# UNIVERSITY OF FLORIDA

# COLLEGE OF NURSING

# COURSE SYLLABUS

Spring 2023

# COURSE NUMBER NGR 6302

COURSE TITLE Advanced Child Health Nursing II

# CREDITS 4

PLACEMENT DNP Program: Pediatric Primary Care Nurse Practitioner Track

PREREQUISITES NGR 6301 Advanced Child Health Nursing I

NGR 6301L Advanced Child Health Nursing Clinical I CO-REQUISITE NGR 6302L Advanced Child Health Nursing Clinical II

FACULTY

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| Teresa S. Bruney, DNP, APRN, PPCNP-BC  Clinical Assistant Professor  Office: HPNP 2225  Cell Phone: (352) 316-4229  Office Hours\*: M-Th 9am-4pm virtually by pre-arrangement, and other times as mutually agreed upon  Email: [bruneyts@ufl.edu](mailto:bruneyts@ufl.edu) | Anthony L. Roller, DNP, APRN, CPNP A/C- P/C  Clinical Assistant Professor  Office: HPNP 2231  Office Phone: (352) 273-6332  Office Hours\*: Mon & Wed 12-1:00pm and by appointment  Email: [anthony.roller@ufl.edu](mailto:anthony.roller@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 newborns 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.

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 complex acute conditions and chronic illnesses.

Differentiate normal and abnormal findings in the presentation of chronic illnesses in children, considering gender, age, developmental status, and socio-cultural background.

1. Develop accurate differential diagnoses for children with complex acute conditions and chronic illnesses.

COURSE OBJECTIVES (continued):

1. Evaluate pharmacologic and non-pharmacologic interventions for children with complex acute conditions and chronic illnesses.
2. Differentiate between clinical situations managed by pediatric nurse practitioners and those requiring collaboration and/or referral to other health care providers.
3. Analyze health systems and community resources related to follow-up care for children.
4. Discuss legal and ethical issues related to care for children with complex acute conditions and chronic illnesses.
5. Evaluate provision of appropriate education and support for children with complex acute conditions and chronic illnesses and their families.

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| COURSE SCHEDULE |  | |
| Faculty | Section | Day/Time  Web-based  Web-based |
| Bruney  Roller | 072F  073F |

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 Illness in Children specific developmental stages
   1. Specific developmental stages
   2. Parental approaches
   3. Siblings
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: physical exam, history, diagnostic testing
   3. Diagnosis/differential diagnoses
   4. Therapeutic Plan
   5. Evaluation of treatment results (efficacy)
   6. Use of interdisciplinary 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. Respiratory system
   2. Cardiovascular system
   3. Gastrointestinal disorder
   4. Hematological System
   5. Immune system
   6. Rheumatologic system
   7. Integumentary system
   8. Musculoskeletal system
   9. Neurological System 10.Genitourinary system
4. Endocrine System
5. Genetic Disorders
6. Biopsychosocial/Developmental Problems of childhood
7. ADHD, learning disabilities
8. Screening tests and lab evaluation
9. Child abuse and violence in the home and living environment
10. Adolescent health, contraception and sexuality

# TEACHING METHODS

Lectures, discussion, case presentations, review of CPGs and current literature

# LEARNING ACTIVITIES

Online and class participation, written and verbal presentations on assigned topics, analysis of case studies, case presentations, analysis of CPGs, text readings and review of publications

# EVALUATION METHODS/COURSE GRADE CALCULATION

Written assignments and clinical discussions (60%); and written objective examinations (40%)

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| AGREE CPG Analysis | 5% |
| Case studies (4) | 40% |
| Exam 1, 2, 3, 4 [10% each] | 40% |
| Discussions (3) | 15% |
| 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. **Attendance for synchronous class meetings is not required***. The remainder of this paragraph is University of Florida policy but does not pertain to class meetings for this course:*  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/GRADE 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)

\* 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 TEXTBOOKS

All previous and concurrent required texts, especially those for NGR 6301

WEEKLY CLASS SCHEDULE

\* *The weekly class schedule is subject to change based on course needs.*

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| ***Week #*** | ***Module #*** | ***Class & Clinical Dates/Times*** | ***Topic*** | ***Program Outcomes***  ***(Objectives)*** |
| 1 | 1 | 1-9-23  Lectures will be pre-recorded and posted to the course Canvas site by each class date listed here. | * 1. Introduction and Course Overview   2. Respiratory Review: OM, strep, bronchiolitis, asthma, pneumonia, COVID, allergic rhinitis | 1,2,3,4,5,6,7,8 |
| 2 | 2 | 1-17-23 | 1. Child Abuse 2. **First of 3 Clinical Discussion Posts Due with responses to at least 2 other posts** **under “Discussions”** | 1,2,3,4,5,6,7,8 |
| 3 | 3,4 | 1-23-23 | 1. Screening and Laboratory Evaluation in Pediatric Primary Care 2. Hematology   **First of 4 Written Case Studies Due in “Assignments”** | 1,2,3,4,5,6,7,8 |
| ***EXAM 1*** | | | **EXAM 1**  1 HOUR between  1-28-23 6am and  1-31-23 5pm  Exam closes at 5pm, but do not sign up for a slot later than 3pm on 1-31-23 |  |
| 4 | 5 | 1-30-23 | 1. Neurologic Disorders 2. **Second of 3 Clinical Discussion Posts Due with responses to at least 2 other posts under “Discussions”** | 1,2,3,4,5,6,7,8 |
| 5 | 6 | 2-6-23 | GI Disorders  **CPG Critique Due by 11:59pm in “Assignments”** | 1,2,3,4,5,6,7,8 |
| 6 | 7 | 2-13-23 | Musculoskeletal Disorders | 1,2,3,4,5,6,7,8 |
| 7 | 8 | 2-20-23 | Immunology and Rheumatology  **2nd of 4 Case Studies Due in “Assignments”** | 1,2,3,4,5,6,7,8 |
| ***EXAM 2*** | | | **EXAM 2**  1 HOUR between  2-25-23 6am and  2-28-23 5pm  Exam closes at 5pm but do not sign up for a slot later than 3pm on 2-28-23 |  |
| 8 | 9 | 2-27-23 | GU Disorders | 1,2,3,4,5,6,7,8 |
| 9 | 10 | 3-6-23 | 1. ADHD and Learning Challenges 2. **3rd of 3 Clinical Discussion Posts Due with responses to at least 2 other posts under “Discussions”** |  |
| 10 | 10 | 3-13-23 | SPRING BREAK | 1,2,3,4,5,6,7,8 |
| ***EXAM 3*** | | | **EXAM 3**  1 HOUR between  3-19-23 6am and  3-22-23 5pm  Exam closes at 5pm but do not sign up for a slot later than 3pm on 3-23-22 |  |
| 11 | 11 | 3-20-23 | Mood and Anxiety Disorders with focus on treatment | 1,2,3,4,5,6,7,8 |
| 12 |  | 3-27-23 | **3rd of 4 Case Studies Due in “Assignments”** | 1,2,3,4,5,6,7,8 |
| 13 | 12 | 4-3-23 | Cardiovascular Disorders | 1,2,3,4,5,6,7,8 |
| 14 | 13 | 4-10-23 | Endocrine Disorders | 1,2,3,4,5,6,7,8 |
| 15 | 14,15 | 4-17-23 | 1. Adolescent Contraception and Sexuality 2. Acne Management   **4th of 4 Case Studies Due in “Assignments”** | 1,2,3,4,5,6,7,8 |
|  |  | 4-24-23 | **Extra Credit on-line quiz if faculty evaluation rates reach 100% by 4-21-23**  **Quiz will be open 4-24-23 6am**  **through**  **4-26-23 6pm** |  |
| ***EXAM 4*** | | | **Exam 4**  1 HOUR between  4-23-22 6am and  4-26-22 5pm  Exam closes at 5pm but do not sign up for a slot later than 3pm on 4-26-22 |  |

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; 01/12

Faculty: 06/08; 01/12

UF Curriculum: 10/08; 04/12