UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2015

COURSE NUMBER NGR 6372

COURSE TITLE Advanced Pediatric Procedures and Diagnostics

CREDITS 3

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

COREQUISITES NGR 6301: Advanced Child Health Nursing I

NGR 6301L: Advanced Child Health Nursing Clinical I

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| FACULTY | | | |
| Teresa Bruney, DNP, ARNP, PNP-BC  Clinical Assistant Professor  Department of Women’s,  Children’s and Family Nursing  [bruneyts@ufl.edu](mailto:bruneyts@ufl.edu) | Phone: 352-273-6420 | HPNP 2203 | Mon 7-8 am  Tue 730-830 am Web |
| Rose Nealis, PhD, ARNP, PNP-BC  Clinical Associate Professor  Clinical Tract Coordinator  Pediatric Nurse Practitioner Program  Department of Women’s,  Children’s, and Family Nursing  [nealirm@ufl.edu](mailto:nealirm@ufl.edu) | Phone: 352-273-6412 | HPNP 2220 | Mon 11:00-12:00pm  Fri 11:00-12:00pm |

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 included 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

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 <https://lss.at.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).

Clinical seminar will meet five times during the semester for 3 hours. These meetings will be via Adobe Connect, and live, synchronous, web attendance is required. We will meet on selected Sunday and Monday evenings for these clinical seminars, to be agreed upon at the first class meeting. We will begin clinical seminar by the 4th week of the semester. There will be one 8 hour clinical lab 1-7-15 8am-5pm, to include wound management, including suturing, gluing, and stapling; I&D of abscesses; management of minor fractures and sprains with splinting; refinement of otoscopy and ophthalmoscopy skills; and foreign body management.

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.

To join the Adobe Connect meeting, go to the following address:

http://ufcon.adobeconnect.com/bruneypedsclass/

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If you have never attended an Adobe Connect meeting before:

Test your connection: http://ufcon.adobeconnect.com/common/help/en/support/meeting\_test.htm

Get a quick overview: http://www.adobe.com/products/adobeconnect.html

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, 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

EVALUATION METHODS/COURSE GRADE CALCULATION

Students will be observed directly by faculty during certain hands-on laboratory experiences such as wound care, I&D, splinting, foreign body management, and advanced otoscopy and ophthalmoscopy, as well as during participation in clinical seminar. Other clinical experiences, such as time spent with a lactation consultant, child protection team, or in the newborn nursery will be observational experiences and will be assessed by the clinical preceptor supervising the student’s clinical experience in those settings. The student will be assessed on attendance, punctuality, professional dress and demeanor, and general knowledge of the specialty area subject matter.

Written Assignments 50%

Exam 1 25%

Exam 2 25%

Clinical experiences S/U

Participation in clinical seminar is expected with case presentations as well as reviewing relevant literature, and will be graded P/F. Clinical seminar will contribute clinical time to NGR 6372C.

Written Assignments: Four Case Studies will be assigned, documenting the care provided to an acutely ill child, and will be graded. The case studies will contribute 50% to the course grade. Each case study must receive a passing grade of 80% in order to pass the course. Requirements for the Case Studies will be discussed during the first class meeting. The grading rubric for the case studies is as follows:

History 20%

PE 20%

Differential diagnoses 40%

Plan 20%

MAKE UP POLICY

Make-up exams may be allowed for students with extenuating circumstances. At the discretion of the instructor, if the student misses one exam, the grade for the remaining exam will be used as the grade for both exams.

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)

\* 74 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>

REQUIRED TEXTBOOKS

There are no required textbooks

WEEKLY CLASS SCHEDULE

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| DATE | TOPIC/EVALUATION | ASSIGNMENTS/READINGS | FACULTY |
| 1-7-15 | Introduction to the Course  **On-Site Lab in Gainesville Wednesday**  **8-1130am NRC**  **Laboratory Evaluation of Common Pediatric Health Conditions**  **Refinement of Otoscopy and EENT Skills**  **1230-430 pm NRC**  **Wound Closure, I&D, FB mgmnt, and Splinting** | **Web-based Tutorials: Wound Management**  **Web-based Tutorials: Diagnostic Testing**  Review Health Assessment Text and Teaching videos re HEENT assessments | Bruney and Nealis |
| 1-12-15 | Newborn Care | **Web-based Tutorial: Newborn Care** | Nealis |
| 1-19-15 | Child Abuse | **Web Based Tutorial: Child Abuse** | Bruney |
| 1-25-15 or  1-26-15  Time TBA  3 hour clinical seminar, with 4 more to be scheduled | Differential Diagnostic Reasoning Practice  Discussion of Evidence-Based Treatments | Participation in differential diagnostic reasoning practice & EBP discussions. | Bruney |
| 2-9-15 |  | **Web-based Tutorials: Nutritional Assessment** | Bruney |
| 2-16-15 |  | **1st of 4 Clinical Case Studies Due** |  |
| 2-23-15 | **EXAM 1** | 1 hour between 1pm-3pm | ProctorU |
| 3-2-15 | SPRING BREAK |  |  |
| 3-9-15 |  | **Web-based Tutorials: Sexually Transmitted Infections** | Bruney |
| 3-16-15 |  | **2nd of 4 Clinical Case Studies Due**  **Web-based Tutorials: Pediatric EKG** | Nealis |
| 3-23-15 |  | **3rd of 4 Clinical Case Studies Due** |  |
| 3-30-15 |  | **Web-based Tutorial: Pediatric Oral Healthcare** | Nealis |
| 4-6-15 |  | **4th of 4 Clinical Case Studies Due** |  |
| 4-13-15 |  | **Web-based Tutorials: X-ray Interpretation** | Nealis |
| 4-20-15 | **EXAM 2** | 1 hour between 1pm-3pm | ProctorU |

University and College of Nursing Policies:

Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

Academic Honesty

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media