University of Florida College of Nursing Course Syllabus Spring 2023

## 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: Mondays 11-1pm and 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 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 8th and 9th 2023 each day will be from 0800-1700\_\_\_\_\_\_\_

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. Sedation and Analgesia, Blood Gas Interpretation
   4. Disorders
   5. Respiratory Disorders
   6. Mechanical Ventilation and Airway Adjuncts
   7. Cardiac Disorders
   8. Congenital Cardiac Lesions
   9. Renal and Genitourinary system
   10. Endocrine disorders
   11. Hematological and Oncology Disorders
   12. Metabolic Emergencies
   13. Shock

## TEACHING METHODS

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

## LEARNING ACTIVITIES

Readings, Discussion Forums, Weekly Quizzes, Education Presentations and Exams. All exams are proctored under ProctorU. You **MUST** sign up for exams on the first day.

Seminar Dates

## EVALUATION METHODS/COURSE GRADE CALCULATION

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| Evaluation Method | Percentage of Course Grade |
| Weekly Quizzes | 25% |
| Midterm | 25% |
| Cumulative Final | 30% |
| Discussion Board Activities | 10% |
| Education Presentation | 10% |
| 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/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

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., & Schuh, A.M (2022) *Nelson Essentials of Pediatrics 9th Edition.* Philadelphia PA, Elsevier.

# All additional textbooks from NGR6301

WEEKLY CLASS SSCHEDULE

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

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| **DATE** | **TOPIC/EVALUATION** | **READINGS/ASSIGNMENTS** | **PROGRAM OBJECTIVES** |
| Week 1  Jan 9 | **Interprofessional Team, Communications, Safety, Certification and Licensure** | Module 1 Required Readings and Lectures  Assignments due: **Jan 15 at 2359**   * Complete the course introduction discussion board * Complete weekly discussion board assignment * Complete weekly quiz | 1,2,3,5,6 |
| Week 2  Jan 17 | Fluids, Electrolytes, And Nutrition | Module 2 Required Readings and Lectures  Assignments due: **Jan 22 at 2359**   * Complete weekly discussion board assignment * Complete weekly quiz | 1,2,3,4,5,6 |
| Week 3  Jan 23 | Acid-Base Disorders, Sedation/Analgesia | Module 3 Required Readings and Lectures  Assignments due: **Jan 29 at 2359**   * Complete weekly discussion board assignment * Complete weekly quiz | 1,2,3,4,5,6 |
| Week 4  Jan 30 | Gastrointestinal Disorders | Module 4 Required Readings and Lectures  Assignments due: **Feb 5, at 2359**   * Complete weekly discussion board assignment * Complete weekly quiz | 1,2,3,5,6 |
| Week 5  Feb 6 | Advanced Practice Procedures Module  ACPNP Skills Lab And Simulation  Feb 8-9. 0800-1700 | Module 5 Required Readings and Lectures  Assignments due: **Feb 12, at 2359**   * Complete weekly discussion board assignment * Complete weekly quiz | 1,2,43,4,5,6 |
| Week 6  Feb 13 | Pulmonary Disorders | Module 6 Required Readings and Lectures  Assignments due: **Feb 19, at 2359**   * Complete weekly discussion board assignment * Complete weekly quiz | 1,2,3,5,6 |
| Week 7  Feb 20 | Mechanical Ventilation and Airway Adjuncts  **End of Material for Midterm Exam** | Module 7 Required Readings and Lectures  Assignments due: **Feb 26, at 2359**   * Complete weekly discussion board assignment * Complete weekly quiz | 1,2,3,4,5,6 |
| Week 8  Feb 27 | Cardiac Disorders | Module 8 Required Readings and Lectures  Assignments due: **Midterm Exam March 3rdand 4th** | 1,2,3,5,6 |
| Week 9  March 6 | Congenital Heart Lesions | Module 9 Required Readings and Lectures  Assignments due: **March 12, at 2359**   * Complete weekly discussion board assignment * Complete weekly quiz | 1,2,3,5,6 |
| Week 10  SB | UF Spring Break March 13 Through March 19! | | |
| Week 11  March 20 | Renal And Genitourinary Disorders | Module 10 Required Readings and Lectures  Assignments due: **March 26, at 2359**   * Complete weekly discussion board assignment  Complete weekly quiz | 1,2,3,5,6 |
| Week 12  March 27 | Endocrine Disorders | Module 11 Required Readings and Lectures  Assignments due: **April 2, at 2359**   * Complete weekly discussion board assignment * Complete weekly quiz * **Education Presentation Due April 2, 2359** | 1,2,3,5,6 |
| Week 13  April 3 | Hematology/Oncology Disorders | Module 12 Required Readings and Lectures  Assignments due: **April 9, at 2359**   * Complete weekly discussion board assignment * Complete weekly quiz | 1,2,3,5,6 |
| Week 14  April 10 | Genetic And Metabolic Disorders | Module 13 Required Readings and Lectures  Assignments due: **April 16, at 2359**   * Complete weekly discussion board assignment   Complete weekly quiz | 1,2,3,5,6 |
| Week 15  April 17 | Shock | Module 14 Required Readings and Lectures  Assignments due: **April 23, at 2359**   * Complete weekly discussion board assignment   Complete weekly quiz | 1,2,3,5,6 |
| Week 16  April 24 | **Final Exam April 25-26th** | | |

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 |