Syllabus – Fall 2018

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Program Information

This course is offered as part of the Neonatal Nursing Master’s Degree Online.

Course and Instructor Information

**Course Title:** Advanced Neonatal Nursing Theory II  
**Credits:** 3  
**Format:** Online  
**Prerequisites:** NURS 5365, NURS 5369, NURS 5350, NURS 5362, NURS 5370

**Professor:** Mary Whalen, DNP, APRN, NNP-BC  Assistant Professor  
**Email:** Mary.Whalen@uconn.edu  
**Phone:** 860-486-8063

**Office Hours/Availability:** Monday – Friday, response time minimum of 2 days and up to 2 weeks per University policy. If either of us expects to be away due to illness, travel or family obligations, we will make every attempt to notify you in advance. Personal one-to-one phone discussion can be arranged at an agreed upon date and time.

Course Materials

Required course materials should be obtained before the first day of class.

Texts are available through a local or online bookstore. The [UConn Bookstore](#) carries many materials that can be purchased.

**Required Materials:**


5. Trotter, C.W. (Ed), (2012), Neo Radiology Basics (2nd ed). CD, NICU Ink. This reference will be streamed via Blackboard, purchase is not required. If you would like to purchase the program it can be found only on the website for the Academy of Neonatal Nursing. This CD is a great reference and written so that you will learn how
to read X-Rays in general, yet the disease content is neonatal specific. The radiology basics CD is not sold anywhere except through the Academy of Neonatal Nursing. Just Google the website, once there you will find it listed in the "Online Store" last on the list. If you are a member there is a substantial discount otherwise it is $90.


**Recommended Materials:**


*Additional course readings and media are available within HuskyCT, through either an Internet link or Library Resources*

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**Course Description**

Focuses on the acquisition and application of in–depth physiological and psychosocial knowledge to the nursing care of neonates and their families. Emphasis is placed on the role of advanced practice in nursing management of high–risk neonatal populations.

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**Course Objectives**

By the end of the semester, students should be able to
1. Compare and contrast rationales for selected interventions used in the nursing care of high–risk neonates and their families.
2. Differentiate the role of the advanced practitioner from other health care providers in the care of high–risk neonates and their families.
3. Identify researchable problems in neonatal nursing.

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**Course Outline (and Calendar if Applicable)**

Refer to the Topical Outline and Course Schedule for all topics and due dates. This can be also be found on the lefthand Navigation in the course.

Note: The instructor reserves the right to change due dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

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**Course Requirements and Grading**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Quizzes (total of 8)</td>
<td>10%</td>
</tr>
<tr>
<td>Fluid and Electrolyte Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Journal Club (group work)</td>
<td>15%</td>
</tr>
<tr>
<td>Questions of the Week (total of 4)</td>
<td>5%</td>
</tr>
<tr>
<td>Weekly Reflections in VoiceThread (total of 14)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Midterm Exam 15%
Radiology Basics Exam 25%
Final Exam 25%

NOTE: Please be sure to read all the grading criteria outlines before submitting anything for grading. All components listed in the outline must appear for each assignment or points will be deducted as described in the syllabus.

Module Quizzes (10% total):
A quiz will follow each module to assess mastery of the theory presented. These quizzes will be graded and will be part of your final grade as presented above. The quiz will be available on the Friday noon of each module week and close Saturday at noon EST of each module week. Students will have 30 minutes to complete quizzes. Use these quizzes to strengthen your standardized test taking skills and assess areas requiring more study.
Specific expectations for graded module quizzes are provided in the course. Due dates are specified in the Topics Outline and Calendar course menu area.

Fluid and Electrolyte Quiz (5%):
This Quiz is expected to help you with multiple calculations to adjust fluid volume, glucose concentration and electrolytes in solution. Additional examples that are not graded will also be provided and available for discussion. The quiz will be available on the Friday at noon EST in module 1 and close Saturday at noon EST. Use this quiz to strengthen your standardized test taking skill and assess areas requiring more study.

Group Work
Group work is important for the building of leadership and collaboration skills. You will be expected to work together as a group for the next two assignments as described in this syllabus (Journal Club). Only once, at the end of the semester week 13, you will be expected to submit a group grade. Please use the template below to grade yourself. Select a leader of the group to compile the results and submit a combined report only with a conclusive statement to the instructor. Submit electronically to HYPERLINK "mailto:Mary.whalen@uconn.edu" Mary.whalen@uconn.edu no later than 5PM, 12/08/17.

<table>
<thead>
<tr>
<th></th>
<th>Somewhat</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributed to group presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed the assignment requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Facilitated teamwork</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated in group discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Acted as a team player</td>
<td></td>
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</table>

Note: You are expected to grade one another on contributions to the group. Check the group grading
rubric to see full expectations before you start working together. Your group will submit ONE summary group grade at the conclusion of these group assignments.

**Journal Club (15%): (Group Presentation)**
The purpose of this assignment is to help the student think critically and to assimilate theory that has been presented throughout this course of study.

- Each group will present a critique of one research–based article that best describes either a controversy over therapies or best practice via VoiceThread. A HuskyCT ‘Sign Up Sheet’ has been set up for your group to note which week you are presenting.
- First you will present your initial question used to search, next you will present your question in the form of a PICOT question (as you did in NURS 5365 Module II). See: Stillwell, S. B., Fineout–Overholt, E., Melnyk, B. M., & Williamson, K.M. (2010). Evidence–based practice, step by step: Asking the clinical question: A key step in evidenced–based practice. American Journal of Nursing 110(3) pp 58–61. DOI: 10.1097/01.NAJ.0000368959.11129.79 *Remember, the type of question you have will drive the level of evidence you are looking for.* In your evaluation you decide then if the Evidence you are critiquing is the level expected or lower (perhaps higher if meta analysis or synthesis) for your question and reference the meaning in your summary.
- Next you will complete the rapid critical assessment using the rapid critical assessment tool specific for the level of evidence you are critiquing. For example: Randomized Controlled trials, Cohort studies, etc., all use different tools. Fineout–Overholt, E., Melnyk, B. M., Stillwell, S. B., Williamson, K. M. (2010). Evidence–based practice, step by step: Critical appraisal of the evidence: Part II American Journal of Nursing 110(9) pp 41–48, provides an example of how this should be laid out. The different tools can be found on Husky CT (Look under the left course menu under ‘Resources’ section for the RCA tools). Choose the correct tool for your study. Answering the questions in the tool will allow you to evaluate the quality of the study and how pertinent it is to your question. You may wish to present each question from the RCA on a different powerpoint slide.
- Summarize your opinion of the research as it relates to your question of inquiry, including why or why not the research has relevance.

## Grading Rubric:

<table>
<thead>
<tr>
<th>Clause</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of research question and PICOT question (in format)</td>
<td>20%</td>
</tr>
<tr>
<td>How well did your group address usefulness in practice and relevance to your question of inquiry?</td>
<td>20%</td>
</tr>
<tr>
<td>Overall clarity and comprehensiveness of critical review</td>
<td>20%</td>
</tr>
<tr>
<td>Summary including discussion of further research needed or not</td>
<td>20%</td>
</tr>
<tr>
<td>Facilitation of class discussion</td>
<td>20%</td>
</tr>
</tbody>
</table>

Articles should be given/posted to the class at least one week prior to the assigned presentation.
Further resources and best practices for using VoiceThread area available in HuskyCT.

Complete expectations for the Journal Club assignment are provided in HuskyCT. The due date is specified in the Topics Outline and Calendar course menu area.

**Questions of the Week (5%):**
There will be 4 ‘Questions of the Week’. These questions will be linked in certain modules found on HuskyCT.
(Note: you can also navigate to these questions via the Assignments area.) These questions will help to assess your knowledge and the application of the theory we are covering this semester. Your response will be posted in Husky CT. Please be sure to read the question before you do your readings for the week, as this will help you formulate your answer. The questions will become more complex as we move along in the semester. Your individual response to the ‘question of the week’ will be submitted no later than 5pm on Friday the week it is presented. Please be sure to read the question thoroughly before you formulate your answer. Once everyone has submitted their response, the instructor will post the answer the following morning.

**Grading Rubric:**

<table>
<thead>
<tr>
<th>Description of the disease, problem, or medication.</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complications or risks associated with the disease or treatment.</td>
<td>25%</td>
</tr>
<tr>
<td>Treatment or recommendation</td>
<td>25%</td>
</tr>
<tr>
<td>Family and/or team collaboration/education related to the disease, problem, or treatment</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Weekly Reflections (Not graded, but required)**
This is a reflective area available to you each week in VoiceThread (a web 2.0 tool enabling us to easily have ‘verbal’ conversations using your computer’s microphone or webcam). In this space you may post to your fellow students and the instructor, questions and comments about concepts/theories. Broad questions about the role of the NNP and how it applies to the theory discussed will also come up. Use this tool to seek clarification or just general content discussion. For example; you may wish to pose a question to a fellow student and a few others join in the discussion. If faculty find that the explanation or understanding is going in the wrong direction, the discussion will be re-directed. Please refer to the question you are commenting on by mentioning the authors name, ie: “In response to Sally’s comment about gastrochisis.....”. Remember this VoiceThread area and the discussion threads are our simulation tool for “in classroom discussion”. As our best mode of communication please do not hesitate to pose questions about the materials presented. Most likely someone else has the same question, therefore, all will benefit from the discussion. Stupid questions are only the ones not asked!

Further resources and best practices for using VoiceThread area available in HuskyCT. Due dates are specified in the Topics Outline and Calendar course menu area.

**Midterm Exam (15%):**
The midterm exam will be administered online via HuskyCT end of week 7 of the course and will include questions from material presented in Modules 1-3 only. The exam will be offered from Friday 10/26/18 at noon through noon on Saturday 10/27/18 EST (single access only). This midterm is a
comprehensive (on theory to date), 50–item, 1 hour, objective exam. It will be in the format of the NCC certification exam for NNPs.

**Radiology Exam (25%)**: Students will be expected to complete the CEU test included with the Radiology Basics CD and to submit the test via Husky CT no later than Friday 11/30/18 no later than 5PM EST.

**Final Exam (25%)**: The final exam will be administered online via HuskyCT during week 14 of the course. The exam will be offered from Friday 12/07/18 noon EST through noon on Saturday EST (single access only). This exam is cumulative for the semester, and is an objective exam, containing 50 items. It will be in the format of the NCC certification exam for NNPs. You will have 60 minutes to complete the exam.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100</td>
<td>A+</td>
<td>4.3</td>
</tr>
<tr>
<td>93-96</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>73-76</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>67-69</td>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>63-66</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>60-62</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>&lt;60</td>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Due Dates:** The Topics Outline and Calendar course menu item in HuskyCT lists all due dates for the course. All course deadlines are based on Eastern Standard Time (EST); if you are in a different time zone, please adjust your submission times accordingly.

POLICY ON LATE or MISSING ASSIGNMENTS: Late papers and assignments are subject to grading penalties of one letter grade per day that the assignment is late (A+ to A, A to A-, etc), unless permission has been secured prior to the due date.

POLICY ON MISSED EXAMS: Exams will be offered online according to the schedule on the syllabus. Students are expected to take exams at the regularly scheduled exam time. Any student not taking a scheduled course exam, for any reason, must contact the instructor prior to the time of the exam. Should the opportunity for an alternate exam time be permitted, a make–up exam will be provided with different questions from the original one. Please note: Forgetting to take an exam/quiz, working on that day, etc. are not considered valid excuses for failing to take exams/quizzes on time. Make up exams will only be allowed in rare cases.

RELIGIOUS OBSERVANCES: Policy on conflicts related to religious observances: In the event of a conflict with a religious observance, students should inform the instructor within the first 3 weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work.
Feedback and Grades
We will make every effort to provide feedback and grades in a timely manner. To keep track of your performance in the course, refer to My Grades in HuskyCT

Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. This section provides a brief overview to important standards, policies and resources.

Student Code

You are responsible for acting in accordance with the University of Connecticut's Student Code. Review and become familiar with these expectations. In particular, make sure you have read the section that applies to you on Academic Integrity:

- Academic Integrity in Undergraduate Education and Research
- Academic Integrity in Graduate Education and Research

Cheating and plagiarism are taken very seriously at the University of Connecticut. As a student, it is your responsibility to avoid plagiarism. If you need more information about the subject of plagiarism, use the following resources:

- Plagiarism: How to Recognize it and How to Avoid It – tutorial module
- University of Connecticut Libraries’ Plagiarism Resources (includes research, citing and writing resources)

Copyright

Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

Netiquette and Communication

At all times, course communication with fellow students and the instructor are to be professional and courteous. It is expected that you proofread all your written communication, including discussion posts, assignment submissions, and mail messages. If you are new to online learning or need a netiquette refresher, please look at this guide titled, The Core Rules of Netiquette.

Adding or Dropping a Course

If you should decide to add or drop a course, there are official procedures to follow:

- Matriculated students should add or drop a course through Peoplesoft.
- Non-degree students should refer to Non-Degree Add/Drop Information located on the registrar’s website.

You must officially drop a course to avoid receiving an “F” on your permanent transcript. Simply discontinuing class or informing the instructor you want to drop does not constitute an official drop of the course. For more information, refer to the:

- Undergraduate Catalog
- Graduate Catalog
Academic Calendar

The University's Academic Calendar contains important semester dates.

Academic Support Resources

Technology and Academic Help provides a guide to technical and academic assistance.

Students with Disabilities

Students needing special accommodations should work with the University's Center for Students with Disabilities (CSD). You may contact CSD by calling (860) 486-2020 or by emailing csd@uconn.edu. If your request for accommodation is approved, CSD will send an accommodation letter directly to your instructor(s) so that special arrangements can be made. (Note: Student requests for accommodation must be filed each semester.)

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. (Retrieved March 24, 2013 from http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx)

Policy Against Discrimination, Harassment and Related Interpersonal Violence
The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate amorous relationships can undermine the University’s mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

More information is available at equity.uconn.edu and titleix.uconn.edu.

Statement on Absences from Class Due to Religious Observances and Extra-Curricular Activities

Faculty and instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from religious observances or participation in extra-curricular activities that enrich their experience, support their scholarly development, and benefit the university community. Examples include participation in scholarly presentations, performing arts, and intercollegiate sports, when the participation is at the request of, or coordinated by, a University official. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up missed work. For conflicts with final examinations, students should contact the Office of the Dean of Students.

Faculty and instructors are also encouraged to respond when the Counseling Program for Intercollegiate Athletes (CPIA) requests student progress reports. This will enable the counselors to give our students appropriate advice.
School of Nursing Policies

As a student in the School of Nursing, you are expected to abide by the following School policies:

- **Policy and Procedures for missed exams/coursework (PDF)**
- **Grade Rounding Policy (PDF)**
- **Religious Observant Conflict Policy (PDF)**
- **Cell Phone Usage (PDF)**
- **Social Media Policy (PF)**
- **Procedure for Taking an Exam (PDF)**
- **Clinical requirements for Graduate and Residency Programs(PDF)**
- **Clinical Requirements for Prelicensure Students (PDF)**
- **Dress Code Policy (PDF)**
- **Policy Regarding Math Competency (PDF)**

- **Laptops:** All students are required to have their own laptop computer with wireless capability prior to the start of second semester sophomore year for baccalaureate students and prior to the start of the CEIN program.

- **Clinical Agency Dismissal Statement:** "Removal from clinical by agency personnel is grounds for failure in the course."

- The School of Nursing reserves the right to make final decision regarding clinical assignments and to modify such clinical assignments to facilitate the student's completion of the course objectives.

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**Evaluation of the Course**

Students will be provided an opportunity to evaluate instruction in this course using the University's standard procedures, which are administered by the [Office of Institutional Research and Effectiveness](#) (OIRE).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.