UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Summer 2023

Course Number NGR 6312

Course Title Advanced Acute and Chronic Child Health Nursing II

Credits 3

Placement DNP Program: Pediatric Acute Care Nurse Practitioner Track

Prerequisites NGR 6311 Advanced Acute and Chronic Child Health Nursing

NGR 6311L Advanced Acute and Chronic Child Health Nursing Clinical

Corequisite NGR 6312L Advanced Acute and Chronic Child Health

Nursing Clinical II

Faculty Michael Maymi, DNP, APRN, CPNP-AC, CCRN, CNE

Clinical Assistant Professor

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Office Hours\*: Monday 10 am to 12 pm or by appointment

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**\***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 in the management of complex and chronic diseases including neurological, trauma, emergency and critical care of pediatric patients in the acute care setting. Patient populations range from the neonate through young adulthood. Emphasis is on integration of knowledge, theory, and research from a variety of disciplines into age appropriate assessment and treatment and management of rapidly changing health status from diverse backgrounds. Focus is on the child within a family context, including development of culturally relevant education and coaching strategies for caregivers.

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 in various acute care settings.
2. Appraise normal and abnormal findings in the presentation of complex critically ill children, considering age, gender, developmental status, and socio-cultural background.
3. Develop differential diagnoses for complex acute conditions and chronic illnesses in children in various acute care settings.
4. Utilize pharmacologic and non-pharmacologic interventions for children with complex acute conditions and system-based chronic illnesses.
5. Construct collaboration strategies indicated in management plans for complex acute and chronic illnesses in children across critical care settings.
6. Evaluate health systems and community resources related to follow-up care for children.
7. Manage legal and ethical issues related to care for children with complex acute conditions and chronic illnesses across critical care settings.
8. Develop education and support available for children with complex acute conditions and chronic illnesses and their families.

COURSE SCHEDULE

Faculty Section Day

Maymi 0308 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/>. 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. Neurological and Oral Facial Disorders
   2. Traumatic Brain Injury
   3. Child Maltreatment and Toxicology
   4. Musculoskeletal and Orthopedic Disorders
   5. Infectious Disease
   6. Rheumatological and Immunological Disorders
   7. Dermatological Disorders
   8. Management of the Chronically ill Child, Medical Complexity, and Premature Infant
   9. Psychological/Mental Health Disorders
   10. Transplant pre/post-surgical Management
   11. Chronic Respiratory and GI disorders

## TEACHING METHODS

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

LEARNING ACTIVITIES

Readings, Discussion Forums, Case Presentations, and Interprofessional activity.

# EVALUATION METHODS/COURSE GRADE CALCULATION

|  |  |
| --- | --- |
| Assignment | Weight of Grade |
| Weekly Quizzes | 15% |
| Midterm | 20% |
| Final Exam | 30% |
| Case Study Presentation | 15% |
| Discussion Board Assignments | 10% |
| Study Guide Questions | 10% |

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>.

Although changes are not expected, the syllabus may be altered as needed to achieve the objectives of the course. This syllabus and schedule are available in Canvas.

GRADING SCALE/QUALITY 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/ugrad/current/regulations/info/grades.aspx> .

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.

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.

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. (2022). *Pediatric & neonatal dosage handbook.* 29th edition. Philadelphia: Walters Kluwer. ISBN: 9781591953746.

Marcdante, K., Kleigman, R.M., & Schuh, A.M (2023) *Nelson Essentials of Pediatrics 9th Edition.* Philadelphia PA, Elsevier.

**And all other texts used in NGR 6301 and NGR 6311.**

WEEKLY CLASS SCHEDULE

**\*NOTE: Any course content is subject to change to facilitate learning.**

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| **DATE** | **Module** | **TOPIC/EVALUATION** | **READINGS** | **Program**  **Objectives** |
| May 15-21 | **Module 1** | Infectious Disease | Required Readings, Weekly Quiz, and Discussion Board Assignments  Due: May 21 | **1,2,3** |
| May 22-28 | **Module 2** | Neurological and Facial Disorders | Required Readings, Weekly Quiz, and Discussion Board Assignments  Due: May 28 | **1,2,3** |
| May 29-June 4 | **Module 3** | Traumatic Injuries | Required Readings, Weekly Quiz, and Discussion Board Assignments  Due: June 4 | **1,2,3** |
| June 5-11 | **Module 4** | Child Maltreatment and Toxicology | Required Readings, Weekly Quiz, and Discussion Board Assignments  Due: June 11 | **1,2,3** |
| June 12-18 | **Module 5** | Musculoskeletal and Orthopedic Disorders  **End of Material for Midterm** | Required Readings, Weekly Quiz, and Discussion Board Assignments  Due: June 18 | **1,2,3** |
| June 19-25 | **Module 6** | Psychological/Mental Health Disorders | **Midterm 23-24** | **1,2,3** |
| **Summer Break June 26-July 2** | | | | |
| **July 3-9** | **Module 7** | Dermatological Disorders | Required Readings, Weekly Quiz, and Discussion Board Assignments  Due: July 9 | **1,2,3** |
| **July 10-16** | **Module 8** | Management of the Chronically Ill/ Medically Complex Child and Premature Infant | Required Readings, Weekly Quiz, and Discussion Board Assignments  Due: July 16  **On Campus Simulation and Presentations July 14** | **1,2,3** |
| **July 17-23** | **Module 9** | Rheumatological and Immunological Disorders | Required Readings, Weekly Quiz, and Discussion Board Assignments  Due: July 23 | **1,2,3** |
| **July 24-30** | **Module 10** | Transplant Pre/Post-Surgical Management | Required Readings, Weekly Quiz, and Discussion Board Assignments  Due: July 30 | **1,2,3** |
| **July 31- Aug6** | **Module 11** | Chronic Respiratory and GI Disorders | Required Readings, Weekly Quiz, and Discussion Board Assignments  Due: Aug 6 | **1,2,3** |
| **Aug 7-10** | **Finals** | Final Exam | **Final Exam on Aug 7-8** | **1,2,3** |

Program Objectives

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:  General Faculty:  UF Curriculum Committee: | 09/2020  10/2020  11/2020 |