University of Florida College of Nursing Course Syllabus Spring 2022

## COURSE NUMBER NGR 6311

COURSE TITLE Advanced Acute and Chronic Child Health Nursing

## CREDITS 4

PLACEMENT DNP Program: Pediatric Acute Care Nurse Practitioner Track

PREREQUISITES NGR 6301 Advanced Child Health Nursing I

NGR 6301L Advanced Child Health Nursing Clinical I

COREQUISITE NGR 6311L Advanced Acute and Chronic Child Health

Nursing Clinical

## FACULTY

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| Michael Maymi, DNP, APRN, CPNP-AC, CCRN, CNE  Clinical Assistant Professor  Office: HPNP 3238  Office Phone: (352) 273-6799  Office Hours: Tuesday 1000-1200  Email: [maymim@ufl.edu](mailto:maymim@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 course provides the student with knowledge of the management of complex acute and chronic illnesses in children from newborn through young adulthood. Emphasis is on integration of knowledge, theory, and research from a variety of disciplines into age appropriate assessment and treatment of children from diverse backgrounds. Focus is on the child within a family context, including development of culturally relevant education and coaching strategies for parents. Emphasis is on the assessment and management of rapidly changing health status.

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.
2. Differentiate between normal and abnormal findings in the presentation of chronic illnesses in children, considering age, gender, developmental status, and socio-cultural background.
3. Develop accurate differential diagnoses for complex acute conditions and chronic illnesses in children.
4. Evaluate pharmacologic and non-pharmacologic interventions for children with complex acute conditions and chronic illnesses.
5. Develop collaboration strategies indicated in management plans for complex acute and chronic illnesses in children.
6. Analyze health systems and community resources related to follow-up care for children.
7. Analyze legal and ethical issues related to care for children with complex acute conditions and chronic illnesses.
8. Evaluate appropriateness of education and support available for children with complex acute conditions and chronic illnesses and their families.

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| --- | --- | --- | --- |
| COURSE SCHEUDLE |  | | |
| Faculty | Section | Day | Time |
| Maymi | 14H2 | Web-based |  |

# Mandatory on site Skills lab and simulation at the Harrell Center at UF on February 10 and 11th 2022.

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

## TOPICAL OUTLINE

1. Developmental approach to acute and chronic illnesses in children
2. 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
3. Systems approach to children with acute and chronic health problems
   1. Interprofessional Team, Communication, Safety, Certification and Licensure
   2. Fluids, Electrolytes, and Nutrition
   3. Gastrointestinal System
   4. Sedation and Analgesia, Blood Gas Interpretation
   5. Respiratory system
   6. Advanced Practice Procedures and Coding
   7. Mechanical Ventilation
   8. Hemodynamics
   9. Cardiovascular system
   10. Renal system
   11. Genitourinary system
   12. Endocrine system
   13. Hematological system
   14. Metabolic Emergencies
   15. Shock

## TEACHING METHODS

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

## LEARNING ACTIVITIES

Readings, Discussion Forums, Case Presentations and seminars.

Seminar: Students are assigned presentation dates for synchronous seminar events. Seminar is an essential element of the overall learning experience. Successful course completion requires seminar attendance and participation. Students must attend at least 2 out of the 3 seminars for full participation. Students should document seminar hours in Exxat; these hours will apply to NON-CLINICAL hour requirement. Seminar information including rubrics to the assignment is posted on Canvas web.

Seminar Dates

## EVALUATION METHODS/COURSE GRADE CALCULATION

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| --- | --- |
| Evaluation Method | Percentage of Course Grade |
| Weekly Quizzes | 5% |
| Test I | 20% |
| Test II | 20% |
| Cumulative Final | 30% |
| Discussion Board Activities | 10% |
| Case Presentation | 10% |
| Seminar Participation | 5% |
| Total | 100% |

MAKE UP POLICY

Only requests that have been given prior approval for late submission will be given full credit if submitted after the posted deadline. Otherwise, students will lose 10% of the total points of an assignment for each day it is submitted late

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

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.

# All additional textbooks from NGR6301

WEEKLY CLASS SSCHEDULE

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| **DATE** | **TOPIC/EVALUATION** | **READINGS/ASSIGNMENTS** | **Program Objectives** |
| Week 1  Jan 5-9 | Interprofessional Team, Communication, Safety, Certification and Licensure | Complete readings, quiz and modules  Due Jan 9: Discussion Board posting | 1,2,3,5,6,7,8 |
| Week 2  Jan 10-16 | Fluids, Electrolytes, and Nutrition | Complete readings, quiz and modules  Due Jan 16: Discussion Board posting | 1,2,3,5,6,7,8 |
| Week 3  Jan 18-23 | Gastrointestinal System | Complete readings, quiz and modules  Due Jan 23: Discussion Board posting | 1,2,3,5,6,7,8 |
| Week 4  Jan 24-30 | Sedation and Analgesia, Blood Gas Interpretation | Complete readings, quiz and modules  Due Jan 30: Discussion Board posting | 1,2,3,5,6,7,8 |
| Week 5  Jan 31-Feb 6 | Respiratory system | Complete readings, quiz and modules  Due Feb 6: Discussion Board posting  Seminar #1 Pre-briefing for Skills lab and Simulation Feb 2, 2022 | 1,2,3,5,6,7,8 |
| Week 6  Feb 7-13 | Advanced Practice Procedures and Coding  End of Material for Exam I | Complete readings, quiz and modules  On site visit Harrell Center Feb 10-11 | 1,2,3,4,5,6,7,8 |
| Week 7  Feb 14-20 | Mechanical Ventilation | Complete readings, quiz and modules  Due Feb 20: Complete Mechanical Ventilation Simulation and Discussion Board Posting  Exam I: Feb 18-19 | 1,2,3,4,5,6,7,8 |
| Week 8  Feb 21-27 | Hemodynamics | Complete readings, quiz and modules  Due Feb 27: Discussion Board posting | 1,2,3,4,5,6,7,8 |
| Week 9  Feb 28-Mar 4 | Cardiovascular system | Complete readings, quiz and modules  Due Mar 4: Discussion Board posting | 1,2,3,4,5,6,7,8 |
| Week 10  Mar 5-13 | Spring Break NO CLASSES | | |
| Week 11  Mar 14-20 | Renal and Genitourinary systems  End of Material for Exam II | Complete readings, quiz and modules  Due Mar 20: Complete CVVH Simulation and Discussion Board posting  Case Presentation due March 20, 2022 | 1,2,3,4,5,6,7,8 |
| Week 12  Mar 21-27 | Endocrine system | Complete readings, quiz and modules  Due Mar 27: Discussion Board posting  Exam II: Mar 25-26 | 1,2,3,5,6,7,8 |
| Week 13  Mar 28-Apr3 | Hematological system | Complete readings, quiz and modules  Due Apr 3: Discussion Board posting  Seminar #2. March 30, 2022 | 1,2,3,5,6,7,8 |
| Week 14  Apr 4-10 | Metabolic Emergencies | Complete readings, quiz and modules  Due Apr 10: Discussion Board posting | 1,2,3,5,6,7,8 |
| Week 15  Apr 11-17 | Shock | Complete readings, quiz and modules  Due Apr 17: Discussion Board posting | 1,2,3,5,6,7,8 |
| Week 16 | Comprehensive Final Exam April 19-20 |  |  |

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.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems.

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| Approved: | Academic Affairs Committee: Faculty:  UF Curriculum: | 01/12  01/12  04/12 |