Syllabus - Spring 2019

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 online Neonatal Nursing Master’s Degree Online concentration of the M.S. in Nursing degree program.

Course and Instructor Information

Course Title:  NURS 5362: Advanced Health Assessment Across the Lifespan: Neonatal Section
Credits:  3
Format:  Online via HuskyCT

Prerequisites:  NURS 5060 and NURS 5350

Professors:  Sandra Bellini DNP, APRN, NNP-BC, CNE
Clinical Professor
Email:  sandra.bellini@uconn.edu (preferred method of communication if necessary)
Office:  Storrs Hall

Michele Beaulieu DNP, APRN, NNP-BC
Adjunct Faculty
Email:  michele.beaulieu@uconn.edu

IMPORTANT NOTE: Please do not email faculty with questions related to course content. Rather, please post these on the Discussion Board so that all student may benefit from the exchange. (If one student has a question, others tend to as well).

Office Hours/Availability:  Our office hours are virtual, therefore they will be by appointment and arranged via email. My plan is to check into the course daily Monday - Thursday and once a day on Saturdays. If we expect to be away due to travel, illness, or family obligations, we will make every attempt to notify you in advance. Please be aware that we both have practice days (Dr. Bellini on Fridays) with very limited email availability, if any. Postings and/or emails left for Dr. Bellini on Fridays will be responded to on Saturday.

Course Materials

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

Texts are available through a local or online (Amazon) bookstore. The UConn Co-op carries many materials that can be shipped via its online Textbooks To Go service. For more information, see Textbooks and Materials on our Enrolled Students page.
Required Materials: Please be aware that as you purchase course materials for NNP-specific courses, you can anticipate using them across the remainder of the program. It can seem a bit overwhelming initially, but you will reuse the materials across all courses.


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

Optional Materials: STABLE Program (2013). USB drive - Physical and Gestational Age Assessment of the Newborn; (2nd ed.). (Note: This USB retails for $150. Many students have found these materials helpful in the past. If you’re interested in purchasing it, please email your instructor - you are eligible for a 30% discount with a direct referral).

Purdue Research Foundation Materials: Selected video links and quizzes are incorporated into several modules of this course. The materials are shared with us with permission from the Purdue Research Foundation (PRF). Attributions are noted as these materials appear throughout the course.

Course Description

This course is designed to enable students to put into practice the principles and skills needed for advanced health assessment of the neonate.

Course Objectives

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

1. Strengthen and expand neonatal health assessment skills.

2. Differentiate normal from abnormal findings in neonates.

3. Analyze data collected in the neonatal health history and assessment to develop a plan of care.

In addition, Essential Content and Competencies identified by the National Association of Neonatal Nurse Practitioners in their Education Standards and Curriculum Guidelines for Neonatal Nurse Practitioner Programs (2017) 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.

Below is a quick snapshot of the course (see HuskyCT Topics Outline and Calendar for complete details):

Course at a glance:

Week #1 – January 22, 2019
Course Overview and workflow
Review of Assignments and Course Materials
Module One: Principles of Physical Assessment

Week #2 – January 28, 2019
Module Two: History-taking: What to look for, where, and why?

Week #3 – February 4, 2019
Module Three: Gestational Age Assessment and Growth Parameters
Part One: Categories and Implications of Growth Parameters

Week #4 – February 11, 2019
Module Three: Gestational Age Assessment and Growth Parameters
Part Two: Ballard Exams
Gestational Age Assessment and documentation (and very rudimentary differential diagnosis; beginning to think in terms of systems)

Week #5 – February 18, 2019
Module Four: Review of Systems:
Quiet Exam, HEENT, and Skin

Week #6 – February 25, 2019
Module Four: Review of Systems:
Chest and Lungs, Cardiovascular, and Abdominal Assessment

Week #7 – March 4, 2019 (Midterm)
Module Four: Review of Systems:
Genitourinary, Musculoskeletal, and Neurologic Assessment

Week #8 – March 11, 2019
Module Five: Differential Diagnosis
Thinking in body systems and trying to pull it all together
Beginning differential diagnosis and beginning plans of care

Spring Break – Week of March 18, 2019 – No class – ENJOY!

Week #9 – March 25, 2019
Module Six: Transition to Extraterine Life: Physiology, APGARs, and Thermoregulation
H&P #1 due

Week #10 – April 1, 2019
Module Seven: Behavioral Assessment, Assessment of the Dysmorphic Infant, Pain Assessment and the Drug-exposed Newborn

Week #11 – April 8, 2019
Final Exam (requires advance scheduling via ProctorU)

Week #12 – April 15, 2019
H&P #2 due
Module Eight: Prepare for Simulation #1 (Obtaining a Detailed Perinatal History)

Week #13 – April 22, 2019
H&P #3 due
Module Nine: Prepare for Simulation #2 (Presenting the History on Rounds)

Week #14 – April 29, 2019
Course Evaluation
H&P #4 due
Module Ten: Prepare for Simulation #3 (Skills Demonstration: Advanced Neonatal Physical Assessment)

Simulations: May 6 and 7, 2019 on Storrs campus. Attendance is mandatory.

Course Requirements and Grading

An online course requires discipline, self-motivation, collaboration, and organization. Although this course is offered online, it remains a 3 credit graduate course and requires you to accomplish the same learning you would during a face-to-face course. Although there is greater flexibility for “when” you choose to complete your work in an online course than there is in a face-to-face course, there are specific due dates throughout the semester. Class participation is expected. You should expect to spend upwards of 12 hours per week working and learning in this course (some weeks demanding more time than others depending on the assignments). Please plan your time accordingly. All written assignments should be in APA (2010) format, 6th edition. Note: The second half of the semester may prove even more challenging as the H&P assignments become due, the final exam is administered, and simulation activities begin.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
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<tbody>
<tr>
<td>Graded Module Quizzes (Total of 7)</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Small Group Discussions (Total of 10)</td>
<td>20%</td>
</tr>
<tr>
<td>Moments Blog (Total of 10)</td>
<td>5%</td>
</tr>
<tr>
<td>Comprehensive H&amp;Ps (Total of 4)</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam (ProctorU required)</td>
<td>25%</td>
</tr>
<tr>
<td>Simulations (Total of 3 on campus in Storrs; one is an advanced neonatal physical assessment demonstration done individually for faculty as a competency assessment prior to NURS 5369)</td>
<td>10%</td>
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</tbody>
</table>

**Graded Module Quizzes (20%):**

Each of the first seven (7) learning modules in the course contains a graded module quiz. The quizzes are timed and will only be accessible for a period of 24 hours each week (available each week from Friday at noon EST until Saturday at noon EST. Please plan your access time accordingly). Requests for additional access, time, or opening for review to study for the final exam will not be granted as our intent is to prepare you for the NNP Certification Exam post-graduation. (Please remember that in on-campus courses, students are not permitted to retain copies of exams/ quizzes, nor are they distributed for the purposes of review in advance of the final).

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

**Weekly Small Group Module Study Questions and Discussions (20%): Available via links inside each Module**

Each of the first ten (10) weeks of the course contains discussion questions related to the topics covered during that particular week. You are expected to collaborate in your (assigned) small private groups using GoogleDocs to come to a consensus on responses to the discussion questions posed. Group configurations can be found under the left side of the course site menu, second tab under “Resources” - Group Information.

If you need a refresher on how to use GoogleDocs, please see the GoogleDocs Resources tab on the left side of the course menu. (Please see the “Groups” tab on the left side of the course menu to view group compositions for this course. They have been deliberately reconfigured from NURS 5350).

Once all groups have finalized responses, they should be copied and pasted as a final, clean document on a new thread to the main discussion board for the corresponding Module. Similar to NURS 5350, final postings are due on the Monday at 0800 following Module closure. I will review all postings on their due date (Mondays) and post a discussion thread summarizing the connections made within each of your small groups. Please be sure to review my feedback.

**ALL questions regarding course content should be posted on the Main Course Discussion Board and NOT emailed privately to the instructor. This is to ensure that all students benefit from the exchange and to prevent Microsoft Clutter from scooping up important communications.**

(As an important note, I am aware that in NURS 5350, a strategy of “divide and conquer” was utilized for Module Study Questions and Group Discussions. PLEASE- do not do that in this course. The discussion forums in this course are intended to be done in a group critical thinking fashion. This is how your practice as an NNP will happen daily, so we want you to get comfortable with the format).
NOTE: The Discussion Forums set up for the last four (4) weeks of the course are reserved for Q&A only. (There are 2 pages to the DB so don’t miss out).

Moments Blog (5%) - Please see Main Discussion Discussion Board - One per Module available
In addition to the weekly small group discussions focused on specific content in the course, each week contains a “Moments Blog” area where we gather and connect. The Moments Blog allows you to reflect on the new information that is acquired during the week, discuss the connections you are making within and between the modules, and/or clear up any “muddy” areas in a group setting as you were familiar with in NURS 5350. Your contributions to these “reflective” blogs are small in terms of grading weight; however, I expect everyone to participate. Reflecting in the Moments Blog should deepen your understanding of the material. It is my hope that the insight, connections, and feedback you share with one another in our Moments Blog will multiply and benefit everyone.

Specific expectations for the Moments Blogs are provided on the Discussion Board. Due dates are specified in the Topics Outline and Calendar course menu area. Please remember that postings should relate to Module and/or course content only. (The Water Cooler section on the Discussion Board is available for social and other types of conversations such as patients you’ve encountered in your job settings).

Comprehensive H&Ps (20%):
Being able to complete comprehensive History & Physicals (H&Ps) is an important competency. In this course you are expected to submit four (4) complete “H&P”s including gestational age assessment on a variety of newborns. Follow APA (2010) format, 6th edition for these written assignments. Full expectations and examples for completing H&Ps are included in HuskyCT under Assignment Guidelines on left tab.

Here is a quick look the H&P grading criteria:

Point allocation possible per each of the following categories:
1. Identifying data (HIPPA compliant please) – 5 points
2. Chief complaint – 5 points
3. Interim history – 10 points
4. Antenatal/Prentatal history – 10 points (must contain all required sub-sections. See Assignment Guidelines housed under Student Reference Materials tab; left side of home page).
5. Documentation of Growth Parameters – 5 points
6. Documentation of Ballard Exam – 15 points
7. Physical exam – 15 points
8. Assessment/inclusion of Lab/x-ray data – 15 points
9. Impression – 5 points
10. Plan of care by body systems – 15 points

Final Exam (25%) Must be scheduled in advanced via ProctorU
The final exam will be administered online via HuskyCT during week 11 of the course from noon on Friday until noon on Saturday as usual. The format of the Final Exam will be similar to the format of the certification exam. Expect to see multiple choice, true/false and short answer questions. There will be a total of fifty (50) questions. (The final exam is administered week #11 in this course to allow you to test while the material is still fresh and to allow you to focus on preparing for Simulations/ Final Exams in other courses).

Exam Proctoring (this is the same as in NURS 5350)
IMPORTANT: This course requires students to use the online service ProctorU for the real time proctoring of final
exams. In order to use ProctorU, you must meet certain technical, software, location, and identity verification requirements.

It is critical that you review these requirements and fully test the computer on which you will take your exam prior to the official start of classes and no later than the second day of the course. Please complete the following:

- Follow the steps at ProctorU’s Get Started web page (https://www.proctoru.com/portal/uconn/gettingstarted)
- Sign up for your exam time slot at least 72 hours (3 days) prior to your exam’s scheduled time or you will be charged a late fee. The University of Connecticut will not pay for student late fees incurred as a result of your failure to meet this deadline.”

- ProctorU Technical Specifications
- ProctorU System Test
- ProctorU Privacy Policy
- ProctorU Accessibility Information (and detailed VPAT)

Simulations (10%) Graded as Satisfactory (S = all to receive grade of 83)/ Unsatisfactory. All students must demonstrate minimum competencies to attain a passing grade.

On campus simulations will take place during UConn’s final exams week at the Storrs campus (Monday, May 6 and Tuesday, May 7, 2019). Modules 8, 9, and 10 contain materials specific to each simulation scenario labeled accordingly below:

- Module 8 - Simulation #1 – Obtaining a Detailed Perinatal History
- Module 9 - Simulation #2 – Presenting the Perinatal History on Rounds

Further expectations for simulations are provided in the course and during simulation week.

Please note: All written assignments should be submitted electronically!

Teaching Strategies: A combination of assigned readings, discussion, quizzes, blogs, written H&P assignments, and simulation activities will be incorporated throughout the course. The intent is to create a learning environment in which to engage the APRN student in self-directed, active learning and to foster the development of critical-thinking skills (an asset to any NNP!). Additionally, some readings are geared toward beginning professional role development as an NNP.

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>Grade</td>
<td>Description</td>
<td>Score</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Due Dates and Late Policy**

All course due dates are identified in the (choose appropriate location). Deadlines are based on Eastern Standard Time; if you are in a different time zone, please adjust your submittal times accordingly. The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.

Late assignments may also separately impact the Professionalism and Accountability evaluation within your PRAXIS assessment. A failing PRAXIS assessment is a potential consequence of late submission of assigned work, which in turn will result in failure of the course pursuant to PRAXIS.

**Feedback and Grades**

I will make every effort to provide feedback and grades within the 2-week period consistent with SON policy (at the extreme latest). 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:

- [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, including information on enforcement agencies and complaint procedures. You have the right to report concerns impacting discrimination or discriminatory harassment to equity.uconn.edu. You have the right to be graded according to this course syllabus.

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
- Laptop Policy and Recommendation
- Course Evaluation Policy
- Compliance Agency Policies
- Grade Rounding Policy
- Cell Phone Usage
- Social Media Policy
- Procedure for Taking an Exam
- Clinical requirements for Graduate and Residency Programs
- Clinical Requirements for Pre-licensure Students
- Dress Code Policy
- Policy Regarding Math Competency (PDF)

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.