# UNIVERSITY OF FLORIDA COLLEGE OF NURSING COURSE SYLLABUS

Spring 2021

# COURSE NUMBER NGR 6243

COURSE TITLE Adult-Gerontology Acute Care Nurse Practitioner 2

# CREDITS 04

PLACEMENT DNP Program: Adult-Gerontology Acute Care Nurse Practitioner

Track

PREREQUISITES NGR 6241 Common Adult Health Problems

COREQUISITES None

# FACULTY

Ashley N. Thompson, DNP, AGACNP-BC, APRN

Visiting Clinical Assistant Professor, Track Coordinator

Cell Phone: (727) 460-9211

Office Hours: Wednesday 2-3 pm, and by appointment.

*Dates and times subject to change with advanced notice*

# Email: [C1988@ufl.edu](mailto:C1988@ufl.edu)

\*Faculty are generally available to meet with students (in the office or virtually) as listed above. Due to professional travel and other unavoidable obligations, faculty may not be present every week without notice. It advisable that students confirm availability or make an appointment in advance.

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 cardiovascular, pulmonary, hematological, renal, and commonly occurring health care problems in acutely and critically ill 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 management 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, middle, and older adults with selected acute and critical health care problems.

COURSE OBJECTIVES (continued)

1. Formulate treatment plans based on current scientific rationale, evidence-based and practice guidelines and standards of care.
2. Propose parameters to evaluate the effectiveness of management plans in achieving optimal outcomes.
3. Discuss collaborative processes of the interdisciplinary health care team in facilitating client progress toward maximum functional health.
4. Critique research related to complex health care problems.
5. Analyze diversity issues related to young, middle, and older adults with selected complex acute and critical health care problems.
6. Discuss client and family issues related to end of life care.

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| COURSE SCHEDULE |  | | |
| Faculty | Section | Day | Time |
| Thompson | 1H98 | 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/.](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.](mailto: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

1. Each specific health problem listed below is addressed focusing on hospitalized acutely and critically ill young, middle, and older adult using the following approach as relevant:
   1. Symptom cluster presentation
   2. Objective findings: physical exam, history, diagnostic testing
   3. Diagnosis/Differential diagnoses
   4. Therapeutic plan
      1. Evidence-based practice
      2. Standards of care (practice guidelines)
      3. Health promotion and Disease prevention, including screening tests
      4. Safety
      5. Cost
   5. Acuity scoring system
   6. Appropriate outcome parameters
   7. Use of interdisciplinary collaboration and referral
   8. Legal and ethical issues
   9. Diversity issues
   10. Pharmacotherapeutics
   11. Health promotion and prevention of complications
   12. Client and family issues related to end of life care
   13. Genomics

TOPICAL OUTLINE (continued)

1. Specific Health Problems
   1. Common Problems in Acute and Critical Care
      1. Fever
      2. Sepsis
      3. Sedation and analgesia
      4. Nutrition
      5. Delirium
   2. Cardiovascular Health Problems
      1. Myocardial Infarction
      2. Emergent Hypertension
      3. Heart Failure
      4. Pericarditis/Tamponade
      5. Interventional devices and therapies
      6. Arrhythmia management
   3. Pulmonary Health Problems
      1. Complex Community Acquired and Nosocomial Pneumonias
      2. Acute Respiratory Failure

# ARDS

* + 1. Pulmonary vascular disease
    2. Mechanical ventilation
  1. Hematology Health Problems
     1. Acquired bleeding disorders
     2. Thrombocytopenia and platelet dysfunction
     3. Blood components and transfusion therapies
  2. Renal Health Problems
     1. Fluid and electrolyte disorders
     2. Acid-base abnormalities
     3. Acute failure

# TEACHING METHODS

Lecture, reading assignments, group discussion, case studies, audiovisuals

# LEARNING ACTIVITIES

Online class participation, quizzes, and written assignments

# EVALUATION METHODS/COURSE GRADE CALCULATION

Evaluation will be based on the achievement of the following activities. Assignments and their relative weights are as listed below. Details of each assignment will be posted on Canvas.

|  |  |  |
| --- | --- | --- |
| **Assignment/Exam** | **Dates** | **%** |
| Module 1-8 Quizzes | See course schedule | 30% |
| Module Assignment Completion (8) | See course schedule | 30% |
| Midterm Exam with Proctor U | See course schedule | 20% |
| Final Exam with Proctor U | See course schedule | 20% |
| Total |  | 100 |

The College of Nursing will utilize **ProctorU**, a live proctoring service, for major examinations in graduate web-based online courses to ensure a secure testing environment. Students must sign in to ProctorU at least 30 minutes prior to the scheduled time for each exam in order to authenticate their identity and connect with the live proctor. Students authenticate their identity and are remotely monitored by a trained employee of ProctorU. See Canvas site for more information on Proctor U and how to create an account. If you have questions about ProctorU, contact CON IT.

# 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.

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.

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

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| --- | --- | --- | --- | --- | --- |
| 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)

\* 84 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/>)

# 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

Owens, W. (2021). *The Ventilator Book* (3rd ed). First Draught Press.

Boiling, B., Hatton, K., and Hartjes, T. (2020). *Concepts in Surgical Critical Care*

1st ed. Burlington, MA: Jones and Bartlett.

# WEEKLY CLASS SCHEDULE

Classes begin on Monday at 7 am and close on Sunday at 11:59 pm

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| **DATE** | **TOPIC/EVALUATION** | **READINGS** | **Program Objectives** | **DUE** |
| Jan 5-Jan 9 | Mechanical Ventilation: Initiation and Weaning | Mechanical Ventilation Management I:  Vincent (7th Ed.): Chapters 39, 61-62  Mechanical Ventilation Management II:  Vincent (7th Ed.): Chapter 63  Boling Ch 3 (p 43-48) | Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.  Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care. |  |
| Jan 10-Jan 16 |  |  | As stated above | Module 1 Quiz  Module 1 Assignment |
| Jan 17-Jan 23  MLK day 1/17 | Pulmonary Health Problems | Complex Community Acquired and  Nosocomial Pneumonias: Vincent (7th  Ed.): Chapters 74-75  Acute Respiratory Failure and ARDS:  Vincent (7th Ed.): Chapter 67  Boling Ch3 (p 50-56)  Ch 7 (p 105-107)  Ch 13 (p209-220) | As stated above |  |
| Jan 24-Jan 30 |  |  | As stated above | Module 2 Quiz  Module 2 Assignment |
| Jan 31-Feb 6 | Cardiovascular Health Problems | Vincent (7th Ed.): Chapters 5, 10, 42, 78-81, 84, 87, 91  Boling Ch 2 | As stated above |  |
| Feb 7-Feb 13 |  |  | As stated above | Module 3 Quiz  Module 3 Assignment |
| Feb 14-Feb 20 | Hemodynamics: the Basics | Vincent (7th Ed.): Chapters 34, 88, 90, E5  Bolin Ch 27 (p404-405) | As stated above | Module 4 Quiz Module 4 Assignment |
| Feb 21-Feb 27 | Midterm | Midterm covers content from modules 1-4 | Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems | Midterm 2/25 |
| Feb 28-Mar 6 | Common Problems in Acute and Critical care | Vincent (7th Ed.): Chapters 1-2, 4, 6-7, 43  Boling Ch 9 | Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.  Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care. |  |
| Mar 7-Mar 13 | Spring Break |  |  | Mod 5 Quiz and  Assignment |
| Mar 14-Mar 20 | Sepsis | Vincent (7th Ed.): Chapters 121-122  Bolin Ch 7 (p 114-115) | As stated above |  |
| Mar 21-Mar 27 |  |  | As stated above | Module 6 Quiz  Module 6 Assignment |
| Mar 28-Apr 3 | Renal Health Problems | Vincent (7th Ed.): Chapters 102-103, 109  Bolin Ch 5 | As stated above |  |
| Apr 4-Apr 10 |  |  | As stated above | Module 7 Quiz  Module 7 Assignment |
| Apr 11-Apr 17 | Hematology | Vincent (7th Ed.): Chapters 20-22, 138-139  Boling Ch 6 | As stated above | Module 8 Quiz  Module 8 Assignment |
| Apr 18-24 | Final Exam |  | Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems | Final Exam 4/25 |

The purposes of the curriculum leading to the degree Doctor of Nursing Practice are to:

1. Prepare the student to acquire advanced competencies in increasingly complex practice and emerging leadership roles.
2. Provide the student with a significant and comprehensive knowledge base that supports scientific skepticism and the incorporation of new knowledge in advanced nursing practice.
3. Provide the student with enhanced knowledge for the acquisition of leadership skills used to improve nursing practice and patient outcomes.

Upon completion of the doctoral program, the graduate will be able to:

1. Evaluate scientific bases from extant and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care.

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