Practicum I Course Syllabus - Summer Session 3 2017
(June 5, 2017 - August 19, 2017)

Excluding textbooks, the information on this syllabus is subject to change. For the most up-to-date syllabus, check this page on the first day of classes.

Program Information

This course is offered as part of the online Neonatal Acute Care concentration of the M.S. in Nursing degree program.

Course and Instructor Information

Course Title: NURS 5369: Advanced Neonatal Practicum I
Credits: 2
Prerequisites: NURS 5365
Format: Online via HuskyCT

Instructor: Mary Whalen DNP, NNP-BC, APRN
Adjunct Faculty/Clinical Coordinator
Email: mary.whalen@uconn.edu

Availability: Monday – Friday, response time minimum of 2 days and up to 2 weeks per University policy. If I expect to be away due to illness, travel or family obligations, I 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 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.

Course Materials

Required Course Materials:

978-0-323-07253-3

Recommended Resources:


Additional course readings, articles, and media are as assigned by instructor and are available within HuskyCT, through either an Internet link or Library Resources.

Course Requirements and Grading

This is a clinical course. The majority of the work takes place in the clinical setting with your preceptors who will be your mentors and facilitators of your learning. The depth and richness of your learning experience is dependent upon what you bring to the experience. Our meetings as arranged in Husky CT will provide you with the opportunity to discuss and share your experiences with the rest of the class and expand your knowledge through shared experience. Discussions and Clinical logs will be due bi-weekly with one exception. The Case presentation will be due on an odd week, week 9.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Clinical Rotation (160 hours)</td>
<td>70%</td>
</tr>
<tr>
<td>Discussions (Total of 5)</td>
<td>5%</td>
</tr>
<tr>
<td>Clinical Logs (Total of 5)</td>
<td>15%</td>
</tr>
<tr>
<td>Case Presentation (week 9 on Wednesday @ 5PM)</td>
<td>10%</td>
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Clinical Rotation - Minimum of 160 Hours (70%):

Important note: Based on adult learning principles, students are expected to attend clinical at least two days in a row; single days are strongly discouraged. The rationale for this is that retention of new concepts and knowledge application are best reinforced by repetition, making consecutive clinical days very advantageous to both students and preceptors. Additionally, patient progression cannot be observed or measured without consecutive attendance at clinical. Students should plan accordingly.

Evaluation of clinical performance from clinical preceptor, student and clinical coordinator with the use of the evaluation tools posted in Husky CT. The evaluation tools have also been distributed to your preceptors and yourself via E-mail.

Discussions (5%):

Online discussions will be our way of communicating with each other to discuss your clinical
experience, as well as what opportunities you have had in relation to where you should be given your current level of knowledge and expertise. Discussions will occur bi-weekly (meaning you will be posting every other week during the summer session). The discussion will begin with a question or questions posed by the instructor. You will post your response and then you will join the general discussion with your peers, where you will be expected to respond to others comments. You will be graded on your participation. At least two (2) responses per discussion are required. This includes your initial response to the question and at least one response to the discussion thread. Exceptions require permission from the instructor.

Specific expectations for these graded discussions are provided in the course. Due dates are specified in the Topics Outline and Calendar course menu area.

NOTE: Your original discussion forum post is called a ‘thread’. I want each of you to begin each discussion with an authentic/original thought (without being influenced by others). Therefore, you will NOT be able to see any of your classmates’ threads until you have created your own original thread.

Clinical Logs (15%):

Logs will be posted to the class Husky CT site on at least a every other week (bi-weekly) basis. The log should include:

- **Subject line:** Date, time, number of hours spent that day, total number of hours spent in the clinical setting.
- **Body:** A brief description of your activities of the day(s), successes (staff education), list procedures, areas in need of improvement, family interactions, and goals for upcoming clinical.
- Please make sure your log contains all of the outlined components for full credit. If something does not apply say so, exp. Procedure attempts, none.
- Please do not identify any patient or institution by name in your logs: use initials only. E-mail messages are essentially postcards: open to reading by those who are “in the know.”

**Sample log entry:**

*Dates:* From 6/02/17-6/22/17  
*Number of hours:* 16 this interval, 16 total

*Activities this time period:* Cared for 4 newborns in step-down unit, all on full feedings. Wrote feeding orders, updated medication orders, wrote progress notes, and spoke with nurses about discharge of all 4 patients. Presented patients on rounds, answered Attending questions with minimal problem. Attended Neonatology Grand Rounds on breastfeeding.

*Successes:* Completed all physical assessments and gather pertinent data before rounds. Wrote orders and progress notes with minimal direction. Positively interacted with patients’ nurses in working on discharge plans. Responded appropriately to nursing staff’s requests for clarification of orders.


*Procedure attempts/successes:* attempt intubation x2, with one success orally. It was very difficult
with so many people watching.

Family interactions: Updated two families at bedside and answered questions. Phoned one family at home; updated father and answered questions. Left note at one patient’s bedside asking mother to call me tomorrow. Spoke with social worker about one family’s visiting pattern (lack thereof).

Areas in need of improvement: Organization of data on rounds, especially looking ahead to caring for more complicated infants.

Goals for upcoming clinical: Present data in more organized manner on rounds. Care for 6 infants in step-down unit, including orders, notes, family interactions, and problem-solving.

Case Presentation (10%)

Choose an interesting case from either your clinical or work setting. You will be responsible for an informal presentation of the:

- **History** including maternal and neonatal
- **Pertinent physical findings**
- **Pertinent lab values**, X-Rays, ultrasounds, ECHO’s, etc. that support the clinical diagnosis (this includes both normal and abnormal findings) or **differential diagnostic list** if the actual diagnosis is not known.
- **Interventions and Treatment** (nursing, respiratory, ID, radiologic, etc. including medications and nutrition as applicable) and explain how these therapies support the clinical status and or diagnosis.

After the Case presentation, you will be expected to engage the class in a brief discussion of the primary diagnosis based on your review of the literature. The discussion can be initiated by writing a question for the class at the end of your presentation. Provide for the class a copy of one article that helped you the most to understand the disease process you are presenting. Presentations will be posted on VoiceThread week 9 on Wednesday by 5PM EST for discussion through Friday at 5PM EST.

Bi-Weekly Reflections (Not graded)

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/clinical. Broad questions about the role of the NNP in the clinical setting will also come up. Use this tool to seek clarification or share experiences/learning opportunities with others in the class. For example; you may wish to pose a question to a fellow student and a few others join in the discussion. If I find that the explanation or understanding is going in the wrong direction I will redirect the discussion. If the discussion is spot on I will let you know. Please refer to the question you are commenting on by mentioning the authors name, ie: In response to Sally’s comment about gastroschisis.....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. 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.
The final course grading scale is as follows:

<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>
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<tr>
<td>70-72</td>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>67-69</td>
<td>D+</td>
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<td>60-62</td>
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</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 submittal 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:** There will be no examinations for this course.

**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.

| 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.

In addition, Essential Content and Competencies identified by the National Association of Neonatal Nurses
in their Program Guidelines for Neonatal Nurse Practitioner Preparation relating to physiology, pathophysiology and genetics of the high-risk family through antenatal, intrapartum, postpartum and the neonatal period will be met.

**CLINICAL OBJECTIVES:**

The major objective of this course is to prepare neonatal nurse practitioner students as competent advanced practice nurses. Clinical objectives are selected from NANN’s NNP Student Evaluation Tool that focuses on professional practice competencies:

15. Applies appropriate theories from nursing and related disciplines to provide quality care to infants and families;
16. Develops a comprehensive database that includes pertinent history; diagnostic tests; and physical, behavioral, and developmental assessments;
17. Assesses family adaptation, coping skills, and resources, and develops an appropriate plan of care
18. Selects and interprets diagnostic tests and procedures;
19. Relates assessment findings to underlying pathology or physiologic changes;
20. Establishes differential diagnoses based on the assessment data;
21. Implements a comprehensive, multidisciplinary plan of care that incorporates cultural, ethnic, and developmental variations;
22. Establishes appropriate priorities of care;
23. Plans, implements, and evaluates pharmacologic therapies;
24. Performs routine diagnostic and therapeutic procedures according to established protocol and current standards for NNP practice;
25. Initiates and performs necessary measures to resuscitate and stabilize a compromised infant;
26. Evaluates results of interventions using accepted outcome criteria and revise plan accordingly;
27. Communicates with family members regarding infant’s changing health care status and needs;
28. Consults with other health care providers and agencies in providing care to infants and families;
29. Initiates referrals based on the needs of infants and families;
30. Assesses educational needs of the family and implements a culturally sensitive teaching plan;
31. Presents and documents the database, impression and plan of care;
32. Participates in the systematic review of patient records, protocols, treatment plans, and outcomes to determine; their effectiveness in meeting established standards of care;
33. Provides anticipatory guidance to families regarding infant growth and development, physical and social needs, and strategies;
34. Participates in the development, review and evaluation of NNP protocols;
35. Collaborates with the family and multidisciplinary health care team in discharge planning and on-going management of the infant in the primary care setting.

**Course Outline and Calendar**

Refer to the HuskyCT *Topics Outline and Calendar* course menu item for all topics and official deadlines. This can be found on the left-hand navigation in HuskyCT.

Note: The instructor reserves the right to change due dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner. Guest lecturers are a valuable resource to the UCONN NNP program, and as such, will be accommodated in the event of cancellations or the need to reschedule. Students will be notified as soon as possible so that they may complete assigned readings prior to class.
Below is a quick snapshot of the course (see HuskyCT Topics Outline and Calendar for complete details):

Practicum at a glance:

Week #1 – June 5 clinical begins

Week #2 – June 12 Discussion thread and clinical log

Week #3 – June 19 clinical

Week #4 – June 26 Discussion thread and clinical log

Week #5 – July 3 clinical, Interim evaluation is due

Week #6 – July 10 Discussion thread and clinical log

Week #7 – July 17 clinical

Week #8 – July 24 Discussion thread and clinical log

Week #9 - July 31 Case presentation

Week #10 – August 7 Discussion thread and clinical log, Final evaluation is due

Student Responsibilities and Resources

School of Nursing Specific Policies:

- Policy and Procedures for missed exams/coursework
- Grade Rounding Policy
- Religious Observant Conflict Policy
- Cell Phone Usage
- Social Media Policy
- Procedure for Taking an Exam
- Clinical Practicum Courses
- Dress Code Policy
- Policy Regarding Math Competency
- 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.

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, available at http://www.community.uconn.edu/student_code.html. Review and become familiar with these
expectations. Refer to the University Student Code – Responsibilities of Community Life: The Student Code Suggested: “As members of the university community students have an obligation to uphold the Student Code” – please refer to the Student Code at http://www.dosa.uconn.edu. 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
- Instructional Module about Plagiarism
- University of Connecticut Libraries’ Student Instruction (includes research, citing and writing resources)

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 proof read 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.

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.)

The University of Connecticut's online course management system, HuskyCT, is a product of Blackboard, Inc. “Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards
Software and Platform Requirements

- VoiceThread account (‘free’ web 2.0 collaborative platform): Register with your UConn email address at [www.voicethread.com](http://www.voicethread.com) NOTE: The instructor will send you an email (via your uconn.edu address) with registration details.
- Microphone access (to allow you to “voice” comment in VoiceThread)
- Webcam access (to allow you to use “video” to comment in VoiceThread). Note: Many laptops provide built-in webcam and microphone capabilities. If you do need to purchase a webcam, the prices are reasonable, usually under $20.
- Word processing software
- Internet access
- Microsoft Silverlight (a free browser plug-in to watch and listen to the instructor provided video lectures through the UConn MediaSite server).
- This course may use Mediasite to stream video content. To ensure that your computer is set up for a smooth Mediasite experience, review the minimum requirements to run the Mediasite Player and test your connection: [http://www.sonicfoundry.com/site-requirements](http://www.sonicfoundry.com/site-requirements). Refer to Mediasite viewing tips for more help and troubleshooting.

UConn HuskyCT Support: This course is facilitated online using the learning management platform, [HuskyCT](http://www.huskyct.uconn.edu). If you have difficulty accessing HuskyCT, call the Digital Center (DLC) at (860) 486-1187, or visit its online help (including remote help) at [http://dlc.uconn.edu](http://dlc.uconn.edu).

Blackboard 24/7 Support: HuskyCT is a product of Blackboard, Inc. As an eCampus online student, you now have access to 24x7 support for HuskyCT through Blackboard, Inc. This 24x7 access includes live chat, phone and support documents through [www.ecampus24x7.uconn.edu](http://www.ecampus24x7.uconn.edu). (Note: You still also have access to the existing in person/live person support options available during regular business hours in the Digital Learning Center ([www.dlc.uconn.edu](http://www.dlc.uconn.edu)) noted above).

VoiceThread Support: VoiceThread troubleshooting and tips are found on the main VoiceThread website at [http://voicethread.com/support/howto/Basics/](http://voicethread.com/support/howto/Basics/). You are also able to ask VoiceThread a question directly via email during normal business hours at [http://voicethread.com/support/contact/](http://voicethread.com/support/contact/). (their advertised turnaround time for questions is 1 - 2 business days, but it is usually quicker. You may enter a phone number on the contact website for VT to reach you at if you would like to speak to someone personally over the phone.) Further tutorials and tips are located on our HuskyCT course menu under “VoiceThread Expectations”.

Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use of electronic mail with attachments.
- Save files in commonly used word processing and presentation program formats.
- Copy and paste text, graphics, or hyperlinks.
● Use Microsoft Word (or other Word processing software).
● Develop Presentations (PowerPoint or other presentation software like Google Docs ‘Presentation’)
● Use VoiceThread to upload files and hold verbal conversations (microphone and webcam use)
● Work with two or more browser windows simultaneously.
● Open and access pdf files.
● Use the HuskyCT content editor to link students to your VoiceThread case presentation (see Blackboard content editor tutorial. Scroll down to read about ‘Using the Link Function’).

**Evaluation and Course Feedback**

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. There will also be two informal opportunities to provide your instructor with anonymous feedback *during* the course.