

UNIVERSITY OF FLORIDA
COLLEGE OF NURSING
COURSE SYLLABUS
SUMMER 2021

<u>COURSE NUMBER</u>	NGR 6312
<u>COURSE TITLE</u>	Advanced Acute and Chronic Child Health Nursing II
<u>CREDITS</u>	3
<u>PLACEMENT</u>	DNP Program: Pediatric Acute Care Nurse Practitioner Track
<u>PREREQUISITES</u>	NGR 6311 Advanced Acute and Chronic Child Health Nursing NGR 6311L Advanced Acute and Chronic Child Health Nursing Clinical
<u>COREQUISITE</u>	NGR 6312L Advanced Acute and Chronic Child Health Nursing Clinical II
<u>FACULTY</u>	Michael Maymi, DNP, DPNP-AC, CCRN, CNE Clinical Assistant Professor Office: HPNP 3238 Office Phone: (352) 273-6799 Office Hours: Thursdays from 10am to 12pm and by appointment Email: maymim@ufl.edu

COURSE DESCRIPTION

This course provides the student with knowledge in the management of complex and chronic diseases including neurological, trauma, emergency and critical care of pediatric patients in the acute care setting. Patient populations range from the neonate through young adulthood. Emphasis is on integration of knowledge, theory, and research from a variety of disciplines into age appropriate assessment and treatment and management of rapidly changing health status from diverse backgrounds. Focus is on the child within a family context, including development of culturally relevant education and coaching strategies for caregivers.

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

1. Synthesize theory and research findings from nursing and other disciplines into the assessment and management of children with complex acute and chronic illnesses in various acute care settings.
2. Appraise normal and abnormal findings in the presentation of complex critically ill children, considering age, gender, developmental status, and socio-cultural background.
3. Develop differential diagnoses for complex acute conditions and chronic illnesses in children in various acute care settings.
4. Utilize pharmacologic and non-pharmacologic interventions for children with complex acute conditions and system-based chronic illnesses.

5. Construct collaboration strategies indicated in management plans for complex acute and chronic illnesses in children across critical care settings.
6. Evaluate health systems and community resources related to follow-up care for children.
7. Manage legal and ethical issues related to care for children with complex acute conditions and chronic illnesses across critical care settings.
8. Develop education and support available for children with complex acute conditions and chronic illnesses and their families.

COURSE SCHEDULE

<u>Faculty</u>	<u>Section</u>	<u>Day</u>	<u>Time</u>
Maymi	0308	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 generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE

- A. Developmental approach to acute and chronic illnesses in children
- 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: history, physical exam, diagnostic testing
 3. Differential diagnoses/Diagnosis
 4. Therapeutic plan
 5. Evaluation of treatment (efficacy)
 6. Use of collaboration and referral
 7. Ethical principles
 8. Legal requirements
 9. Health disparities

10. Genomics
- C. Systems approach to children with acute and chronic health problems
 1. Neurological and Oral Facial Disorders
 2. Traumatic Injuries
 3. Child Maltreatment and Toxicology
 4. Musculoskeletal and Orthopedic Disorders
 5. Infectious Disorders
 6. Rheumatological and Immunological Disorders
 7. Dermatological Disorders
 8. Management of the Chronically Ill Child, Medical Complexity, and Premature Infant in Pediatric Acute Care.
 9. Psychological/Mental Health Disorders
 10. Transplant pre/post-surgical Management
 11. Chronic Respiratory and Chronic GI disorders

TEACHING METHODS

Lecture/Discussion, Case Presentations, Audio-Visual Materials, Web Based Tutorials.

LEARNING ACTIVITIES

Readings, Discussion Forums, Case Presentations. There will be an

EVALUATION METHODS/COURSE GRADE CALCULATION

Assignment	Weight of Grade
Unit Test I	20%
Unit Test II	20%
Final Exam (accumulative)	30%
Case Presentation	10%
Discussion Board Assignments	10%
IPLH Requirement. (Complete/Incomplete)	10%

CLASS ATTENDANCE AND MAKE UP POLICY

Students are responsible for meeting all academic objectives as defined by the instructor. Absences count from the first class meeting. In general, acceptable reasons for absences from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.

Students may not attend classes unless they are registered officially or approved to audit with evidence of having paid audit fees. After the end of drop/add, the Office of the University Registrar provides official class rolls/addenda to instructors. Students who do not attend at least one of the first 2 class meetings of a course or laboratory in which they are registered and who have not contacted the academic unit to indicate their intent may be dropped from the course. **Students must not assume that they will automatically be dropped if they fail to attend the first few days of class.** The academic unit will notify students dropped from courses or laboratories by posting a notice in the academic unit office. Students may request reinstatement on a space-available basis if documented evidence is presented. The University recognizes the right of the individual professor to make attendance mandatory. After due warning, professors may prohibit further attendance and then assign a failing grade for excessive absences. Students who have registration changes, at any time during the semester, should verify their registrations before the last day of class of the term. Retroactive drop/add or other registration changes will not be permitted.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/graduate/regulations/#text>

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/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.

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

Nachtsheim Bolick B., Reuter-Rice, K., Madden, M.A., & Severin, P.N. (2021). *Pediatric acute care: A Guide for Interprofessional Practice 2nd Edition*. St. Louis, M: Jones and Bartlett Learning. ISBN: 9780323673327

Takemoto, C.K, Hodding, J.H., & Krause, D.M. (2019). *Pediatric & neonatal dosage handbook*. 26th edition. Philadelphia: Walters Kluwer. ISBN: 9781591953746.

Marcdante, K. & Kleigman, R.M. (2019) *Nelson Essentials of Pediatrics 8th Edition*. Philadelphia PA, Elsevier.

And all other texts used in NGR 6301 and NGR 6311.

Suggested Text

Kleinman, K. McDaniel, L., & Molloy, M. (2021) *The Harriet Lane Handbook 22nd Edition*. Philadelphia PA, Elsevier.

WEEKLY CLASS SCHEDULE

DATE/Module	TOPIC/EVALUATION	READINGS/Assignments	Program Outcomes
May 10-16 <u>Module 1</u>	Neurological and Oral Facial Disorders	Required reading and Discussion Board Assignment Due Original Post Due 5/14	Material for Unit Test I
May 17-23 <u>Module 2</u>	Traumatic Injuries	Required reading and Discussion Board Assignment Due Original Post Due 5/21	Material for Unit Test I
May 24-30 <u>Module 3</u>	Child Maltreatment and Toxicology	Required reading and Discussion Board Assignment Due Original Post Due 5/28	Material for Unit Test I
May 31 Holiday June 1-6 <u>Module 4</u>	Musculoskeletal and Orthopedic Disorders End of Material for Unit Test I	Required Reading and Discussion Board original post due 6/4	Material for Unit Test I
June 7-13 <u>Module 5</u>	: Infectious Disorders	Required Reading and Discussion Board original post Due 6/11 <u>UNIT TEST I</u> Date will be from 6/11 to 6/12	Material for Unit Test II
June 14-20 <u>Module 6</u>	:Rheumatological and Immunological Disorders <u>Seminar I:</u> June 16	Required Reading and Discussion Board original post Due 6/18	Material for Unit Test II

Summer Break June 21-June 27	NO CLASS	NO ASSIGNMENTS DUE	
June 28-July 4 <u>Module 7</u>	Dermatological Disorders	Required Reading and Discussion Board original post <u>Due 7/2</u>	Unit Test II
July 5 Holiday Observed. July 6-11 <u>Module 8</u>	Management of the Chronically Ill Child, Medical Complexity, and Premature Infant in Pediatric Acute Care. End of Material for Unit Test II	Required Reading and Discussion Board original post <u>Due 7/9</u>	Unit Test II
July 12-18 <u>Module 9</u>	Psychological/Mental Health Disorders <u>Seminar II</u> July 14	Required Reading and Discussion Board original post <u>Due 7/16</u> Unit Test II date will be from July 9-10	Final
July 19-25 <u>Module 10</u>	Transplant pre/post-surgical Management	Required Reading and Discussion Board original post <u>Due 7/23</u>	Final
July 26- Aug 1 <u>Module 11</u>	Chronic Respiratory and GI	Required Reading and Discussion Board original post <u>Due 7/30</u>	Final
Aug 2-6	Final Exam and Simulation	Final Exam Aug 2-3	Final and

Approved:	Academic Affairs Committee:	09/2020
	General Faculty:	10/2020
	UF Curriculum Committee:	11/2020