UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE Syllabus

FALL 2021

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

Michael A. Maymi DNP, CPNP-AC, CCRN

Clinical Assistant Professor

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Adjunct Clinical Assistant Professor

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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

 Faculty Section Day

 Maymi/Clifford 1956 Web-based

**Mandatory on campus clinical on October 1, 2021 from 8a-5p**

**Harrell Center and HPNP Building**

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 **October 1, 2021** 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 \_July 30, 2021 via email.

Differential diagnostic reasoning seminars will held on September 27, 2021 and October 25, 2021. The two additional clinical seminars will be held from 2-4 pm through Zoom on the course Canvas site. 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 two 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 50%

Exam I 25%

Exam II 25%

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 2 case studies. The case studies will contribute 50% 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:

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

 Philadelphia PA, Elsevier.

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/Module** | **TOPIC/EVALUATION** | **READINGS/Assignments** | **Program Outcomes** |
| Week 18/23Introduction | Introduction to the CourseSuturing, Wound Management | Office Hours for Course Introductions. 8/25 at 11am-12 noon via Zoom (will record session)Web-based Tutorials: Suturing, Wound management | 1,2,5,6 |
| Week 28/30 | ENT/ Punch Biopsy | Web-based Tutorials and Power Point: ENT and Punch Biopsy | 1,2,5,6 |
| Labor Day9/6/2021 | No Classes on 9/6/2021 |  |  |
| Week 39/7 | Splinting | Web Based Tutorial: Splinting |  1,2,5,6 |
| Week 4 9/14 | Differential Diagnosis | Web-based Tutorials and Power Point: Differential Diagnosis | 1,2,3,4,5,6 |
| Week 59/20 | ECG | Web-based Tutorials and Power Point: ECG**Case Study I Due 9/20** | 1,2,5,6 |
| Week 69/27 | **MANDATORY LIVE** SEMINAR 9/27 2pm to 4pm**ONSITE VISIT for PROCEDURES and SKILLS LAB. October 1, 2021 8-5pm** | Seminar: Case PresentationsOnsite: Procedure Lab in Harrell Center | 1,2,3,4,5,6 |
| Week 710/4 | RadiographsEnd of Material for Exam I | Web-based Tutorials and Power Point: Radiographs | 1,2,5,6 |
| Week 8 10/11 | Exam I | **Exam I****Opens 10/22 at 0600** **Closes 10/23 at 2200** | **1,2,3,4,5,6** |
| Week 910/18 | Diagnostics: Pulmonary Function, Infectious Workup | Web-based Tutorials and Power Point: PFT, Infectious WorkupCase Presentations II due 10/18 | 1,2,5,6 |
| Week 1010/25 | Diagnostics: Coagulopathies, Metabolic, and Drug Levels**MANDATORY LIVE** SEMINAR 10-25 2pm to 4pm | Web-based Tutorials and Power Point: Coagulopathies, Metabolic, and Drug Levels | 1,2,5,6 |
| Week 1111/1 | Newborn Care and AssessmentBreastfeeding | Web Based Tutorial: Newborn AssessmentWeb-based Tutorials: Breast feeding | 1,2,5,6 |
| Week 1211/8 | Pediatric Nutrition | Web-based Tutorials: Nutrition | 1,2,5,6 |
| Week 1311/15 | Management of Oral Health | Web-based Tutorial: Pediatric Oral Healthcare | 1,2,5,6 |
| Week 1411/22 | **Lab : Submission of 5 completed/scored Denver Screenings [3 infant, 2 toddler], 2 M-CHATs, and 2 Pediatric Symptom Checklists** | **Lab Submissions** **Due 11/23** | 1,2,5,6 |
| 11/24-27 | Thanksgiving Holiday |  |  |
| Week 1511/29 | **Child Abuse and Neglect** | **Web-based Tutorial: Child Abuse and Neglect** | 1,2,5,6 |
| Week 1612/6 | **Exam II** | **Exam II****Opens 12/6 at 0600** **Closes 12/7 at 2200** | 1,2,3,4,5,6 |

Approved: Academic Affairs Committee: 05/08

 Faculty: 06/08

 UF Curriculum: 10/08