UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE Syllabus

SPRING 2014

COURSE NUMBER NGR 6372C Section 2816

COURSE TITLE Advanced Pediatric Procedures and Diagnostics

CREDITS 03 (2 credits didactic, 1 credit laboratory)

PLACEMENT DNP Program: Pediatric and Primary Acute Care 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 Phone Office Office Hours

Teresa Bruney, DNP, ARNP, PNP-BC 352-273-6420 HPNP 2217 M 7-8 am

Clinical Assistant Professor W 730-830 am Web

Department of Women’s,

Children’s and Family Nursing

[bruneyts@ufl.edu](mailto:bruneyts@ufl.edu)

Rose Nealis, PhD, ARNP, PNP-BC 352-273-6412 HPNP 2223 F 11-12

Clinical Associate Professor M 11-12

Clinical Tract Coordinator

Pediatric Nurse Practitioner Program

Department of Women’s,

Children’s, and Family Nursing

[nealirm@ufl.edu](mailto:nealirm@ufl.edu)

# DEPARTMENT CHAIR

Susan Schaffer, PhD, ARNP, FNP-BC 352-273-6366 HPNP 2229 By Appointment

Clinical Associate Professor

Clinical Tract Coordinator

Family Nurse Practitioner Program

Department of Women’s,

Children’s, and Family Nursing

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# JACKSONVILLE CAMPUS DIRECTOR

Andrea Gregg, PhD, RN

Associate Professor

[greggac@ufl.edu](mailto:greggac@ufl.edu) 904-244-5172 By Appointment

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.

CLINICAL/LABORATORY SCHEDULE

Section Day Time Access

2816 M 8-9am Adobe Connect

This course will consist of on-line tutorials, on-line didactic material, synchronous on-line seminar weekly, and one 8 hour face-to-face lab in Gainesville in the NRC on 1-7-14.

Weekly one hour seminar will be held Monday mornings from 8-9am through Adobe Connect beginning 1-13-14. Students will present and discuss clinical cases, construct differential diagnoses, practice differential diagnostic reasoning, construct and critique treatment and management plans, discuss patient education, and plan follow-up as needed. Synchronous [real-time] attendance is required each week for the clinical seminar from 8-9am.

Exams will be administered through Proctor U.

Sakai is the course management system that you will use in this course. Sakai 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 Sakai 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).

You will use Typhon Nurse Practitioner Student Tracking System to record clinical encounters and clinical hours. If you have technical questions regarding Typhon call College of Nursing IT Support at 352-273-6429 or send email to [conitsupport@health.ufl.edu](mailto:conitsupport@health.ufl.edu)

It is important that you regularly check your Gatorlink account e-mail for College and University wide information and the Course Sakai site for announcements and notifications.

ATTENDANCE

Students are expected to be present for all scheduled clinical practice experiences and seminars. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor **prior** to the scheduled clinical practice experience or seminar. Instructors will make an effort to accommodate **reasonable** requests. A grade penalty may be assigned for unexcused seminar or clinical absences. The faculty member will advise the method of notification for absences to the clinical site e.g. phone, email, and notification of facility.

Exams will be administered through Proctor U.

*ProctorU* Information for Graduate Online Courses:

* Major course examinations will be administered via ***ProctorU***, a live proctoring service, to ensure a secure testing environment.
* Each student computer must be in compliance with Policy S1.04, *Student Computer Policy* and must contain a web cam, microphone, and speakers.
* Each examination will cost $22.50 per exam.
* Students go to the website <http://www.proctoru.com/> and click on “How To Get Started”. This will permit students to create an account and test out their system.
* Once an instructor makes an exam available, students go online to ***ProctorU*** to schedule and pay for the exam session. Students must provide a valid email address and phone number where they can be reached during an exam.
* CON IT Support office will oversee this process and provide technical assistance.

MAKE UP EXAMS AND DEADLINES: Will be done on an individual basis.

ACCOMMODATIONS DUE TO DISABILITY

Each semester, students are responsible for requesting memorandum from the Disability Resource Center (<http://www.dso.ufl.edu/index.php/drc/>) to notify faculty of their requested individual accommodations.  This should be done at the start of the semester.

COUNSELING AND STUDENT HEALTH

Students may occasionally have personal issues that arise on the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575, visit their web site for more information: <http://www.counseling.ufl.edu/cwc/>.

STUDENT HANDBOOK

Students are to refer to the College of Nursing Student Handbook for information about College of Nursing policies, honor code, and professional behavior. <http://nursing.ufl.edu/students/student-policies-and-handbooks/>

ACADEMIC HONESTY

The University of Florida Student Conduct and Conflict Resolution Policy may be found at <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

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

Minimum Required Hours for Laboratory: 48 hours

If the student fails the laboratory or portions of this course the grade given to the student will be a 73% for the course.

# EVALUATION

Written Assignments 40%

Exam 1 30%

Exam 2 30%

Clinical experiences S/U

Participation in weekly clinical seminar is expected with case presentations as well as reviewing relevant literature, and will be graded P/F. Clinical seminar will be conducted directly after NGR 6301 most weeks and will contribute 1 hour weekly of clinical time to NGR 6372C.

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, and are detailed below. The grading rubric for the case studies is as follows:

History 20%

PE 20%

Differential diagnoses 40%

Plan 20%

COURSE REQUIREMENTS:

1. Write a clinical **case study** of four different clients of your choice who present with acute illness that is moderately complex (ie, simple URI or otitis media is not acceptable). The case studies should focus on the assessment of the client and family, differential diagnostic reasoning, and on the management plan that you prescribed. The following must be addressed (5 typed pages max, 11-12 pt font):
2. Describe the subjective and objective data concerning the client's health status.
3. The history should be as complete as possible, and should include no less than who accompanies the child, the chief complaint, HOPI, medications/supplements/immunizations, relevant PH, FH, SH and problem-oriented ROS . Use words, phrases, and standard abbreviations where possible. Do not use complete sentences. Do not write such things as “mother stated” or “patient denies”, this is implied.
4. Record the complete physical examination in the same detail used in your health assessment assignments. Include all relevant systems, and include pertinent negative findings. Include results of lab tests performed at the point of care and at outside labs, with rationale for their performance and discussion of results in the plan.
5. Describe the assessment of the client's data including differential diagnoses to be considered, with the associated pathology. This should be the focus of the paper, and should be up to three pages. For each diagnosis in the list of differential diagnoses, discuss why the diagnosis is included in the differential, ie, what data in the H&P alerted you to this possible diagnosis. Describe why or how each diagnosis might be or will be or has been excluded. Identify the most likely diagnosis or diagnoses. Include the ICD-9 or ICD-10 numerical diagnosis for each of your potential diagnoses.
6. Identify other persons who contributed to the diagnoses. For example, discuss the kind of consultation you sought and received during the process.
7. Describe and critique your prescribed plan of care. If your preceptor decided on the plan of care, but you would have prescribed different medications, dosages, or treatments, please discuss these as well, with your rationale. Include patient/family teaching and counseling. Attach at least two current (published within the past year), scholarly review articles or clinical practice guidelines regarding your patient's final diagnosis that describes current information regarding H&P data, differential diagnoses, and treatment of the identified problem or diagnosis. Attach the articles or CPGs as pdf files and cite them in your reference list.
8. For any prescribed medications, attach a “copy” of each prescription, written exactly as you did for your patient. No identifying data are to be included. Best practices, current literature, and current clinical practice guidelines must support your choice of medication, with rationale attached. This is in addition to the 4-5 pages of your case study. Rationale must be provided regarding why the prescribed medication was chosen, why the dose was chosen, and why the duration of treatment was selected. In addition, the student must identify and prescribe a comparable alternative medication from the $3-4 list at Target, Wal-Mart, or similar, or the free list at Publix pharmacies, with identification of which pharmacy list was consulted. Discussion of the advantages/disadvantages of both “best practices” prescriptions as well as lower cost alternatives must be discussed in this section.
9. Describe the results of your interventions if possible. How would you revise your plan based on the outcome, or potential or expected outcome? For example, what would you change if the patient did not improve as expected?
10. Document your assessment and plan of care by citing at least 2 additional authoritative, scholarly sources which recommend the approach you used (journal articles, texts, etc.). This is in addition to the 4-5 pages of your case study, and in addition to the 2 articles required in section "g" above. Referencing class notes is not acceptable.
11. Attend and participate in weekly class and clinical seminar for one hour. Beginning the second week of class, students will present patient cases from their clinical experiences, and the class will arrive at differential diagnoses, final diagnoses, and plans of care based on the information presented. Evidence-based treatments will be discussed from the current literature and clinical practice guidelines. Practice will include medication selection as well as prescription writing. Some learning opportunities will be web-based.
12. Attend and participate in 1 on-site lab sessions in Gainesville. This lab session with Dr. Bruney will offer hands-on practice and didactic instruction in such things as point of care laboratory testing, refinement of otoscopy skills, splinting of fractures, strains and sprains, and wound management including suturing, stapling, and tissue adhesive closure of lacerations.
13. A midterm and final examination will be given and each will contribute 30% to the final course grade. Topical content for these exams will include the following: topics explored in clinical seminar and the on-site lab sessions, as well as topics related to assigned clinical experiences and web-based learning modules for this course (including lactation consultant, pediatric dental health, child protection team, developmental [Ages and Stages] and mental health [M-CHAT and Pediatric Symptom Checklist] assessments, newborn care, pediatric gynecology, nutritional assessment, assessment for congenital anomalies, et al).
14. Attend all assigned clinical experiences. This will include, at a minimum, clinical hours in each of the following settings: developmental assessments, newborn care, lactation consultant practice, child protection team. Additional opportunities in pediatric oral healthcare may be arranged, with a focus on oral health assessment and strategies for preventing dental caries, including application of protective fluoride varnish in the primary care setting. Dr. Nealis will coordinate and assign these clinical activities. Some learning opportunities will be web-based.
15. Keep your ufl.edu e-mail account maintained to be able to receive weekly class assignments, notes [if applicable for that week], and weekly announcements about the course. It is also your responsibility to monitor the course e-learning website regularly for course updates.

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

\* 74 is the minimal passing grade

http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#grades

FACULTY EVALUATION

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>

REQUIRED TEXTS:

Dehn, R. & Asprey, D. (2007). *Essential Clinical Procedures* (2nd ed.). Saunders.

          ISBN:  1416030018

WEEKLY CLASS SCHEDULE

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| --- | --- | --- | --- |
| DATE | **TOPIC/EVALUATION** | **ASSIGNMENTS/READINGS** | FACULTY |
| 1-7-14 | Introduction to the Course  **On-Site Lab in Gainesville - TUESDAY**  **8-1130am NRC**  **Laboratory Evaluation of Common Pediatric Health Conditions**  **Refinement of Otoscopy and EENT Skills**  **Meet with Dr. Nealis NRC 1130-1230**  **1130-1230 Lunch - Provided**  **1230-430 pm NRC**  **Wound Closure and Splinting** | **Web-based Tutorials: Wound Management** | Bruney |
| 1-13-14 | Weekly Didactic Content:  Differential Diagnostic Reasoning Practice  Discussion of Evidence-Based Treatments | Weekly Participation Required:  Participation in differential diagnostic reasoning practice & EBP discussions. | Bruney |
| 1-27-14 | DDR Practice and EBP Discussion | **Web-based Tutorials: Diagnostic Testing** | Bruney |
| 2-3-14 | DDR Practice and EBP Discussion | **Web-based Tutorials: Nutritional Assessment** | Bruney |
| 2-10-14 | DDR Practice and EBP Discussion | **1st of 4 Clinical Case Studies Due** | Bruney |
| 2-17-14 | DDR Practice and EBP Discussion | **Web-based Tutorial: Newborn Care**  **6-8 hour Clinical Examining Newborns** | Nealis and Bruney |
| 2-24-14 | **EXAM 1**  8-9am  Sign in to ProctorU before 8am | Proctor U |  |
| 3-3-14 | **SPRING BREAK** |  | Bruney |
| 3-10-14 | DDR Practice and EBP Discussion | **Clinical: 6 -8 hours with Lactation Consultant**  **2nd of 4 Clinical Case Studies Due** |  |
| 3-17-14 | DDR Practice and EBP Discussion | **Clinical : Submission of 5 completed/scored Denver Screenings [3 infant, 2 toddler], 2 M-CHATs, and 2 Pediatric Symptom Checklists** | Bruney |
| 3-24-14 | DDR Practice and EBP Discussion | **3rd of 4 Clinical Case Studies Due**  **Web Based Tutorial: Child Abuse**  **8 hours of Clinical with Child Protection Team** | Bruney |
| 3-31-14 | DDR Practice and EBP Discussion | **Web-based Tutorials: X-ray Interpretation** | Nealis and Bruney |
| 4-7-14 | DDR Practice and EBP Discussion | **Web-based Tutorials: Sexually Transmitted Infections**  **4th of 4 Clinical Case Studies Due** | Bruney  And  Nealis |
| 4-14-14 | DDR Practice and EBP Discussion | **Web-based Tutorials: Pediatric EKG** | Nealis and Bruney |
| 4-21-14 | DDR Practice and EBP Discussion | **Web-based Tutorial: Pediatric Oral Healthcare** | Nealis and Bruney |
| 4-25-14  FRIDAY | **Exam 2**  8-9am  Sign in to ProctorU before 8am | Proctor U or live Gainesville | Bruney |

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>

Approved: Academic Affairs Committee: 05/08

Faculty: 06/08

UF Curriculum: 10/08