

# UTEP NURSING

THE UNIVERSITY OF TEXAS AT EL PASO

<b>Spring 2018</b>	<b>Syllabus for NURS 5202: Pediatrics IA</b>
<b>Placement in Curriculum</b>	Graduate
<b>Prerequisites</b>	Admission to the Graduate Program
<b>Credits</b>	2.0 credits
<b>Faculty</b>	<p>Mercedes Martinez, MSN, APRN, CPNP-PC            Clinical Assistant Professor            Director of Pediatric Nurse Practitioner Programs            HSSN Building: Office #320            Office: 915-747-8229            Cell: 915-497-8274 (text please)  <a href="mailto:mhidalgomartinez@utep.edu">mhidalgomartinez@utep.edu</a>            Office Hours: Monday and Wednesday 9:00am to 2:30pm MST or by appointment</p> <p>Roberta Mercer, DNP, APRN, CPNP-PC            Clinical Assistant Professor            HSSN Building, Office TBA            Cell: 915-479-7965 (text please)  <a href="mailto:radurk@utep.edu">radurk@utep.edu</a>            Virtual Office Hours: Monday &amp; Wednesday 6:00 to 8:00 pm</p>
<b>Course Description</b>	The graduate level nursing course focuses on the assessment, diagnosis, and evidence-based management of well children and stable pediatric illness in primary care settings within the context of family, environment, and culture.
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. Apply pathophysiology, epidemiology, health and developmental assessment principles and diagnostic reasoning to formulate differential diagnoses of common stable pediatric illness presentation in primary care settings.</li> <li>2. Formulate, critically evaluate, and reformulate evidence-based management strategies of stable pediatric illness in primary care settings.</li> </ol>
<b>Activities</b>	Activities may include exams, discussion board differential diagnoses case studies, and standardized patient scenarios.
<b>Location</b>	This 7 week course is offered 100% online, asynchronous format.

<b>Required Textbooks</b>	Bajaj, L., Hambidge, S., Kerby, G., & Nyquist, A. (2011). Berman’s pediatric decision making: Expert consult (5 <sup>th</sup> edition). Philadelphia: Elsevier Mosby. (ISBN 978-0323054058)														
	Bernhardt, D.T. & Roberts, W.O. (2010). PPE: Preparticipation physical evaluation (4 <sup>th</sup> edition). Elk Grove Village, IL; American Academy of Pediatrics. (ISBN 978-1581103762)														
	Burns, C.E., Dunn, A.M., Brady, M.A., Starr, N.B., Blosser, C.G., & Garzon, D.L. (2017). Pediatric Primary Care (6 <sup>th</sup> edition). St. Louis: Elsevier. (ISBN 978-0323243384)														
	Hagan, J.F., Shaw, J.S., Duncan, P.M. (2017). Bright futures: Guidelines for health supervision of infants, children, and adolescents (4 <sup>th</sup> edition). Elk Grove Village, IL; American Academy of Pediatrics. (ISBN 978-1610020220)														
	Hay, W.W., Levin, M.J., Deterding, R.R., & Abzug, M.J. (2016). Current diagnosis and treatment: Pediatrics (23 <sup>rd</sup> edition). McGraw-Hill Lange. (ISBN 978-0071848541)														
	Neinstein, L. S. & Katzman, D.K. (2016). Adolescent and Young Adult Health Care: A Practical Guide (6 <sup>th</sup> edition). Wolters Kluwer. (ISBN 978-1451190083)														
	Taketomo, C.K. (2017). Pediatric & neonatal dosage handbook: An extensive resource for clinicians treating pediatric and neonatal patients (24 <sup>th</sup> edition). Lexi-Comp. (ISBN 978-1591953654)														
<b>Highly Recommended Textbooks</b>	Baker, C.J. (2017). Red book atlas of pediatric infectious diseases (3 <sup>rd</sup> edition). Elk Grove Village, IL; American Academy of Pediatrics. (ISBN 978- 1610020602)														
	Engorn, B. & Flerlage, J. (2015). The Johns Hopkins Hospital: The harriet lane handbook. (20 <sup>th</sup> edition). Philadelphia: Elsevier Saunders. (ISBN: 978-0323096447)														
	Marcdante, K.J. & Kleigman, R.M. (2015). Nelson Essentials of Pediatrics (7 <sup>th</sup> edition). Philadelphia: Elsevier Saunders. (ISBN 978-1455759804)														
	Zitelli, B.J., McIntire, S., & Nowalk, A.J. (2018) Zitelli and Davis’ atlas of pediatric physical diagnosis (7 <sup>th</sup> edition). Philadelphia: Elsevier. (ISBN 978-0323393034)														
<b>Graded Assignments</b>	<table border="1"> <thead> <tr> <th>Assignments</th> <th>Weight Points</th> </tr> </thead> <tbody> <tr> <td>Introduction</td> <td>50</td> </tr> <tr> <td>Course Acknowledgement</td> <td>50</td> </tr> <tr> <td>Quizzes (3) at 100 points each</td> <td>300</td> </tr> <tr> <td>Discussion Board Postings (7) at 10 points each</td> <td>70</td> </tr> <tr> <td>Case Studies (3) at 100 points each</td> <td>300</td> </tr> <tr> <td>Comprehensive Family Assessment</td> <td>100</td> </tr> </tbody> </table>	Assignments	Weight Points	Introduction	50	Course Acknowledgement	50	Quizzes (3) at 100 points each	300	Discussion Board Postings (7) at 10 points each	70	Case Studies (3) at 100 points each	300	Comprehensive Family Assessment	100
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	Case Studies (3) at 100 points each	300													
Comprehensive Family Assessment	100														

Contraception for Adolescents	100
Course Evaluation	30
<b>TOTAL</b>	1000 Points
<b>Grading Scale (Standard for School of Nursing)</b> <b>A= 900 – 1000 points</b> <b>B= 800 – 899 points</b> <b>C= 700 – 799 points</b> <b>D= 600 – 699 points</b> <b>F= &lt;600 points</b>	

**Late Assignments**

All assignments listed are required for successful completion of this course. If a student anticipates difficulty in completing an assignment (s) on time, he or she shall notify faculty in advance of the due date. Faculty will make a final decision on the late assignment (s).  
 If an assignment is submitted late without prior approval points will be deducted as listed below:

- 24 hours late: deduction 10% of points
- 48 hours late: deduction 20% of points
- more than 48 hours late: results in a zero

**Incomplete grades**

Students may receive a grade of an “I” for incomplete work only in exceptional circumstances and with faculty approval. Students who expect to take an incomplete must develop (with faculty) a written plan including a timeline for completing the course assignments. Although university policy requires completion of all required assignments within one year, the School of Nursing (SON) policy may be more stringent and faculty may require completion of course requirements within a shorter time period.

**Expectation and Responsibility of Students**

The majority of learning occurs outside the actual or virtual classroom during discussions with peers, colleagues, and friends; while researching solutions to practice problems or digesting reading material, and when completing assignments. Students share, examine, and clarify information and learning within the virtual classroom setting and in discussion boards.  
 Students are to be well prepared and actively involved in learning. In order to participate; attending to readings and assignments is essential.

	<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• Review course updates and course email at least three times a week</li> <li>• Complete all activities and participate in discussion boards</li> <li>• Communicate clearly and openly with peers and faculty</li> <li>• Use netiquette and show respect for the opinions and work of others</li> <li>• Seek assistance for writing and presentation of materials as needed to meet graduate level standards</li> </ul>
<p><b>Academic Integrity and Scholastic Dishonesty</b></p>	<p>Academic Integrity is a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility.</p> <p>Scholastic Dishonesty: Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable to another person. Violations will be taken seriously and will be referred to the Office of Student Conduct and Conflict Resolution.</p> <p><a href="http://sa.utep.edu/osccr/academic-integrity/">http://sa.utep.edu/osccr/academic-integrity/</a></p>
<p><b>Technical Support</b></p>	<p>Students and instructors have 24/7/365 support through Blackboard in a variety of ways. The Online Support Center offers phone, chat, and email contact options:</p> <ul style="list-style-type: none"> <li>• Online Support Center: <a href="http://admin.utep.edu/Default.aspx?tabid=74092">http://admin.utep.edu/Default.aspx?tabid=74092</a></li> <li>• Phone: 1-915-747-4357</li> <li>• Email Support: <a href="mailto:helpdesk@utep.edu">helpdesk@utep.edu</a></li> <li>• Live Chat: Chat With Us</li> </ul> <p>University resources are also available for students: Monday - Friday from 8:00 am - 5:00 pm MT at the UTEP Help Desk</p>
<p><b>Disabled Student Statement</b></p>	<p>If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 915-747-5148, or by email to <a href="mailto:cass@utep.edu">cass@utep.edu</a>, or visit their office located at UTEP Union East, Room 106. For additional information, please visit the CASS website at <a href="http://www.sa.utep.edu/cass">http://www.sa.utep.edu/cass</a>.</p> <p><i>CASS' Staff are the only individuals who can validate, and if needed, authorize accommodations for students with disabilities.</i></p>