Respiratory Disorders: Model: Cystic Fibrosis; persistent asthma; chronic pulm aspiration; dysphagia – Student Presentation on-line</p>	Lecture Dr Bruney	1,2,3,4,5,6
June 16 6am- June19 7pm	Quiz 2 – Proctor U		
June 14 Module 6	<p>Children with musculoskeletal disorders: Models: Multiple trauma, cerebral palsy, scoliosis surgical treatment and follow-up; JIA management - Student presentation on-line</p> <p>Children with GU Disorders: Models: Renal transplants, chronic UTI, nephrotic syndrome, HUS, MIS-C nephrologic presentations - Student presentation on-line</p>	Discussion 2 of 3 Due	1,2,3,4,5,6
June 22-July 3	BREAK-TWO WEEKS!		
July 5 Module 7	<p>Children with Biopsychosocial Disorders: Models: mental health in chronic disease [incl parents and sibs], PTSD</p> <p>Children with Immunological disorders: Models: HIV, primary immunodeficiencies [list them, signs and symptoms of each/presentations, management] - Student presentation on-line</p>	Lecture Dr Bruney Case Study 2 of 2 Due	1,2,3,4,5,6
July 12 Module 8	Cardiovascular Disorders: Models: common chronic cardiac abnormalities incl HTN and hyperlipidemia as well as structural cardiac defects, incl management; endocarditis; common cardiac	Discussion 3 of 3 Due	1,2,3,4,5,6

	<p>surgical procedures; management of the cardiac patient following cardiac surgeries; dx and management of KD; dx and management of MIS-C cardiac disorders - Student presentation on-line</p> <p>Oncologic Disorders: Common childhood cancers [incl ALL, but also many others], dx, tx, follow-up AND Hematologic Disorders: ITP, sickle cell, chronic anemias - Student presentation on-line</p>		
<p>July 19</p> <p>Module 9</p>	<p>Transition to Adult Care – Dr Bruney</p> <p>Interdisciplinary Management & Ethics Related to Children with Long Term Health Problems - Student presentation on-line</p> <p>End of life care - Student presentation on-line</p>	Lecture Dr Bruney	1,2,3,4,5,6
<p>July 26</p> <p>Module 10</p>	<p>Health Disparities in Chronic Care - Student presentation on-line</p> <p>Pain management in children - Student presentation on-line</p>		1,2,3,4,5,6
<p>August 3</p> <p>Module 11</p>	Course Evaluations Done		
<p>August 4 6am – August 6 7pm</p>	Quiz 3 Proctor U		

Approved: Academic Affairs Committee: 05/08; 01/12 Faculty: 06/08; 01/12
 UF Curriculum: 10/08; 04/12