UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE Syllabus

FALL 2022

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

Office: HPNP 3238

Phone: 352-273-6799

Office hours\*: Tuesdays 10 am to 12 noon or by appointment

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 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 1956 Web-based

**Mandatory on-campus clinical on September 14, 2022 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](mailto: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.

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

Case Study 1 20%

Case Study 2 20%

Exam I 25%

Exam II 25%

Seminar #1 5%

Seminar #2 5%

Developmental Testing S/U

Participation in clinical seminar is expected with case presentations as well as reviewing relevant literature, and will be graded as above. Clinical seminar will be conducted at our face-to-face lab and on 2 select Wednesday afternoons and will contribute 8 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 40% 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

**\* 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.

INCLUSIVE LEARNING ENVIRONMENT

We strive to provide an inclusive learning environment as we prepare graduates who care, lead, and inspire. As we share our nursing values and personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels they belong to the College of Nursing community. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

CIVILITY STATEMENT

Civility among all individuals in the CON (faculty, staff and students) is vital for an inclusive environment that fosters personal reflection, growth and a collective harmony. <https://nursing.ufl.edu/wordpress/files/2022/08/BSN_DNP-Handbook-Jul-28-2022.pdf>

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 TEXTS:

Campo, T.M. & Lafferty, K.A. (2022) Essential Procedures for Emergency , Urgent, and Primary Care Settings. Third edition Springer Publishing New York, NY

Snyder, L.M (2021) Wallach’s Interpretation of Diagnostic Tests. Eleventh Ed.

Lippincott Williams & Wilkins: Philadelphia PA

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

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE/Module** | **TOPIC/EVALUATION** | **READINGS/Assignments** | **Program Outcomes** |
| Week 1  8/24  Introduction | Introduction to the Course  Suturing, Wound Management | Assigned readings and Web-based Tutorials: Suturing, Wound management | 1,2, 5, 6 |
| Week 2  8/29 | ENT/ Punch Biopsy | Assigned readings and Web-based Tutorials and Power Point: ENT and Punch Biopsy | 1,2, 5, 6 |
| Labor Day Holiday 9/5/2022  No Class. | | | |
| Week 3  9/6 | Splinting | Assigned readings and Web Based Tutorial: Splinting | 1,2, 3, 5, 6 |
| Week 4  9/12 | **ONSITE VISIT for PROCEDURES and SKILLS LAB.**  **September 14, 2022 8-5pm** | Onsite: Procedure Lab in Harrell Center  **Case Study I Due 9/18** | 1,2,3,4,5,6 |
| Week 5  9/19 | Differential Diagnosis  and communication with your preceptor | Assigned readings and Web-based Tutorials and Power Point: Differential Diagnosis | 1,2,3,4,5,6 |
| Week 6  9/26 | ECG  **MANDATORY LIVE SEMINAR**  9/28 2pm to 4pm | Assigned readings and Web-based Tutorials and Power Point: ECG  Seminar: Case Presentations | 1,2, 3, 5, 6 |
| Week 7  10/3 | Radiographs  End of Material for Exam I | Assigned readings and Web-based Tutorials and Power Point: Radiographs | 1,2,3, 5, 6 |
| Week 8  10/10 | Exam I | **Exam I**  **Opens 10/14 at 0600**  **Closes 10/15 at 2100** |  |
| Week 9  10/17 | Diagnostics: Pulmonary Function, | Assigned readings and Web-based Tutorials and Power Point: PFT  Case Presentations II due 10/19 | 1,2,3, 5, 6 |
| Week 10  10/24 | Infectious Workup  **MANDATORY LIVE** **SEMINAR**  10/26 2pm to 4pm | Assigned readings and Web-based Tutorials and Power Point: Infectious Workup | 1,2,3, 5, 6 |
| Week 11  10/31 | Diagnostics: Coagulopathies, Metabolic, and Drug Levels | Assigned readings and Web-based Tutorials and Power Point: Coagulopathies, Metabolic, and Drug Levels | 1,2,3,4,5,6 |
| Week 12  11/7 | Pediatric Nutrition | Assigned readings and Web-based Tutorials: Nutrition | 1,2,3,4,5,6 |
| Week 13  11/14 | Management of Oral Health | Assigned readings and Web-based Tutorial: Pediatric Oral Healthcare | 1,2,3,4,5,6 |
| Week 14  11/21 | Newborn Care and Assessment  Breastfeeding | Assigned readings and Web Based Tutorial: Newborn Assessment  Web-based Tutorials: Breast feeding  **Lab : Submission of 5 completed/scored Denver Screenings [3 infant, 2 toddler], 2 M-CHATs, and 2 Pediatric Symptom Checklists**  **Due 11/22** |  |
| Thanksgiving Holiday  November 23-27 | | | |
| Week 15  11/28 | **Child Abuse and Neglect** | **Web-based Tutorial: Child Abuse and Neglect** |  |
| Week 16  12/5 | **Exam II** | **Exam II**  **Opens 12/5 at 0600**  **Closes 12/6 at 2100** |  |

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

Approved: Academic Affairs Committee: 05/08

Faculty: 06/08

UF Curriculum: 10/08