Advanced Neonatal Practicum II Course Syllabus - Fall 2018
(August 27, 2018 - December 7, 2018)

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 5379: Advanced Neonatal Practicum II
Credits: 3
Prerequisites: NURS 5365 and NURS 5369
Format: Online via HuskyCT

Instructor: Sandra Bellini DNP, APRN, NNP-BC, CNE
Clinical Professor, Director NNP Program
Email: sandra.bellini@uconn.edu

Availability: Monday – Friday, response time minimum of 2 days and up to 2 weeks per University policy. If either of us expect 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 Description

The focus of this practicum is on the acquisition and application of in-depth physiological and psychosocial knowledge to the nursing care of neonates and their families. Emphasis is place on the role of advanced practice in nursing management of high-risk neonatal populations and their families.

Course Materials

Required Course Materials:


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 Objectives

By the end of the semester, students should be able to:

1. Apply assessment data to the development of a therapeutic plan for nursing assessment of high-risk infants and their families.
2. Implement a plan of care for high risk infants and their families.
3. Evaluate outcomes of nursing management of high-risk infants and their families.

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.

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:** (This is very similar to our summer schedule for 5369).

**Week #1 – August 27 clinical begins**

**Week #2 – September 3 clinical**

**Week #3 – September 10 clinical log and Case Presentations (2)**

**Week #4 – September 17 clinical**

**Week #5 – September 24, clinical log and Case Presentations (2)**

**Week #6 – October 1, clinical**

**Week #7 – October 8, clinical log (Interim Clinical Evaluation is due)**

**Week #8 – October 15 clinical**

**Week #9 - October 22 clinical log and Case Presentations (2)**

**Week #10 – October 29 clinical**

**Week #11 - November 5 clinical log and Case Presentations (2)**

**Week # 12 - November 12 clinical**

**Week #13 - November 26 clinical log and begin wrapping up your clinical evaluations**

**Week #14 - December 3 clinical and Final evaluation is due (see Topics Outline for elaboration)**

### Course Requirements and Grading

Similar to NURS 5369, 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. Clinical logs and Case Presentations will be done 2 students/week, beginning with week 3 (Wednesday September 11).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Clinical Rotation Evaluation (240 hours)</td>
<td>70% total (35% midterm eval and 35% final eval)</td>
</tr>
<tr>
<td>Clinical Logs (Total of 6)</td>
<td>10%</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>20%</td>
</tr>
<tr>
<td>Bi-Weekly Reflections</td>
<td>(N/A)</td>
</tr>
</tbody>
</table>

**Clinical Rotation - Minimum of 240 Hours (70%):** The Clinical Evaluation Tool and other necessary forms
related to evaluation of site, preceptors, etc. can be found via the “Clinical Evaluation Tool and Forms” link on the left drop down menu from the Home page.

**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 clinical evaluation tools (CET) posted in Husky CT. The evaluation tools have also been distributed to your preceptors via E-mail.

As a reminder re: CET’s, please be sure to complete the CET first under the Student Evaluation column prior to sharing the document with your preceptor. After the preceptor completes the evaluation, you should sit down together and review it to make sure you’re both on the same page, - that you can set goals together for the remainder of the term, etc. Once completed and signed, all evaluation “pieces” should be scanned and sent to me electronically as an email attachment. Please do not fax evaluations.

**NNP Students**

**Note:** Scores of 2-3 (minimal- beginning level) on the CET are **required** for this second clinical rotation. Students must be consistently meeting expectations on the clinical objectives upon evaluation by the clinical site and preceptor to pass the course.

**Clinical Logs (10%):**

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 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 8/29/18-12/9/18  
**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 (20%)

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) to include a differential diagnostic (DD) list unless the actual diagnosis is known. If the diagnosis is known provide a DD list that would have been considered based on the history provided.
- 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 from a peer-reviewed journal that helped you the most to understand the disease process you are presenting. Presentations will be posted through VoiceThread beginning on Wednesdays (beginning Week #3 of the semester; see Topics Outline and Calendar) by 5PM EST for discussion through Friday of that week at 5PM EST

Grade Rubric:
- Comprehensive presentation of history and pertinent data 20%
- List of Differential Diagnoses 20%
- Link between data presented and final diagnosis 20%
- Article was current and representative of the DD list or final diagnosis 20%
Bi-Weekly Reflections (Not graded)

This is a reflective area available to you every other 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!

These Bi-Weekly Reflections are accessible via the HuskyCT Discussion Board area.

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:

Please note: Grades will not be assigned until ALL required paperwork including evaluations are received by the faculty. Students who have not submitted necessary paperwork in a timely fashion will receive an “Incomplete” for the course until such time that requirements are met.

Nurs 5379 is graded in a Satisfactory/Unsatisfactory fashion. The minimum grade to achieve a Satisfactory grade is “B” consistent with University of Connecticut policy.

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<thead>
<tr>
<th>Grade</th>
<th>Letter Grade</th>
<th>GPA</th>
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<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>
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<tr>
<td>83-86</td>
<td>B</td>
<td>3.0</td>
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<tr>
<td>80-82</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>77-79</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>73-76</td>
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<tr>
<td>67-69</td>
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</tr>
</tbody>
</table>
Due Dates and Late Policy
The Course Schedule in HuskyCT lists all due dates for the course. All course deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly.

Late assignments may be accepted only with advanced approval from the course instructor.

Feedback and Grades
I 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:
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 (PDF)
- Procedure for Taking an Exam (PDF)
- Clinical requirements for Graduate and Residency Programs (PDF)
- Clinical Requirements for Precisionship 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.

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.

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.

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://dlc.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. (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) noted above).

**VoiceThread Support:** VoiceThread troubleshooting and tips are found on the main VoiceThread website at 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/ (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”.

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### 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’).