

**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM**

Fall 2021

NURS

Procedures for Pediatric Acute Care

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School of Nursing

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Fall 2021

Course Outline Policy

The faculty teaching this course reserves the right to make changes to this outline. If the changes are necessary, the student will be given advanced notice.

The policies and procedures published in the U of L Student Handbook <http://louisville.edu/dos/students/policies-procedures/student-handbook.html> and the School of Nursing Bachelor of Science in Nursing Student Handbook will be followed in this course. The student is responsible for knowing these policies and procedures.

**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM
Spring 2021**

COURSE NUMBER/TITLE:

NURS- *** Procedures for Pediatric Acute Care

COURSE DESCRIPTION:

This course introduces the principles and psychomotor skills necessary to perform various procedures and diagnostic tests that are common in the pediatric acute care setting. Emphasis is placed on indications, procedural techniques, and potential complications. Skills will be taught via simulation- based technology.

COURSE OBJECTIVES:

1. Describe the evidence-based indications and complications associated with clinical procedures appropriate for the pediatric acute care patient.
2. Demonstrate the steps of performing advanced clinical procedures.
3. Summarize appropriate post-procedure assessments.

CREDIT HOURS:

1 semester credit hours

CURRICULUM PLACEMENT:

Fall Semester

PRE/COREQUISITES:

NURS *** and NURS ***

MSN or DNP ESSENTIAL(S) IN COURSE:

DNP Essential	Description
I	Scientific Underpinnings for Practice
VIII	Advanced Nursing Practice

SON Mission – Areas of Distinction	SON Post-Graduate Certificate Outcomes (Goals)*	SON Post Graduate Certificate Student Learning Outcomes	Course Objectives
Practice	<p>Apply communication strategies with individuals, families, and groups in providing advanced nursing care or practice initiatives</p> <p>Essentials IV, VIII</p>	<p>Students will use analytics and patient care technology to effectively communicate patient and program information</p>	<p>NURS 782:</p> <p>Use a systematic approach to identify health concerns of patients and their families.</p> <p>Lead an interprofessional team in the delivery of healthcare that includes appropriate referral, consultation, and continuity of care for clients.</p>
Research/ Scholarship and Practice	<p>Engage in clinical scholarship by providing evidence based care to individuals, families, groups and communities.</p> <p>Essentials I, III, IV</p>	<p>Students will demonstrate the use of evidence to inform the development of patient centered health care plans</p>	<p>NURS 779 (Acute):</p> <p>Identify evidence-based standards of care in the management of acute and chronic health conditions</p> <p>NURS 773 (Psych):</p> <p>Describe and analyze selective evidence-based therapy modalities as foundations to treatment of individuals.</p> <p>NURS 782:</p> <p>Analyze the impact of culture and environment on health behavior of individuals and families.</p>

Practice and Service	<p>Demonstrate knowledge development in the practice of advanced nursing care to individuals, families, groups, and communities.</p> <p>Essentials I, VI, VIII</p>	<p>Students will translate knowledge into practice to promote safe, timely, effective, equitable, and evidence-based care</p>	<p>NURS 782:</p> <p>Collaborate with patient, family, and other health professionals to develop and provide a comprehensive health care plan.</p> <p>NURS 781 (Acute):</p> <p>Demonstrate developing diagnostic reasoning and clinical decision making skills necessary to assess, diagnose, and manage the health care needs of culturally diverse populations with acute, chronic, and/or comorbid conditions</p> <p>NURS 774 (Psych):</p> <p>List appropriate differentials, diagnose, and prioritize mental health problems and apply appropriate evidence-based management and/or critical intervention in the treatment of groups or special populations</p>
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FACULTY WITH CONTACT INFORMATION:

- 1) Emily M. McRae, DNP, CPNP-AC/PC
Assistant Professor
Cell: 502-741-3114
Email: Emily.mcrae@louisville.edu

FACULTY OFFICE HOURS:

By Appointment

DAY AND TIME OF CLASS:

Synchronous classes will be held on ***

DATES AND LOCATION OF CLASS:

Synchronous classes will be held via Blackboard Collaborate

DOCUMENTS FOUNDATIONAL TO THE MSN PROGRAM OF STUDY

1. ANA Standards for Advanced Practice
2. ANA Code of Ethics
3. Kentucky Nursing Statute (KRS 314) (Available online).

These documents are introduced in core courses and applied throughout the curriculum.

REQUIRED TEXTBOOKS:

4. American Nurses Association (2015). *Pediatric Nursing: Scope and Standards of Practice* (2nd ed). American Nurses Association.
5. Bolick, B., Reuter-Rice, K., Madden, M., Severin, P. (2020). *Pediatric Acute Care: A Guide to Interprofessional Practice* (2nd Ed.). Elsevier

RECOMMENDED TEXTBOOKS:

1. NAPNAP Pediatric Acute Care Review Course Manual.

COURSE AND FACULTY EVALUATIONS:

All students will have the opportunity to evaluate the course and faculty.

GRADING SCALE:

The grading scale used in all graduate courses in the School of Nursing is:

98-100 = A+	89-87 = B+	79-77 = C+	69-67 = D+	Below 59 = F
97-93 = A	86-83 = B	76-73 = C	66-63 = D	
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

Rounding rule: Individual assignment grades will not be rounded. When calculating the final course grade, grades of 0.5 and greater will be rounded up and grades of .49 and less will be rounded down.

TEACHING METHODS: (See Example on last page of syllabus template.)

A variety of teaching methodologies will be used including group work, lecture/discussion, and case studies.

COURSE ASIGNMENTS:

Assignment	Percentage Points	Schedule	Course Objectives
Skills Lab Preparatory Modules	20%	TBA	Course Objectives: 1,2,3
Skills Lab Day 1: In Class Participation	40%	TBA	Course Objectives: 1,2,3
Skills Lab Day 2: In Class Participation	40%	TBA	Course Objectives: 1,2,3

DESCRIPTION OF COURSE ASSIGNMENTS:

Assignments are described online within Blackboard.

Skills Lab Prep. Modules	Students will be required to complete all assigned learning modules independently prior to Skills Lab -Arterial Line Placement -Central Venous Line Placement -Chest Tube Placement -Intracardiac Line Removal -Lumbar Puncture -Rapid Sequence Intubation -Ultrasound -Wound Closure
Skills Day 1&2	Students are required to be present for both skills days. Students will complete skill check off for designated procedures based on lab availability.

INSTRUCTIONAL ALIGNMENT:

Course Objective	Student Learning Objectives	Student Learning Activities	NONPF Core Competency	NONPF Track Specific Competency	DNP Essentials
1. Describe the evidence-based indications and complications associated with clinical procedures appropriate for the pediatric acute care patient.	1.	1. Skills Modules 2. Skills Day			I, VIII
2. Demonstrate the steps of performing advanced clinical procedures.		1. Skills Day			I, VIII
3. Summarize appropriate post-procedure assessments.		1. Skills Modules 2. Skills Day			I, VIII

COURSE OUTLINE

Module	Week	Readings	Assignments
1: CPNP- Procedure Modules: -Arterial Line Placement -Central Venous Line Placement	TBA	All readings and multimedia viewings will be posted on Blackboard under each module	Complete Modules
2: CPNP- Procedure Modules: -Chest Tube Placement -Intracardiac Line Removal			Complete Modules
3: CPNP- Procedure Modules: -Lumbar Puncture -Ultrasound			Complete Modules
4: CPNP- Procedure Modules: -Rapid Sequence Intubation -Wound Closure			Complete Modules
5: Skills Week			SKILLS LAB 1&2

COURSE POLICIES:

Class Attendance during synchronous classes is necessary for accomplishment of the course objectives. All synchronous classes will be hosted via the Blackboard Collaborate platform. The course syllabus will be available to all students via blackboard. All course content and assignments will be posted and clearly outlined in Blackboard including dates that assignments are due.

ASSIGNMENT RETENTION POLICY:

Student papers/assignments may be displayed as student examples for course files and accreditation purposes. Student work used for any other purpose will require written permission from the student(s) prior to faculty use.

ATTENDANCE POLICY

The DNP is a professional program and attendance is required for all in-class sessions. To ensure success in this program and to maximize professional development, it is essential that students are present and engaged during all class sessions. If a student is absent, they are inherently unable to participate in class activities. The student will lose any points offered for that class. The student will not be able to make-up these points, regardless of the reason for the absence. The in-class schedule details the class dates at least a year in advance and is listed on the DNP resources page.

Class engagement includes limiting use of electronic devices to academic use or emergency situations only. Surfing the web, shopping on the web and checking Facebook is distracting and should not be done during class.

STUDENT GUIDELINES FOR EXAMS: individual to each class.

EXAMINATION REVIEWS:

(Instructors will provide specific directions for exam review.)

Review of examinations are at the discretion of the instructor. The purposes of exam reviews are for students to gain insight into rationales for correct answers, identify content areas for continued study, and enhance test taking abilities. The instructors will provide specific directions for exam reviews during the semester.

SON/UNIVERSITY POLICIES

COMPUTER ACCOUNT POLICY:

Students are required to have (1) a U of L email account and (2) access to Blackboard. Students must use their University email account for **all** communication. Faculty communication will be through this mechanism only.

CLINICAL COMPLIANCE:

The SON Undergraduate Student Handbook states "A student continuing a clinical experience while being out of compliance with any health/clinical requirement will be subject to dismissal from the program." It is the student's responsibility to know and maintain clinical compliance throughout the semester. Occasionally, a student will be in compliance with all clinical requirements at the beginning of the semester, but a requirement will outdate during the semester. Students must be responsible for completing the update/renewal in a timely manner and providing the appropriate documentation to the Office of Student Services. If a student continues to attend clinical while out of compliance, the School of Nursing is not in compliance with agency contracts. This is a serious offense and the student **WILL BE DISMISSED** from the School of Nursing.

ACADEMIC DISHONESTY:

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and

integrity of the institution and its students and faculty. Examples of academic dishonesty are provided within the Code of Student Rights and Responsibilities, which is located in the General Information section of the University of Louisville Undergraduate Bulletin and in the School of Nursing Undergraduate Handbook. The faculty view academic dishonesty, including plagiarism and cheating, to be a serious offense, and a violation of professional ethics. The School of Nursing may impose any academic consequence including suspension or expulsion if the student is guilty.

WEB ENHANCED OR WEB BASED (ONLINE) COURSE:

A student who is enrolled in an online course or a course where portions are taught online, must exhibit conduct that reflects academic discipline and honesty. The student is expected to complete all requirements of the course as stated in the syllabus and online directions. Participation in discussion forums should reflect the same respect and decorum that would be displayed in a classroom setting.

IMPORTANT INFORMATION RELATED TO ALL GRADUATE COURSES: All students are required to read the Student Handbook and be familiar with all information related to the undergraduate program.

SOCIAL MEDIA POLICY:

Social media is defined as any form of electronic communication through which users create online communities to share ideas, information, personal messages, and/or other content (Merriam Webster, 2013). Students at the University of Louisville School of Nursing have an ethical and legal obligation to protect the privacy and confidentiality of all individuals associated with the School of Nursing, including patients, fellow students, faculty, and staff. Students are expected to properly use social media in all settings, as defined in the Student Handbook.

CELLULAR PHONES:

Cell phones must be either turned off or placed in silence/vibrate mode during class, clinical, and other learning experiences. If a student must respond to a call or page, she/he must leave the classroom to answer the call.

BAD WEATHER POLICY:

The School of Nursing follows University guidelines. The provost is the only person in charge of class cancellation. The easiest way to receive inclement weather closure information is by signing up for [UofL Rave Alerts](#), which will send a text message to your phone and an email to your university account. Sign up for alerts at: <http://louisville.edu/alerts>

Additionally, UofL will officially announce the weather related closings in the following ways:

- A notice on the [university home page](#), <http://louisville.edu>
- A recorded message at 502-852-5555
- A notice on university telephones
- Postings on the university's official Facebook and Twitter sites

The University will communicate with the campus community by these official methods only. Information posted on traditional or social media should be verified through one of the official

channels. If the University cancels classes, no class or clinical are held. Classes on a delayed schedule for bad weather will begin at 10:00 am.

TITLE IX/CLERY ACT NOTIFICATION:

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 502-852-2663, Counseling Center 502-852-6585 and Campus Health Services 502-852-6479.

Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University. To file an official report, please contact the Dean of Student's Office 502-852-5787 and/or the University of Louisville Police Department 502-852-6111. For more information regarding your rights as a victim of sexual misconduct, see the [Sexual Misconduct Resource Guide](http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure) (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

RELIGIOUS HOLY DAYS AND OBSERVANCES:

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

STATEMENT ON DIVERSITY:

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. The University is committed to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university. Every member of the academic family is expected to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

STATEMENT OF HEALTH STATUS:

It is the student's responsibility to inform the course faculty of any health issues that could impair performance or jeopardize the safety of self or others. The student must report any changes in health status, including pregnancy or injury which might impact ability to perform in the clinical setting, to the faculty. Students may be asked to provide documentation from a health care provider about ability to continue in the clinical setting. Students who fail to comply with this requirement are subject to dismissal from the program.

STUDENTS WITH DISABILITIES:

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. Students with identified disabilities, who need reasonable modifications to successfully complete assignments/tests and otherwise satisfy course criteria, are encouraged to meet with the Course Coordinator the first day of class with their Exam Accommodation Form to plan specific accommodations.

If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify the course coordinator immediately and contact the [Disability Resource Center](http://louisville.edu/disability) (Stevenson Hall, 502-852-6938, <http://louisville.edu/disability>) for verification of eligibility and determination of specific accommodations.

SHORTENED CREDIT HOUR POLICY:

To address the needs of its diverse student body, University of Louisville (UofL) has established an academic calendar policy based on a standard of fourteen (14) weeks (fall/spring terms). The university policy adheres to the requirements established by the federal government and the applicable accrediting bodies. All courses at UofL follow uniform standards for determining the amount of credit awarded:

- A one credit hour of lecture, discussion, or seminar requires at least 50 contact minutes per week during a regular semester (as allowed by SACS and consistent with the federal recognition of the Carnegie Unit definition).
- For each hour of credit, a student is expected to spend at least two-and-one-half hours (2.5 hours) of out-of classroom activity per week.

More information can be found at: <http://louisville.edu/oapa/credit-hour-definition-and-policy>

ACADEMIC DISHONESTY:

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. For more information, visit the Code of Student Rights and Responsibilities (Sections 5. and 6.)

PLAGIARISM AND CHEATING:

Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal from the University. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. Instructors may use a range of strategies at the University (including plagiarism prevention services such as SAFEASSIGN) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works will often require submitting a copy of the original work to the plagiarism prevention service. The service may retain that copy in some circumstances.

**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM**

Fall 2021

NURS

Diagnosis and Management for Pediatric Acute Care III

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School of Nursing

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Course Outline Policy

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**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM
Spring 2021**

COURSE NUMBER/TITLE:

NURS- *** Diagnosis and Management for Pediatric Acute Care III

COURSE DESCRIPTION:

This course provides an in-depth analysis of the pediatric patient who is critically ill. Emphasis is placed on differentiating signs and symptoms, formulating diagnoses, and patient stabilization while developing culturally competent plans of care in infants thru adolescents The advanced practice nurse's role will be examined both as an individual practitioner and as a member for a collaborative healthcare team.

COURSE OBJECTIVES:

Within the context of the acutely ill adolescent and adult population the student will:

1. Identify varied presentations of acute, chronic, and/or comorbid health conditions in culturally diverse populations
2. Apply clinical reasoning for appropriate diagnostic and screening practices
3. Formulate a comprehensive list of differential diagnoses
4. Demonstrate developing diagnostic reasoning and clinical decision-making skills necessary to assess, diagnose, and manage the health care needs of culturally diverse populations with acute, chronic, and/or comorbid conditions
5. Prioritize patient care based on level of acuity and/or critical health problems
6. recognize clinical situations that require collaborative management or referral to other healthcare professionals or community resources
7. Identify standards of care in the management of acute and chronic health conditions
8. Employ into practice new and developing knowledge related to genetics
9. Identify professional, ethical, and legal standards for health care delivery
10. Demonstrate the integration of health promotion, disease prevention and wellness necessary for holistic care planning

CREDIT HOURS:

3 semester credit hours

CURRICULUM PLACEMENT:

Fall Semester

PRE/COREQUISITES:

NURS *** and NURS ***

MSN or DNP ESSENTIAL(S) IN COURSE:

DNP Essential	Description
I	Scientific Underpinnings for Practice
IV	Information Systems / Technology and Patient Care Technology for the Improvement and transformation of Health Care
V	Health Care Policy for advocacy in Health Care
VI	Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VII	Clinical Prevention and Population Health for Improving the Nation's Health
VIII	Advanced Nursing Practice

SON Mission – Areas of Distinction	SON Post-Graduate Certificate Outcomes (Goals)*	SON Post Graduate Certificate Student Learning Outcomes	Course Objectives
Practice	Apply communication strategies with individuals, families, and groups in providing advanced nursing care or practice initiatives Essentials IV, VIII	Students will use analytics and patient care technology to effectively communicate patient and program information	NURS 782: Use a systematic approach to identify health concerns of patients and their families. Lead an interprofesional team in the delivery of healthcare that includes appropriate referral, consultation, and continuity of care for clients.

<p>Research/ Scholarship and Practice</p>	<p>Engage in clinical scholarship by providing evidence based care to individuals, families, groups and communities.</p> <p>Essentials I, III, IV</p>	<p>Students will demonstrate the use of evidence to inform the development of patient centered health care plans</p>	<p>NURS 779 (Acute):</p> <p>Identify evidence-based standards of care in the management of acute and chronic health conditions</p> <p>NURS 773 (Psych):</p> <p>Describe and analyze selective evidence-based therapy modalities as foundations to treatment of individuals.</p> <p>NURS 782:</p> <p>Analyze the impact of culture and environment on health behavior of individuals and families.</p>
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Practice and Service	<p>Demonstrate knowledge development in the practice of advanced nursing care to individuals, families, groups, and communities.</p> <p>Essentials I, VI, VIII</p>	<p>Students will translate knowledge into practice to promote safe, timely, effective, equitable, and evidence-based care</p>	<p>NURS 782:</p> <p>Collaborate with patient, family, and other health professionals to develop and provide a comprehensive health care plan.</p> <p>NURS 781 (Acute):</p> <p>Demonstrate developing diagnostic reasoning and clinical decision making skills necessary to assess, diagnose, and manage the health care needs of culturally diverse populations with acute, chronic, and/or comorbid conditions</p> <p>NURS 774 (Psych):</p> <p>List appropriate differentials, diagnose, and prioritize mental health problems and apply appropriate evidence-based management and/or critical intervention in the treatment of groups or special populations</p>
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FACULTY WITH CONTACT INFORMATION:

- 1) Emily M. McRae, DNP, CPNP-AC/PC
Assistant Professor
Cell: 502-741-3114
Email: Emily.mcrae@louisville.edu

FACULTY OFFICE HOURS:

By Appointment

DAY AND TIME OF CLASS:

Synchronous classes will be held on ***

DATES AND LOCATION OF CLASS:

Synchronous classes will be held via Blackboard Collaborate

DOCUMENTS FOUNDATIONAL TO THE MSN PROGRAM OF STUDY

- 1. ANA Standards for Advanced Practice
- 2. ANA Code of Ethics
- 3. Kentucky Nursing Statute (KRS 314) (Available online).

These documents are introduced in core courses and applied throughout the curriculum.

REQUIRED TEXTBOOKS:

- 1. American Nurses Association (2015). *Pediatric Nursing: Scope and Standards of Practice* (2nd ed). American Nurses Association.
- 2. Bolick, B., Reuter-Rice, K., Madden, M., Severin, P. (2020). *Pediatric Acute Care: A Guide to Interprofessional Practice* (2nd Ed.). Elsevier

RECOMMENDED TEXTBOOKS:

- 1. NAPNAP Pediatric Acute Care Review Course Manual.

COURSE AND FACULTY EVALUATIONS:

All students will have the opportunity to evaluate the course and faculty.

GRADING SCALE:

The grading scale used in all graduate courses in the School of Nursing is:

98-100 = A+	89-87 = B+	79-77 = C+	69-67 = D+	Below 59 = F
97-93 = A	86-83 = B	76-73 = C	66-63 = D	
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

Rounding rule: Individual assignment grades will not be rounded. When calculating the final course grade, grades of 0.5 and greater will be rounded up and grades of .49 and less will be rounded down.

TEACHING METHODS: (See Example on last page of syllabus template.)

A variety of teaching methodologies will be used including group work, lecture/discussion, and case studies.

COURSE ASIGNMENTS:

Problem Based Learning Case Studies	20%	X 4 Dates TBA	Course Objectives: 1-10
Simulation Lab	20%	X1 Date TBA	Course Objectives 1-10
Mastery Quizzes	30%	X6 Dates TBA	Course Objective: 1,2,4,5,6,7
Final Exam	30%	Date TBA	Course Objectives 1,2,4,5,6,7

DESCRIPTION OF COURSE ASSIGNMENTS:

Assignments are described online within Blackboard.

Problem Based Learning Case Studies	Students will have the opportunity to work through 4 different case studies and share decisions, rationales including evidence. Each case study will be worth 5% of the total grade	Course Objectives: 1-10
Simulation Lab	Students will participate in a simulation lab working through various case scenarios. Students will be expected to choose 1 case to write up. Students will be incorporating standards of care for the patient diagnosis. The presentation will include any professional, ethical, and or legal standards in health care delivery that may influence this specific case. Students will demonstrate the integration of health promotion, disease prevention and wellness necessary for holistic care planning related to the case. The group case presentation will be worth 20% of the total grade.	Course Objectives 1-10
Mastery Quizzes	There will be 6 short Quizzes assigned on designated days throughout the semester.	Course Objective:1,2,4,5,6,7

	Students will complete quizzes to demonstrate mastery of content. Each quiz will be worth 5% of the total grade	
Final Exam	The final exam will be an assessment of the student's overall comprehension of the course content. 30%	Course Objective 1,2,4,5,6,7

INSTRUCTIONAL ALIGNMENT:

Course Objective	Student Learning Objectives	Student Learning Activities	NONPF Core Competency	NONPF Track Specific Competency	DNP Essentials
1. Identify varied presentations of acute, chronic, and/or comorbid health conditions in culturally diverse populations	1.	1. PBL 2. SIM Lab 3. Mastery Quizzes 4. Final Exam			I, VIII
2. Apply clinical reasoning for appropriate diagnostic and screening practices		1. PBL 2. SIM Lab 3. Mastery Quizzes 4. Final Exam			I, IV
3. Formulate a comprehensive list of differential diagnoses		1. PBL 2. SIM Lab			I, VIII
4. Demonstrate developing diagnostic reasoning and clinical decision-making skills necessary to assess, diagnose, and manage the health care needs of culturally diverse populations with acute, chronic, and/or comorbid conditions		1. PBL 2. SIM Lab 3. Mastery Quizzes 4. Final Exam			I, IV, VIII
5. Prioritize patient care based on level of acuity		1. PBL 2. SIM Lab			VIII

and/or critical health problems		3. Mastery Quizzes 4. Final Exam			
6. Recognize clinical situations that require collaborative management or referral to other healthcare professionals or community resources		1. PBL 2. SIM Lab 3. Mastery Quizzes 4. Final Exam			VI, VIII
7. Identify standards of care in the management of acute and chronic health conditions		1. PBL 2. SIM Lab 3. Mastery Quizzes 4. Final Exam			I, VIII
8. Employ into practice new and developing knowledge related to genetics		1. PBL 2. SIM Lab			I
9. Professional, ethical, and legal standards for health care delivery		1. PBL 2. SIM Lab			V
10. Demonstrate the integration of health promotion, disease prevention and wellness necessary for holistic care planning		1. PBL 2. SIM Lab			VII

COURSE OUTLINE

Module	Week	Readings	Assignments
1: Introduction: Pediatric Critical Care	TBA	All readings and multimedia viewings will be posted on Blackboard under each module	
2: Pulmonary / EENT			Problem Based Learning (PBL) / Case Study: ARDS
3: Cardiology / CV Surgery			Mastery Quiz
4: Toxicology			Mastery Quiz
5: Infectious Diseases			IN CLASS PARTICIPATION: PBL Case: Neonatal Sepsis
6: Dermatology			
7: Hematology / Oncology			Mastery Quiz
8: GI / GU			Mastery Quiz

9: Endocrine / Metabolic Disorders			IN CLASS PARTICIPATION: PBL: TBI
10: Trauma / Musculoskeletal			Mastery Quiz
11: Immunology / Rheumatology			SIM LAB
12: Neurology			IN CLASS PARTICIPATION: Mastery Quiz
13. Neurosurgical Emergencies			PBL: TBI
14. Review Week			
15. Final Exam Week			FINAL EXAM

COURSE POLICIES:

Class Attendance during synchronous classes is necessary for accomplishment of the course objectives. All synchronous classes will be hosted via the Blackboard Collaborate platform. The course syllabus will be available to all students via blackboard. All course content and assignments will be posted and clearly outlined in Blackboard including dates that assignments are due.

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**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM**

Fall 2021

NURS

Diagnosis and Management of Pediatric Acute Care I

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School of Nursing

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Fall 2021

Course Outline Policy

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**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM
Spring 2021**

COURSE NUMBER/TITLE:

NURS- *** Diagnosis and Management of Acute Care I

COURSE DESCRIPTION:

This course provides an in-depth analysis of care of the pediatric patient with acute exacerbations of chronic illnesses. Emphasis is placed on differentiating signs and symptoms, formulating diagnoses, and developing culturally competent plans of care in infants thru adolescents. The advanced practice nurse's role will be examined both as an individual practitioner and as a member for a collaborative healthcare team.

COURSE OBJECTIVES:

Within the context of the acutely ill child and adolescent population the student will:

1. Identify varied presentations of acute, chronic, and/or comorbid health conditions in culturally diverse populations
2. Apply clinical reasoning for appropriate diagnostic and screening practices
3. Formulate a comprehensive list of differential diagnoses
4. Demonstrate developing diagnostic reasoning and clinical decision-making skills necessary to assess, diagnose, and manage the health care needs of culturally diverse populations with acute, chronic, and/or comorbid conditions
5. Prioritize patient care based on level of acuity and/or critical health problems
6. recognize clinical situations that require collaborative management or referral to other healthcare professionals or community resources
7. Identify standards of care in the management of acute and chronic health conditions
8. Employ into practice new and developing knowledge related to genetics
9. Identify professional, ethical, and legal standards for health care delivery
10. Demonstrate the integration of health promotion, disease prevention and wellness necessary for holistic care planning

CREDIT HOURS:

3 semester credit hours

CURRICULUM PLACEMENT:

Fall Semester

PRE/COREQUISITES:

NURS *** and NURS ***

MSN or DNP ESSENTIAL(S) IN COURSE:

DNP Essential	Description
I	Scientific Underpinnings for Practice
IV	Information Systems / Technology and Patient Care Technology for the Improvement and transformation of Health Care
V	Health Care Policy for advocacy in Health Care
VI	Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VII	Clinical Prevention and Population Health for Improving the Nation's Health
VIII	Advanced Nursing Practice

SON Mission – Areas of Distinction	SON Post-Graduate Certificate Outcomes (Goals)*	SON Post Graduate Certificate Student Learning Outcomes	Course Objectives
Practice	Apply communication strategies with individuals, families, and groups in providing advanced nursing care or practice initiatives Essentials IV, VIII	Students will use analytics and patient care technology to effectively communicate patient and program information	NURS 782: Use a systematic approach to identify health concerns of patients and their families. Lead an interprofesional team in the delivery of healthcare that includes appropriate referral, consultation, and continuity of care for clients.

<p>Research/ Scholarship and Practice</p>	<p>Engage in clinical scholarship by providing evidence based care to individuals, families, groups and communities.</p> <p>Essentials I, III, IV</p>	<p>Students will demonstrate the use of evidence to inform the development of patient centered health care plans</p>	<p>NURS 779 (Acute):</p> <p>Identify evidence-based standards of care in the management of acute and chronic health conditions</p> <p>NURS 773 (Psych):</p> <p>Describe and analyze selective evidence-based therapy modalities as foundations to treatment of individuals.</p> <p>NURS 782:</p> <p>Analyze the impact of culture and environment on health behavior of individuals and families.</p>
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Practice and Service	<p>Demonstrate knowledge development in the practice of advanced nursing care to individuals, families, groups, and communities.</p> <p>Essentials I, VI, VIII</p>	Students will translate knowledge into practice to promote safe, timely, effective, equitable, and evidence-based care	<p>NURS 782:</p> <p>Collaborate with patient, family, and other health professionals to develop and provide a comprehensive health care plan.</p> <p>NURS 781 (Acute):</p> <p>Demonstrate developing diagnostic reasoning and clinical decision making skills necessary to assess, diagnose, and manage the health care needs of culturally diverse populations with acute, chronic, and/or comorbid conditions</p> <p>NURS 774 (Psych):</p> <p>List appropriate differentials, diagnose, and prioritize mental health problems and apply appropriate evidence-based management and/or critical intervention in the treatment of groups or special populations</p>
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FACULTY WITH CONTACT INFORMATION:

- 1) Emily M. McRae, DNP, CPNP-AC/PC
Assistant Professor
Cell: 502-741-3114
Email: Emily.mcrae@louisville.edu

FACULTY OFFICE HOURS:

By Appointment

DAY AND TIME OF CLASS:

Synchronous classes will be held on ***

DATES AND LOCATION OF CLASS:

Synchronous classes will be held via Blackboard Collaborate

DOCUMENTS FOUNDATIONAL TO THE MSN PROGRAM OF STUDY

1. ANA Standards for Advanced Practice
2. ANA Code of Ethics
3. Kentucky Nursing Statute (KRS 314) (Available online).

These documents are introduced in core courses and applied throughout the curriculum.

REQUIRED TEXTBOOKS:

1. American Nurses Association (2015). *Pediatric Nursing: Scope and Standards of Practice* (2nd ed). American Nurses Association.
2. Bolick, B., Reuter-Rice, K., Madden, M., Severin, P. (2020). *Pediatric Acute Care: A Guide to Interprofessional Practice* (2nd Ed.). Elsevier
3. Kline-Tilford, A. (2020). *Cases in Pediatric Acute Care: Strengthening Clinical Decision Making*. (1st Ed.). Wiley Blackwell

RECOMMENDED TEXTBOOKS:

1. NAPNAP Pediatric Acute Care Review Course Manual.

COURSE AND FACULTY EVALUATIONS:

All students will have the opportunity to evaluate the course and faculty.

GRADING SCALE:

The grading scale used in all graduate courses in the School of Nursing is:

98-100 = A+	89-87 = B+	79-77 = C+	69-67 = D+	Below 59 = F
97-93 = A	86-83 = B	76-73 = C	66-63 = D	
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

Rounding rule: Individual assignment grades will not be rounded. When calculating the final course grade, grades of 0.5 and greater will be rounded up and grades of .49 and less will be rounded down.

TEACHING METHODS: (See Example on last page of syllabus template.)

A variety of teaching methodologies will be used including group work, lecture/discussion, and case studies.

COURSE ASIGNMENTS:

Problem Based Learning Case Studies	20%	X 4 Dates TBA	Course Objectives: 1-10
Group Case Presentation	20%	X1 Date TBA	Course Objectives 1-10
Mastery Quizzes	30%	X6 Dates TBA	Course Objective: 1,2,4,5,6,7
Final Exam	30%	Date TBA	Course Objectives 1,2,4,5,6,7

DESCRIPTION OF COURSE ASSIGNMENTS:

Assignments are described online within Blackboard.

Problem Based Learning Case Studies	Students will have the opportunity to work through 4 different case studies and share decisions, rationales including evidence. Each case study will be worth 5% of the total grade	Course Objectives: 1-10
Group Case Presentation	Students will collaborate in groups of two or three and develop a case presentation incorporating standards of care for the patient diagnosis. The presentation will include any professional, ethical, and or legal standards in health care delivery that may influence this specific case. Students will demonstrate the integration of health promotion, disease prevention and wellness necessary for holistic care planning related to the case. The group case presentation will be worth 20% of the total grade.	Course Objectives 1-10
Mastery Quizzes	There will be 6 short Quizzes assigned on designated days throughout the semester. Students will complete quizzes to demonstrate mastery of content. Each quiz will be worth 5% of the total grade	Course Objective:1,2,4,5,6,7
Final Exam	The final exam will be an assessment of the student's overall comprehension of the course content. 30%	Course Objective 1,2,4,5,6,7

INSTRUCTIONAL ALIGNMENT:

Course Objective	Student Learning Objectives	Student Learning Activities	NONPF Core Competency	NONPF Track Specific Competency	DNP Essentials
1. Identify varied presentations of acute, chronic, and/or comorbid health conditions in culturally diverse populations	1.	1. PBL 2. Group Presentation 3. Mastery Quizzes 4. Final Exam			I, VIII
2. Apply clinical reasoning for appropriate diagnostic and screening practices		1. PBL 2. Group Presentation 3. Mastery Quizzes 4. Final Exam			I, IV
3. Formulate a comprehensive list of differential diagnoses		1. PBL 2. Group Presentation			I, VIII
4. Demonstrate developing diagnostic reasoning and clinical decision-making skills necessary to assess, diagnose, and manage the health care needs of culturally diverse populations with acute, chronic, and/or comorbid conditions		1. PBL 2. Group Presentation 3. Mastery Quizzes 4. Final Exam			I, IV, VIII
5. Prioritize patient care based on level of acuity and/or critical health problems		1. PBL 2. Group Presentation 3. Mastery Quizzes 4. Final Exam			VIII
6. Recognize clinical situations that require collaborative management or referral to other healthcare professionals or community resources		1. PBL 2. Group Presentation 3. Mastery Quizzes 4. Final Exam			VI, VIII

7. Identify standards of care in the management of acute and chronic health conditions		<ol style="list-style-type: none"> 1. PBL 2. Group Presentation 3. Mastery Quizzes 4. Final Exam 			I, VIII
8. Employ into practice new and developing knowledge related to genetics		<ol style="list-style-type: none"> 1. PBL 2. Group Presentation 			I
9. Professional, ethical, and legal standards for health care delivery		<ol style="list-style-type: none"> 1. PBL 2. Group Presentation 			V
10. Demonstrate the integration of health promotion, disease prevention and wellness necessary for holistic care planning		<ol style="list-style-type: none"> 1. PBL 2. Group Presentation 			VII

COURSE OUTLINE

Module	Week	Readings	Assignments
1: Introduction: Care of the Chronically Ill Pediatric Patient	TBA	All readings and multimedia viewings will be posted on Blackboard under each module	
2: Respiratory			Problem Based Learning (PBL) / Case Study: Chronic Lung Disease
3: Respiratory II			Mastery Quiz
4: Neurologic			Mastery Quiz
5: Neurologic II			IN CLASS PARTICIPATION: PBL Case: Epilepsy
6: Cardiovascular			PBL: Heart Failure
7: Cardiovascular II			Mastery Quiz
8: Genetics			Mastery Quiz
9: Genetics II			IN CLASS PARTICIPATION: PBL-SMA

10: Developmental Considerations			Mastery Quiz
11: Family Systems			Group Case Presentation
12: Palliative Care / End of Life Care			IN CLASS PARTICIPATION: Mastery Quiz
13. Medically Fragile Children and the Medical Home			
14. Review Week			
15. Final Exam Week			FINAL EXAM

COURSE POLICIES:

Class Attendance during synchronous classes is necessary for accomplishment of the course objectives. All synchronous classes will be hosted via the Blackboard Collaborate platform. The course syllabus will be available to all students via blackboard. All course content and assignments will be posted and clearly outlined in Blackboard including dates that assignments are due.

ASSIGNMENT RETENTION POLICY:

Student papers/assignments may be displayed as student examples for course files and accreditation purposes. Student work used for any other purpose will require written permission from the student(s) prior to faculty use.

ATTENDANCE POLICY

The DNP is a professional program and attendance is required for all in-class sessions. To ensure success in this program and to maximize professional development, it is essential that students are present and engaged during all class sessions. If a student is absent, they are inherently unable to participate in class activities. The student will lose any points offered for that class. The student will not be able to make-up these points, regardless of the reason for the absence. The in-class schedule details the class dates at least a year in advance and is listed on the DNP resources page.

Class engagement includes limiting use of electronic devices to academic use or emergency situations only. Surfing the web, shopping on the web and checking Facebook is distracting and should not be done during class.

STUDENT GUIDELINES FOR EXAMS: individual to each class.

EXAMINATION REVIEWS:

(Instructors will provide specific directions for exam review.)
Review of examinations are at the discretion of the instructor. The purposes of exam reviews are for students to gain insight into rationales for correct answers, identify content areas for continued study, and enhance test taking abilities. The instructors will provide specific directions for exam reviews during the semester.

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**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM**

Fall 2021

NURS

Procedures for Pediatric Acute Care

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School of Nursing

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Fall 2021

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**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM
Spring 2021**

COURSE NUMBER/TITLE:

NURS- *** Procedures for Pediatric Acute Care

COURSE DESCRIPTION:

This course introduces the principles and psychomotor skills necessary to perform various procedures and diagnostic tests that are common in the pediatric acute care setting. Emphasis is placed on indications, procedural techniques, and potential complications. Skills will be taught via simulation- based technology.

COURSE OBJECTIVES:

1. Describe the evidence-based indications and complications associated with clinical procedures appropriate for the pediatric acute care patient.
2. Demonstrate the steps of performing advanced clinical procedures.
3. Summarize appropriate post-procedure assessments.

CREDIT HOURS:

1 semester credit hours

CURRICULUM PLACEMENT:

Fall Semester

PRE/COREQUISITES:

NURS *** and NURS ***

MSN or DNP ESSENTIAL(S) IN COURSE:

DNP Essential	Description
I	Scientific Underpinnings for Practice
VIII	Advanced Nursing Practice

SON Mission – Areas of Distinction	SON Post-Graduate Certificate Outcomes (Goals)*	SON Post Graduate Certificate Student Learning Outcomes	Course Objectives
Practice	<p>Apply communication strategies with individuals, families, and groups in providing advanced nursing care or practice initiatives</p> <p>Essentials IV, VIII</p>	<p>Students will use analytics and patient care technology to effectively communicate patient and program information</p>	<p>NURS 782:</p> <p>Use a systematic approach to identify health concerns of patients and their families.</p> <p>Lead an interprofessional team in the delivery of healthcare that includes appropriate referral, consultation, and continuity of care for clients.</p>
Research/ Scholarship and Practice	<p>Engage in clinical scholarship by providing evidence based care to individuals, families, groups and communities.</p> <p>Essentials I, III, IV</p>	<p>Students will demonstrate the use of evidence to inform the development of patient centered health care plans</p>	<p>NURS 779 (Acute):</p> <p>Identify evidence-based standards of care in the management of acute and chronic health conditions</p> <p>NURS 773 (Psych):</p> <p>Describe and analyze selective evidence-based therapy modalities as foundations to treatment of individuals.</p> <p>NURS 782:</p> <p>Analyze the impact of culture and environment on health behavior of individuals and families.</p>

Practice and Service	<p>Demonstrate knowledge development in the practice of advanced nursing care to individuals, families, groups, and communities.</p> <p>Essentials I, VI, VIII</p>	<p>Students will translate knowledge into practice to promote safe, timely, effective, equitable, and evidence-based care</p>	<p>NURS 782:</p> <p>Collaborate with patient, family, and other health professionals to develop and provide a comprehensive health care plan.</p> <p>NURS 781 (Acute):</p> <p>Demonstrate developing diagnostic reasoning and clinical decision making skills necessary to assess, diagnose, and manage the health care needs of culturally diverse populations with acute, chronic, and/or comorbid conditions</p> <p>NURS 774 (Psych):</p> <p>List appropriate differentials, diagnose, and prioritize mental health problems and apply appropriate evidence-based management and/or critical intervention in the treatment of groups or special populations</p>
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FACULTY WITH CONTACT INFORMATION:

- 1) Emily M. McRae, DNP, CPNP-AC/PC
Assistant Professor
Cell: 502-741-3114
Email: Emily.mcrae@louisville.edu

FACULTY OFFICE HOURS:

By Appointment

DAY AND TIME OF CLASS:

Synchronous classes will be held on ***

DATES AND LOCATION OF CLASS:

Synchronous classes will be held via Blackboard Collaborate

DOCUMENTS FOUNDATIONAL TO THE MSN PROGRAM OF STUDY

- 1. ANA Standards for Advanced Practice
- 2. ANA Code of Ethics
- 3. Kentucky Nursing Statute (KRS 314) (Available online).

These documents are introduced in core courses and applied throughout the curriculum.

REQUIRED TEXTBOOKS:

- 4. American Nurses Association (2015). *Pediatric Nursing: Scope and Standards of Practice* (2nd ed). American Nurses Association.
- 5. Bolick, B., Reuter-Rice, K., Madden, M., Severin, P. (2020). *Pediatric Acute Care: A Guide to Interprofessional Practice* (2nd Ed.). Elsevier

RECOMMENDED TEXTBOOKS:

- 1. NAPNAP Pediatric Acute Care Review Course Manual.

COURSE AND FACULTY EVALUATIONS:

All students will have the opportunity to evaluate the course and faculty.

GRADING SCALE:

The grading scale used in all graduate courses in the School of Nursing is:

98-100 = A+	89-87 = B+	79-77 = C+	69-67 = D+	Below 59 = F
97-93 = A	86-83 = B	76-73 = C	66-63 = D	
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

Rounding rule: Individual assignment grades will not be rounded. When calculating the final course grade, grades of 0.5 and greater will be rounded up and grades of .49 and less will be rounded down.

TEACHING METHODS: (See Example on last page of syllabus template.)

A variety of teaching methodologies will be used including group work, lecture/discussion, and case studies.

COURSE ASIGNMENTS:

Assignment	Percentage Points	Schedule	Course Objectives
Skills Lab Preparatory Modules	20%	TBA	Course Objectives: 1,2,3
Skills Lab Day 1: In Class Participation	40%	TBA	Course Objectives: 1,2,3
Skills Lab Day 2: In Class Participation	40%	TBA	Course Objectives: 1,2,3

DESCRIPTION OF COURSE ASSIGNMENTS:

Assignments are described online within Blackboard.

Skills Lab Prep. Modules	Students will be required to complete all assigned learning modules independently prior to Skills Lab -Arterial Line Placement -Central Venous Line Placement -Chest Tube Placement -Intracardiac Line Removal -Lumbar Puncture -Rapid Sequence Intubation -Ultrasound -Wound Closure
Skills Day 1&2	Students are required to be present for both skills days. Students will complete skill check off for designated procedures based on lab availability.

INSTRUCTIONAL ALIGNMENT:

Course Objective	Student Learning Objectives	Student Learning Activities	NONPF Core Competency	NONPF Track Specific Competency	DNP Essentials
1. Describe the evidence-based indications and complications associated with clinical procedures appropriate for the pediatric acute care patient.	1.	1. Skills Modules 2. Skills Day			I, VIII
2. Demonstrate the steps of performing advanced clinical procedures.		1. Skills Day			I, VIII
3. Summarize appropriate post-procedure assessments.		1. Skills Modules 2. Skills Day			I, VIII

COURSE OUTLINE

Module	Week	Readings	Assignments
1: CPNP- Procedure Modules: -Arterial Line Placement -Central Venous Line Placement	TBA	All readings and multimedia viewings will be posted on Blackboard under each module	Complete Modules
2: CPNP- Procedure Modules: -Chest Tube Placement -Intracardiac Line Removal			Complete Modules
3: CPNP- Procedure Modules: -Lumbar Puncture -Ultrasound			Complete Modules
4: CPNP- Procedure Modules: -Rapid Sequence Intubation -Wound Closure			Complete Modules
5: Skills Week			SKILLS LAB 1&2

COURSE POLICIES:

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Class engagement includes limiting use of electronic devices to academic use or emergency situations only. Surfing the web, shopping on the web and checking Facebook is distracting and should not be done during class.

STUDENT GUIDELINES FOR EXAMS: individual to each class.

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ACADEMIC DISHONESTY:

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integrity of the institution and its students and faculty. Examples of academic dishonesty are provided within the Code of Student Rights and Responsibilities, which is located in the General Information section of the University of Louisville Undergraduate Bulletin and in the School of Nursing Undergraduate Handbook. The faculty view academic dishonesty, including plagiarism and cheating, to be a serious offense, and a violation of professional ethics. The School of Nursing may impose any academic consequence including suspension or expulsion if the student is guilty.

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- A recorded message at 502-852-5555
- A notice on university telephones
- Postings on the university's official Facebook and Twitter sites

The University will communicate with the campus community by these official methods only. Information posted on traditional or social media should be verified through one of the official

channels. If the University cancels classes, no class or clinical are held. Classes on a delayed schedule for bad weather will begin at 10:00 am.

TITLE IX/CLERY ACT NOTIFICATION:

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 502-852-2663, Counseling Center 502-852-6585 and Campus Health Services 502-852-6479.

Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University. To file an official report, please contact the Dean of Student's Office 502-852-5787 and/or the University of Louisville Police Department 502-852-6111. For more information regarding your rights as a victim of sexual misconduct, see the [Sexual Misconduct Resource Guide](http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure) (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

RELIGIOUS HOLY DAYS AND OBSERVANCES:

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

STATEMENT ON DIVERSITY:

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. The University is committed to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university. Every member of the academic family is expected to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

STATEMENT OF HEALTH STATUS:

It is the student's responsibility to inform the course faculty of any health issues that could impair performance or jeopardize the safety of self or others. The student must report any changes in health status, including pregnancy or injury which might impact ability to perform in the clinical setting, to the faculty. Students may be asked to provide documentation from a health care provider about ability to continue in the clinical setting. Students who fail to comply with this requirement are subject to dismissal from the program.

STUDENTS WITH DISABILITIES:

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. Students with identified disabilities, who need reasonable modifications to successfully complete assignments/tests and otherwise satisfy course criteria, are encouraged to meet with the Course Coordinator the first day of class with their Exam Accommodation Form to plan specific accommodations.

If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify the course coordinator immediately and contact the [Disability Resource Center](http://louisville.edu/disability) (Stevenson Hall, 502-852-6938, <http://louisville.edu/disability>) for verification of eligibility and determination of specific accommodations.

SHORTENED CREDIT HOUR POLICY:

To address the needs of its diverse student body, University of Louisville (UofL) has established an academic calendar policy based on a standard of fourteen (14) weeks (fall/spring terms). The university policy adheres to the requirements established by the federal government and the applicable accrediting bodies. All courses at UofL follow uniform standards for determining the amount of credit awarded:

- A one credit hour of lecture, discussion, or seminar requires at least 50 contact minutes per week during a regular semester (as allowed by SACS and consistent with the federal recognition of the Carnegie Unit definition).
- For each hour of credit, a student is expected to spend at least two-and-one-half hours (2.5 hours) of out-of classroom activity per week.

More information can be found at: <http://louisville.edu/oapa/credit-hour-definition-and-policy>

ACADEMIC DISHONESTY:

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PLAGIARISM AND CHEATING:

Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal from the University. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. Instructors may use a range of strategies at the University (including plagiarism prevention services such as SAFEASSIGN) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works will often require submitting a copy of the original work to the plagiarism prevention service. The service may retain that copy in some circumstances.

UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM

Fall 2021

NURS

Pharmacology for Pediatric Acute Care

Property of University of Louisville

School of Nursing

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Fall 2021

Course Outline Policy

The faculty teaching this course reserves the right to make changes to this outline. If the changes are necessary, the student will be given advanced notice.

The policies and procedures published in the U of L Student Handbook <http://louisville.edu/dos/students/policies-procedures/student-handbook.html> and the School of Nursing Bachelor of Science in Nursing Student Handbook will be followed in this course. The student is responsible for knowing these policies and procedures.

**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM
Spring 2021**

COURSE NUMBER/TITLE:

NURS- *** Pharmacology for Pediatric Acute Care

COURSE DESCRIPTION:

This course is designed to build on the general principles of advanced pharmacology by preparing the Advanced Practice Registered Nurse (APRN) student to apply pharmacologic principles to the pediatric acute care population.

COURSE OBJECTIVES:

Within the Context of Pediatric Acute Care students will:

1. Describe how age, developmental differences, and severity of illness affect the pharmacokinetics and pharmacodynamics of medications.
2. Explain the basic principles of pharmacology and pharmacotherapeutics for medications used in selected populations
3. Analyze the adverse effects and drug interaction profiles of medications used in selected populations.
4. Make appropriate pharmacotherapeutic treatment decisions for patient in selected populations.

CREDIT HOURS:

1 semester credit hours

CURRICULUM PLACEMENT:

Fall Semester

PRE/COREQUISITES:

NURS *** and NURS ***

MSN or DNP ESSENTIAL(S) IN COURSE:

DNP Essential	Description
I	Scientific Underpinnings for Practice
VIII	Advanced Nursing Practice

SON Mission – Areas of Distinction	SON Post-Graduate Certificate Outcomes (Goals)*	SON Post Graduate Certificate Student Learning Outcomes	Course Objectives
Practice	<p>Apply communication strategies with individuals, families, and groups in providing advanced nursing care or practice initiatives</p> <p>Essentials IV, VIII</p>	<p>Students will use analytics and patient care technology to effectively communicate patient and program information</p>	<p>NURS 782:</p> <p>Use a systematic approach to identify health concerns of patients and their families.</p> <p>Lead an interprofesional team in the delivery of healthcare that includes appropriate referral, consultation, and continuity of care for clients.</p>
Research/ Scholarship and Practice	<p>Engage in clinical scholarship by providing evidence based care to individuals, families, groups and communities.</p> <p>Essentials I, III, IV</p>	<p>Students will demonstrate the use of evidence to inform the development of patient centered health care plans</p>	<p>NURS 779 (Acute):</p> <p>Identify evidence-based standards of care in the management of acute and chronic health conditions</p> <p>NURS 773 (Psych):</p> <p>Describe and analyze selective evidence-based therapy modalities as foundations to treatment of individuals.</p> <p>NURS 782:</p> <p>Analyze the impact of culture and environment on health behavior of individuals and families.</p>

Practice and Service	<p>Demonstrate knowledge development in the practice of advanced nursing care to individuals, families, groups, and communities.</p> <p>Essentials I, VI, VIII</p>	<p>Students will translate knowledge into practice to promote safe, timely, effective, equitable, and evidence-based care</p>	<p>NURS 782:</p> <p>Collaborate with patient, family, and other health professionals to develop and provide a comprehensive health care plan.</p> <p>NURS 781 (Acute):</p> <p>Demonstrate developing diagnostic reasoning and clinical decision making skills necessary to assess, diagnose, and manage the health care needs of culturally diverse populations with acute, chronic, and/or comorbid conditions</p> <p>NURS 774 (Psych):</p> <p>List appropriate differentials, diagnose, and prioritize mental health problems and apply appropriate evidence-based management and/or critical intervention in the treatment of groups or special populations</p>
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FACULTY WITH CONTACT INFORMATION:

- 1) Emily M. McRae, DNP, CPNP-AC/PC
Assistant Professor
Cell: 502-741-3114
Email: Emily.mcrae@louisville.edu

FACULTY OFFICE HOURS:
By Appointment

DAY AND TIME OF CLASS:

Synchronous classes will be held on ***

DATES AND LOCATION OF CLASS:

Synchronous classes will be held via Blackboard Collaborate

DOCUMENTS FOUNDATIONAL TO THE MSN PROGRAM OF STUDY

1. ANA Standards for Advanced Practice
2. ANA Code of Ethics
3. Kentucky Nursing Statute (KRS 314) (Available online).

These documents are introduced in core courses and applied throughout the curriculum.

REQUIRED TEXTBOOKS:

1. American Nurses Association (2015). *Pediatric Nursing: Scope and Standards of Practice* (2nd ed). American Nurses Association.
2. Bolick, B., Reuter-Rice, K., Madden, M., Severin, P. (2020). *Pediatric Acute Care: A Guide to Interprofessional Practice* (2nd Ed.). Elsevier

RECOMMENDED TEXTBOOKS:

1. NAPNAP Pediatric Acute Care Review Course Manual.

COURSE AND FACULTY EVALUATIONS:

All students will have the opportunity to evaluate the course and faculty.

GRADING SCALE:

The grading scale used in all graduate courses in the School of Nursing is:

98-100 = A+	89-87 = B+	79-77 = C+	69-67 = D+	Below 59 = F
97-93 = A	86-83 = B	76-73 = C	66-63 = D	
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

Rounding rule: Individual assignment grades will not be rounded. When calculating the final course grade, grades of 0.5 and greater will be rounded up and grades of .49 and less will be rounded down.

TEACHING METHODS: (See Example on last page of syllabus template.)

A variety of teaching methodologies will be used including group work, lecture/discussion, and case studies.

COURSE ASSIGNMENTS:

In Class Participation	20%	X 4 Dates TBA	Course Objectives: 1, 2, 3, 4
Problem Based Learning Case Studies	50%	X 5 Dates TBA	Course Objectives: 2, 4
Mastery Quizzes	30%	X6	Course Objective:1,2,3,4

DESCRIPTION OF COURSE ASSIGNMENTS:

Assignments are described online within Blackboard.

In Class Participation	Students will have 4 in class assignments that will be submitted by the end of synchronous classes. Each assignment will be worth 5% of the total grade	Course Objectives: 1, 2, 3, 4
Problem Based Learning Case Studies	Students will have the opportunity to work through 4 different case studies and share decisions, rationales including evidence. Each case study will be worth 10% of the total grade	Course Objectives: 2, 4
Mastery Quizzes	There will be 4 short Quizzes assigned on designated days throughout the semester. Students will complete quizzes to demonstrate mastery of content. Each quiz will be worth 10% of the total grade	Course Objective:1,2,3,4

INSTRUCTIONAL ALIGNMENT:

Course Objective	Student Learning Objectives	Student Learning Activities	NONPF Core Competency	NONPF Track Specific Competency	DNP Essentials
1. Describe how age, developmental differences, and severity of illness affect the pharmacokinetics and pharmacodynamics of medications.	1.	1. In class participation 2. Mastery quizzes			I, VIII
2. Explain the basic principles of pharmacology and pharmacotherapeutics for medications used in selected populations.	1.	1. In class participation 2. Problem based learning case studies. 3. Mastery quizzes			I
3. Analyze the adverse effects and drug interaction profiles of medications used in selected populations.	1.	1. In class participation 2. Mastery quizzes			I
4. Make appropriate pharmacotherapeutic treatment decisions for patient in selected populations.	1.	1. In class participation 2. Problem based learning case studies. 3. Mastery quizzes			I, VIII

COURSE OUTLINE

Module	Week	Readings	Assignments
1: PK and PD Principles in Critically Ill Neonates and Children	TBA	All readings and multimedia viewings will be posted on Blackboard under each module	IN CLASS PARTICIPATION
2: Fluid Management and Total Parenteral Nutrition			Problem Based Learning Case Study (PBL): TPN for the pediatric burn patient.
3: Anticonvulsants in Pediatrics			Mastery Quiz
4: Asthma and CF			IN CLASS PARTICIPATION
5: Anti-infectives, Antifungals, and Antivirals			PBL
6: Management of Endocrine Disorders			Mastery Quiz
7: Pain Management, Sedation/Paralysis			IN CLASS PARTICIPATION
8: Pressors and CV Management			PBL & Mastery Quiz
9: Pediatric Hematology/Oncology & anticoagulation			Mastery Quiz

10: Toxicologic Emergencies in Children			IN CLASS PARTICIPATION & PBL
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STATEMENT OF HEALTH STATUS:

It is the student's responsibility to inform the course faculty of any health issues that could impair performance or jeopardize the safety of self or others. The student must report any changes in health status, including pregnancy or injury which might impact ability to perform in the clinical setting, to the faculty. Students may be asked to provide documentation from a health care provider about ability to continue in the clinical setting. Students who fail to comply with this requirement are subject to dismissal from the program.

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- For each hour of credit, a student is expected to spend at least two-and-one-half hours (2.5 hours) of out-of classroom activity per week.

More information can be found at: <http://louisville.edu/oapa/credit-hour-definition-and-policy>

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**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM**

Fall 2021

NURS

Pediatric Acute Care Pathophysiology

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School of Nursing

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Fall 2021

Course Outline Policy

The faculty teaching this course reserves the right to make changes to this outline. If the changes are necessary, the student will be given advanced notice.

The policies and procedures published in the U of L Student Handbook <http://louisville.edu/dos/students/policies-procedures/student-handbook.html> and the School of Nursing Bachelor of Science in Nursing Student Handbook will be followed in this course. The student is responsible for knowing these policies and procedures.

**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM
Spring 2021**

COURSE NUMBER/TITLE:

NURS- *** Pediatric Acute Care Pathophysiology

COURSE DESCRIPTION:

This course is designed to build on the general principles of pathophysiology. Physiologic manifestations commonly occurring in the acutely ill pediatric population will be discussed.

COURSE OBJECTIVES:

1. Develop an understanding of pathophysiological concepts through exploration of cellular events, progressing to study of physiologic alterations within the body systems commonly occurring in the acutely ill pediatric population
2. Use the understanding of pathophysiologic concepts as the foundation for critical thinking and clinical decision-making and development of expertise for an advanced practice role in nursing.
3. Utilize pathophysiological concepts in the identification of appropriate assessment parameters, interpretation of assessment data, and analysis of diagnostic studies when analyzing various clinical scenarios.

CREDIT HOURS:

1 semester credit hours

CURRICULUM PLACEMENT:

Fall Semester

PRE/COREQUISITES:

NURS *** and NURS ***

MSN or DNP ESSENTIAL(S) IN COURSE:

DNP Essential	Description
I	Scientific Underpinnings for Practice
VIII	Advanced Nursing Practice

SON Mission – Areas of Distinction	SON Post-Graduate Certificate Outcomes (Goals)*	SON Post Graduate Certificate Student Learning Outcomes	Course Objectives
Practice	<p>Apply communication strategies with individuals, families, and groups in providing advanced nursing care or practice initiatives</p> <p>Essentials IV, VIII</p>	<p>Students will use analytics and patient care technology to effectively communicate patient and program information</p>	<p>NURS 782:</p> <p>Use a systematic approach to identify health concerns of patients and their families.</p> <p>Lead an interprofessional team in the delivery of healthcare that includes appropriate referral, consultation, and continuity of care for clients.</p>
Research/ Scholarship and Practice	<p>Engage in clinical scholarship by providing evidence based care to individuals, families, groups and communities.</p> <p>Essentials I, III, IV</p>	<p>Students will demonstrate the use of evidence to inform the development of patient centered health care plans</p>	<p>NURS 779 (Acute):</p> <p>Identify evidence-based standards of care in the management of acute and chronic health conditions</p> <p>NURS 773 (Psych):</p> <p>Describe and analyze selective evidence-based therapy modalities as foundations to treatment of individuals.</p> <p>NURS 782:</p> <p>Analyze the impact of culture and environment on health behavior of individuals and families.</p>

Practice and Service	<p>Demonstrate knowledge development in the practice of advanced nursing care to individuals, families, groups, and communities.</p> <p>Essentials I, VI, VIII</p>	<p>Students will translate knowledge into practice to promote safe, timely, effective, equitable, and evidence-based care</p>	<p>NURS 782:</p> <p>Collaborate with patient, family, and other health professionals to develop and provide a comprehensive health care plan.</p> <p>NURS 781 (Acute):</p> <p>Demonstrate developing diagnostic reasoning and clinical decision making skills necessary to assess, diagnose, and manage the health care needs of culturally diverse populations with acute, chronic, and/or comorbid conditions</p> <p>NURS 774 (Psych):</p> <p>List appropriate differentials, diagnose, and prioritize mental health problems and apply appropriate evidence-based management and/or critical intervention in the treatment of groups or special populations</p>
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FACULTY WITH CONTACT INFORMATION:

- 1) Emily M. McRae, DNP, CPNP-AC/PC
Assistant Professor
Cell: 502-741-3114
Email: Emily.mcrae@louisville.edu

FACULTY OFFICE HOURS:

By Appointment

DAY AND TIME OF CLASS:

Synchronous classes will be held on ***

DATES AND LOCATION OF CLASS:

Synchronous classes will be held via Blackboard Collaborate

DOCUMENTS FOUNDATIONAL TO THE MSN PROGRAM OF STUDY

- 1. ANA Standards for Advanced Practice
- 2. ANA Code of Ethics
- 3. Kentucky Nursing Statute (KRS 314) (Available online).

These documents are introduced in core courses and applied throughout the curriculum.

REQUIRED TEXTBOOKS:

- 1. American Nurses Association (2015). *Pediatric Nursing: Scope and Standards of Practice* (2nd ed). American Nurses Association.
- 2. Bolick, B., Reuter-Rice, K., Madden, M., Severin, P. (2020). *Pediatric Acute Care: A Guide to Interprofessional Practice* (2nd Ed.). Elsevier

RECOMMENDED TEXTBOOKS:

- 1. NAPNAP Pediatric Acute Care Review Course Manual.

COURSE AND FACULTY EVALUATIONS:

All students will have the opportunity to evaluate the course and faculty.

GRADING SCALE:

The grading scale used in all graduate courses in the School of Nursing is:

98-100 = A+	89-87 = B+	79-77 = C+	69-67 = D+	Below 59 = F
97-93 = A	86-83 = B	76-73 = C	66-63 = D	
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

Rounding rule: Individual assignment grades will not be rounded. When calculating the final course grade, grades of 0.5 and greater will be rounded up and grades of .49 and less will be rounded down.

TEACHING METHODS: (See Example on last page of syllabus template.)

A variety of teaching methodologies will be used including group work, lecture/discussion, and case studies.

COURSE ASIGNMENTS:

Participation -Thought Leader Responses	40%	X 4 Dates TBA	Course Objectives: 1-3
Thought Leader	10%	X1 Date TBA	Course Objectives 1-3
Mastery Quizzes	30%	X3 Dates TBA	Course Objectives 1-3
Final Exam	20%	X1	Course Objectives 1-3

DESCRIPTION OF COURSE ASSIGNMENTS:

Assignments are described online within Blackboard.

Participation -Thought Leader Responses	Students will participate in online discussion board led by a classmate. Participation points are earned when students provide thoughtful in-depth responses to the thought leader that promote discussion related to the Thought leader topic (4 responses required. Each response counts as 10% of the total grade)
Thought Leader	The Thought Leader is expected to post a discussion board topic on the assigned date given to the student by the course instructor. The thought leader is responsible for engaging in conversation via discussion board with classmates. (1 post required, the post and follow up discussion will be assessed and will count at 10% as the student's grade)
Mastery Quizzes	There will be 3 short Quizzes assigned on designated days throughout the semester. Students will complete quizzes to demonstrate mastery of content. Each quiz will be worth 10% of the total grade
Final Exam	One exam will be completed at the end of the course to evaluate the student's mastery of subject content. The final exam will count as 20% of the final grade

INSTRUCTIONAL ALIGNMENT:

Course Objective	Student Learning Objectives	Student Learning Activities	NONPF Core Competency	NONPF Track Specific Competency	DNP Essentials
1. Develop an understanding of pathophysiological concepts through exploration of cellular events, progressing to study of physiologic alterations within the body systems commonly occurring in the acutely ill pediatric population	1.	1. Thought Leaders 2. Thought Leader Responses 3. Mastery Quizzes 4. Final Exam			I
2. Use the understanding of pathophysiologic concepts as the foundation for critical thinking and clinical decision-making and development of expertise for an advanced practice role in nursing.	2.	1. Thought Leaders 2. Thought Leader Responses 3. Mastery Quizzes 4. Final Exam			I, VIII
3. Utilize pathophysiological concepts in the identification of appropriate assessment parameters, interpretation of assessment data, and analysis of diagnostic studies when analyzing various clinical scenarios.	5.	1. Thought Leaders 2. Thought Leader Responses 3. Mastery Quizzes 4. Final Exam			I, VIII

COURSE OUTLINE

Module	Week	Readings	Assignments
1: Pathophysiology & Cardiac Disorders	TBA	All readings and multimedia viewings will be posted on Blackboard under each module	
2: Pathophysiology & Pulmonary Disorders,			Mastery Quiz 1
3: Pathophysiology & Neurologic Disorders & Musculoskeletal Disorders			Thought Leader (2) / Thought Leader Responses
4: Pathophysiology & Endocrine, GI & GU Disorders			Mastery Quiz 2
5: Pathophysiology & Heme/Onc Disorders			Thought Leader (2) / Thought Leader Responses
6: Pathophysiology & Dermatologic Disorders			Thought Leader (2) / Thought Leader Responses
7: Pathophysiology & Immunologic, Rheumatologic Disorders			Mastery Quiz 3
8: Pathophysiology & Genetic / Metabolic Disorders			Thought Leader (2) / Thought Leader Responses
9: Pathophysiology & Infectious Diseases			
10: REVIEW WEEK / FINAL			FINAL EXAM

COURSE POLICIES:

Class Attendance during synchronous classes is necessary for accomplishment of the course objectives. All synchronous classes will be hosted via the Blackboard Collaborate platform. The course syllabus will be available to all students via blackboard. All course content and

assignments will be posted and clearly outlined in Blackboard including dates that assignments are due.

ASSIGNMENT RETENTION POLICY:

Student papers/assignments may be displayed as student examples for course files and accreditation purposes. Student work used for any other purpose will require written permission from the student(s) prior to faculty use.

ATTENDANCE POLICY

The DNP is a professional program and attendance is required for all in-class sessions. To ensure success in this program and to maximize professional development, it is essential that students are present and engaged during all class sessions. If a student is absent, they are inherently unable to participate in class activities. The student will lose any points offered for that class. The student will not be able to make-up these points, regardless of the reason for the absence. The in-class schedule details the class dates at least a year in advance and is listed on the DNP resources page.

Class engagement includes limiting use of electronic devices to academic use or emergency situations only. Surfing the web, shopping on the web and checking Facebook is distracting and should not be done during class.

STUDENT GUIDELINES FOR EXAMS: individual to each class.

EXAMINATION REVIEWS:

(Instructors will provide specific directions for exam review.)

Review of examinations are at the discretion of the instructor. The purposes of exam reviews are for students to gain insight into rationales for correct answers, identify content areas for continued study, and enhance test taking abilities. The instructors will provide specific directions for exam reviews during the semester.

SON/UNIVERSITY POLICIES

COMPUTER ACCOUNT POLICY:

Students are required to have (1) a U of L email account and (2) access to Blackboard. Students must use their University email account for **all** communication. Faculty communication will be through this mechanism only.

CLINICAL COMPLIANCE:

The SON Undergraduate Student Handbook states "A student continuing a clinical experience while being out of compliance with any health/clinical requirement will be subject to dismissal from the program." It is the student's responsibility to know and maintain clinical compliance throughout the semester. Occasionally, a student will be in compliance with all clinical requirements at the beginning of the semester, but a requirement will outdate during the semester. Students must be responsible for completing the update/renewal in a timely manner

and providing the appropriate documentation to the Office of Student Services. If a student continues to attend clinical while out of compliance, the School of Nursing is not in compliance with agency contracts. This is a serious offense and the student WILL BE DISMISSED from the School of Nursing.

ACADEMIC DISHONESTY:

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WEB ENHANCED OR WEB BASED (ONLINE) COURSE:

A student who is enrolled in an online course or a course where portions are taught online, must exhibit conduct that reflects academic discipline and honesty. The student is expected to complete all requirements of the course as stated in the syllabus and online directions. Participation in discussion forums should reflect the same respect and decorum that would be displayed in a classroom setting.

IMPORTANT INFORMATION RELATED TO ALL GRADUATE COURSES: All students are required to read the Student Handbook and be familiar with all information related to the undergraduate program.

SOCIAL MEDIA POLICY:

Social media is defined as any form of electronic communication through which users create online communities to share ideas, information, personal messages, and/or other content (Merriam Webster, 2013). Students at the University of Louisville School of Nursing have an ethical and legal obligation to protect the privacy and confidentiality of all individuals associated with the School of Nursing, including patients, fellow students, faculty, and staff. Students are expected to properly use social media in all settings, as defined in the Student Handbook.

CELLULAR PHONES:

Cell phones must be either turned off or placed in silence/vibrate mode during class, clinical, and other learning experiences. If a student must respond to a call or page, she/he must leave the classroom to answer the call.

BAD WEATHER POLICY:

The School of Nursing follows University guidelines. The provost is the only person in charge of class cancellation. The easiest way to receive inclement weather closure information is by signing up for [UofL Rave Alerts](http://louisville.edu/alerts), which will send a text message to your phone and an email to your university account. Sign up for alerts at: <http://louisville.edu/alerts>

Additionally, UofL will officially announce the weather related closings in the following ways:

- A notice on the [university home page](http://louisville.edu), <http://louisville.edu>
- A recorded message at 502-852-5555
- A notice on university telephones
- Postings on the university's official Facebook and Twitter sites

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**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM**

Fall 2021

NURS

The Pediatric Acute Care Nurse Practitioner Role

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School of Nursing

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Fall 2021

Course Outline Policy

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**UNIVERSITY OF LOUISVILLE
SCHOOL OF NURSING
GRADUATE PROGRAM
Spring 2021**

COURSE NUMBER/TITLE:

NURS- *** The Pediatric Acute Care Nurse Practitioner Role

COURSE DESCRIPTION:

This course focuses on the role of the Pediatric nurse practitioner in the Acute Care setting as a leader and member of an inter-professional team and expert practitioner. Historical development of the nurse practitioner role, current scope of practice regulations, inter-professional communication, and clinical privileges are addressed.

COURSE OBJECTIVES:

At the conclusion of this course students will learn to:

1. Discuss the historical development and scope of practice of the pediatric Acute care nurse practitioner role using the APRN consensus model
2. Demonstrate effective communication strategies appropriate for use by the nurse practitioner with inter-professional teams
3. Explore team leadership and consultation as each applies to the nurse in the advanced practice role.
4. Understand how clinical privileges impact the role of the pediatric nurse practitioner.

CREDIT HOURS:

1 semester credit hours

CURRICULUM PLACEMENT:

Fall Semester

PRE/COREQUISITES:

NURS *** and NURS ***

MSN or DNP ESSENTIAL(S) IN COURSE:

DNP Essential	Description
I	Scientific Underpinnings for Practice
II	Organizational and Systems Leadership for Quality Improvement and Systems Thinking
V	Health Care Policy for advocacy in Health Care
VI	Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VII	Clinical Prevention and Population Health for Improving the Nation's Health
VIII	Advanced Nursing Practice

SON Mission – Areas of Distinction	SON Post-Graduate Certificate Outcomes (Goals)*	SON Post Graduate Certificate Student Learning Outcomes	Course Objectives
Practice	<p>Apply communication strategies with individuals, families, and groups in providing advanced nursing care or practice initiatives</p> <p>Essentials IV, VIII</p>	<p>Students will use analytics and patient care technology to effectively communicate patient and program information</p>	<p>NURS 782:</p> <p>Use a systematic approach to identify health concerns of patients and their families.</p> <p>Lead an interprofesional team in the delivery of healthcare that includes appropriate referral, consultation, and continuity of care for clients.</p>
Research/ Scholarship and Practice	<p>Engage in clinical scholarship by providing evidence based care to individuals, families, groups and communities.</p> <p>Essentials I, III, IV</p>	<p>Students will demonstrate the use of evidence to inform the development of patient centered health care plans</p>	<p>NURS 779 (Acute):</p> <p>Identify evidence-based standards of care in the management of acute and chronic health conditions</p> <p>NURS 773 (Psych):</p> <p>Describe and analyze selective evidence-based therapy modalities as foundations to treatment of individuals.</p> <p>NURS 782:</p> <p>Analyze the impact of culture and environment on health behavior of individuals and families.</p>

Practice and Service	<p>Demonstrate knowledge development in the practice of advanced nursing care to individuals, families, groups, and communities.</p> <p>Essentials I, VI, VIII</p>	<p>Students will translate knowledge into practice to promote safe, timely, effective, equitable, and evidence-based care</p>	<p>NURS 782:</p> <p>Collaborate with patient, family, and other health professionals to develop and provide a comprehensive health care plan.</p> <p>NURS 781 (Acute):</p> <p>Demonstrate developing diagnostic reasoning and clinical decision making skills necessary to assess, diagnose, and manage the health care needs of culturally diverse populations with acute, chronic, and/or comorbid conditions</p> <p>NURS 774 (Psych):</p> <p>List appropriate differentials, diagnose, and prioritize mental health problems and apply appropriate evidence-based management and/or critical intervention in the treatment of groups or special populations</p>
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FACULTY WITH CONTACT INFORMATION:

- 1) Emily M. McRae, DNP, CPNP-AC/PC
Assistant Professor
Cell: 502-741-3114
Email: Emily.mcrae@louisville.edu

FACULTY OFFICE HOURS:

By Appointment

DAY AND TIME OF CLASS:

Synchronous classes will be held on ***

DATES AND LOCATION OF CLASS:

Synchronous classes will be held via Blackboard Collaborate

DOCUMENTS FOUNDATIONAL TO THE MSN PROGRAM OF STUDY

1. ANA Standards for Advanced Practice
2. ANA Code of Ethics
3. Kentucky Nursing Statute (KRS 314) (Available online).

These documents are introduced in core courses and applied throughout the curriculum.

REQUIRED TEXTBOOKS:

1. American Nurses Association (2015). *Pediatric Nursing: Scope and Standards of Practice* (2nd ed). American Nurses Association.
2. Bolick, B., Reuter-Rice, K., Madden, M., Severin, P. (2020). *Pediatric Acute Care: A Guide to Interprofessional Practice* (2nd Ed.). Elsevier

RECOMMENDED TEXTBOOKS:

1. NAPNAP Pediatric Acute Care Review Course Manual.

COURSE AND FACULTY EVALUATIONS:

All students will have the opportunity to evaluate the course and faculty.

GRADING SCALE:

The grading scale used in all graduate courses in the School of Nursing is:

98-100 = A+	89-87 = B+	79-77 = C+	69-67 = D+	Below 59 = F
97-93 = A	86-83 = B	76-73 = C	66-63 = D	
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

Rounding rule: Individual assignment grades will not be rounded. When calculating the final course grade, grades of 0.5 and greater will be rounded up and grades of .49 and less will be rounded down.

TEACHING METHODS: (See Example on last page of syllabus template.)

A variety of teaching methodologies will be used including group work, lecture/discussion, and case studies.

COURSE ASIGNMENTS:

Assignment	Percentage Points	Schedule	Course Objectives
Participation -Thought Leader Responses	40%	X 4 Dates TBA	Course Objectives: 1-4
Thought Leader	40%	X1 Date TBA	Course Objectives 1-4
Final Exam	20%	X1	Course Objectives 1-4

DESCRIPTION OF COURSE ASSIGNMENTS:

Assignments are described online within Blackboard.

Participation -Thought Leader Responses	Students will participate in online discussion board led by a classmate. Participation points are earned when students provide thoughtful in-depth responses to the thought leader that promote discussion related to the Thought leader topic (4 responses required. Each response counts as 10% of the total grade)
Thought Leader	The Thought Leader is expected to post a discussion board topic on the assigned date given to the student by the course instructor. The thought leader is responsible for engaging in conversation via discussion board with classmates. (1 post required, the post and follow up discussion will be assessed and will count at 40% as the student's grade)
Final Exam	One exam will be completed at the end of the course to evaluate the students mastery of subject content.

INSTRUCTIONAL ALIGNMENT:

Course Objective	Student Learning Objectives	Student Learning Activities	NONPF Core Competency	NONPF Track Specific Competency	DNP Essentials
1. Discuss the historical development and scope of practice of the pediatric Acute care nurse practitioner role using the APRN consensus model	1.	1. Thought Leader 2. Thought Leader Responses 3. Final Exam			II, VIII
2. Demonstrate effective communication strategies appropriate for use by the nurse practitioner with inter-professional teams		1. Thought Leader 2. Thought Leader Responses 3. Final Exam			II, VI, VIII
3. Explore team leadership and consultation as each applies to the nurse in the advanced	2.	1. Thought Leader 2. Thought Leader Responses 3. Final Exam			II, VI, VIII

practice role.					
4. Understand how clinical privileges impact the role of the pediatric nurse practitioner.	3.	1. Thought Leader 2. Thought Leader Responses 3. Final Exam			VII, VIII

COURSE OUTLINE

Module	Week	Readings	Assignments
1: Introduction: Pediatric Acute Care Nurse Practitioner & Professional Issues: Certification, Licensure and Practice, Ethics	TBA	All readings and multimedia viewings will be posted on Blackboard under each module	Thought Leader (2) / Thought Leader Responses
2: CPNP-AC: Components of Pediatric Assessment, physical exam and review of pediatric milestones			Thought Leader (2) / Thought Leader Responses
3: CPNP-AC: Legal Issues, Safety, Communication			Thought Leader (2) / Thought Leader Responses
4: CPNP-AC: Evidence Based Practice, Policy, Advocacy and Diversity			Thought Leader (2) / Thought Leader Responses
5: CPNP-AC: Documentation, Billing / Coding and prescribing			FINAL EXAM

COURSE POLICIES:

Class Attendance during synchronous classes is necessary for accomplishment of the course objectives. All synchronous classes will be hosted via the Blackboard Collaborate platform. The course syllabus will be available to all students via blackboard. All course content and assignments will be posted and clearly outlined in Blackboard including dates that assignments are due.

ASSIGNMENT RETENTION POLICY:

Student papers/assignments may be displayed as student examples for course files and accreditation purposes. Student work used for any other purpose will require written permission from the student(s) prior to faculty use.

ATTENDANCE POLICY

The DNP is a professional program and attendance is required for all in-class sessions. To ensure success in this program and to maximize professional development, it is essential that students are present and engaged during all class sessions. If a student is absent, they are inherently unable to participate in class activities. The student will lose any points offered for that class. The student will not be able to make-up these points, regardless of the reason for the absence. The in-class schedule details the class dates at least a year in advance and is listed on the DNP resources page.

Class engagement includes limiting use of electronic devices to academic use or emergency situations only. Surfing the web, shopping on the web and checking Facebook is distracting and should not be done during class.

STUDENT GUIDELINES FOR EXAMS: individual to each class.

EXAMINATION REVIEWS:

(Instructors will provide specific directions for exam review.)
Review of examinations are at the discretion of the instructor. The purposes of exam reviews are for students to gain insight into rationales for correct answers, identify content areas for continued study, and enhance test taking abilities. The instructors will provide specific directions for exam reviews during the semester.

SON/UNIVERSITY POLICIES

COMPUTER ACCOUNT POLICY:

Students are required to have (1) a U of L email account and (2) access to Blackboard. Students must use their University email account for **all** communication. Faculty communication will be through this mechanism only.

CLINICAL COMPLIANCE:

The SON Undergraduate Student Handbook states "A student continuing a clinical experience while being out of compliance with any health/clinical requirement will be subject to dismissal

from the program." It is the student's responsibility to know and maintain clinical compliance throughout the semester. Occasionally, a student will be in compliance with all clinical requirements at the beginning of the semester, but a requirement will outdate during the semester. Students must be responsible for completing the update/renewal in a timely manner and providing the appropriate documentation to the Office of Student Services. If a student continues to attend clinical while out of compliance, the School of Nursing is not in compliance with agency contracts. This is a serious offense and the student WILL BE DISMISSED from the School of Nursing.

ACADEMIC DISHONESTY:

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. Examples of academic dishonesty are provided within the Code of Student Rights and Responsibilities, which is located in the General Information section of the University of Louisville Undergraduate Bulletin and in the School of Nursing Undergraduate Handbook. The faculty view academic dishonesty, including plagiarism and cheating, to be a serious offense, and a violation of professional ethics. The School of Nursing may impose any academic consequence including suspension or expulsion if the student is guilty.

WEB ENHANCED OR WEB BASED (ONLINE) COURSE:

A student who is enrolled in an online course or a course where portions are taught online, must exhibit conduct that reflects academic discipline and honesty. The student is expected to complete all requirements of the course as stated in the syllabus and online directions. Participation in discussion forums should reflect the same respect and decorum that would be displayed in a classroom setting.

IMPORTANT INFORMATION RELATED TO ALL GRADUATE COURSES: All students are required to read the Student Handbook and be familiar with all information related to the undergraduate program.

SOCIAL MEDIA POLICY:

Social media is defined as any form of electronic communication through which users create online communities to share ideas, information, personal messages, and/or other content (Merriam Webster, 2013). Students at the University of Louisville School of Nursing have an ethical and legal obligation to protect the privacy and confidentiality of all individuals associated with the School of Nursing, including patients, fellow students, faculty, and staff. Students are expected to properly use social media in all settings, as defined in the Student Handbook.

CELLULAR PHONES:

Cell phones must be either turned off or placed in silence/vibrate mode during class, clinical, and other learning experiences. If a student must respond to a call or page, she/he must leave the classroom to answer the call.

BAD WEATHER POLICY:

The School of Nursing follows University guidelines. The provost is the only person in charge of class cancellation. The easiest way to receive inclement weather closure information is by signing up for [UofL Rave Alerts](#), which will send a text message to your phone and an email to your university account. Sign up for alerts at: <http://louisville.edu/alerts>

Additionally, UofL will officially announce the weather related closings in the following ways:

- A notice on the [university home page](#), <http://louisville.edu>
- A recorded message at 502-852-5555
- A notice on university telephones
- Postings on the university's official Facebook and Twitter sites

The University will communicate with the campus community by these official methods only. Information posted on traditional or social media should be verified through one of the official channels. If the University cancels classes, no class or clinical are held. Classes on a delayed schedule for bad weather will begin at 10:00 am.

TITLE IX/CLERY ACT NOTIFICATION:

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of University policies. Anyone experiencing sexual misconduct and/or sex discrimination has the right to obtain confidential support from the PEACC Program 502-852-2663, Counseling Center 502-852-6585 and Campus Health Services 502-852-6479. Reporting your experience or incident to any other University employee (including, but not limited to, professors and instructors) is an official, non-confidential report to the University. To file an official report, please contact the Dean of Student's Office 502-852-5787 and/or the University of Louisville Police Department 502-852-6111. For more information regarding your rights as a victim of sexual misconduct, see the [Sexual Misconduct Resource Guide](#) (<http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure>).

RELIGIOUS HOLY DAYS AND OBSERVANCES:

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days. Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.

STATEMENT ON DIVERSITY:

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. The University is committed to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences-including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status-that enrich a vibrant metropolitan research university. Every member of

the academic family is expected to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

STATEMENT OF HEALTH STATUS:

It is the student's responsibility to inform the course faculty of any health issues that could impair performance or jeopardize the safety of self or others. The student must report any changes in health status, including pregnancy or injury which might impact ability to perform in the clinical setting, to the faculty. Students may be asked to provide documentation from a health care provider about ability to continue in the clinical setting. Students who fail to comply with this requirement are subject to dismissal from the program.

STUDENTS WITH DISABILITIES:

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. Students with identified disabilities, who need reasonable modifications to successfully complete assignments/tests and otherwise satisfy course criteria, are encouraged to meet with the Course Coordinator the first day of class with their Exam Accommodation Form to plan specific accommodations.

If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify the course coordinator immediately and contact the [Disability Resource Center](http://louisville.edu/disability) (Stevenson Hall, 502-852-6938, <http://louisville.edu/disability>) for verification of eligibility and determination of specific accommodations.

SHORTENED CREDIT HOUR POLICY:

To address the needs of its diverse student body, University of Louisville (UofL) has established an academic calendar policy based on a standard of fourteen (14) weeks (fall/spring terms). The university policy adheres to the requirements established by the federal government and the applicable accrediting bodies. All courses at UofL follow uniform standards for determining the amount of credit awarded:

- A one credit hour of lecture, discussion, or seminar requires at least 50 contact minutes per week during a regular semester (as allowed by SACS and consistent with the federal recognition of the Carnegie Unit definition).
- For each hour of credit, a student is expected to spend at least two-and-one-half hours (2.5 hours) of out-of classroom activity per week.

More information can be found at: <http://louisville.edu/oapa/credit-hour-definition-and-policy>

ACADEMIC DISHONESTY:

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. For more information, visit the Code of Student Rights and Responsibilities (Sections 5. and 6.)

PLAGIARISM AND CHEATING:

Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal from the University. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. Instructors may use a range of strategies at the University (including plagiarism prevention services such as SAFEASSIGN) to compare student works with private and public information resources in order to identify possible plagiarism and academic dishonesty. Comparisons of student works will often require submitting a copy of the original work to the plagiarism prevention service. The service may retain that copy in some circumstances.