Cover Sheet: Request 15363

NGR 6XXX Advanced Acute and Chronic Child Health Nursing II

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Cecile Kiley ckiley@ufl.edu
Created	10/23/2020 10:43:35 AM
Updated	11/10/2020 11:11:03 AM
Description of request	The dual pediatric acute and primary care track is designed to prepare students to deliver advanced levels of care to infants, children, adolescents in diverse pediatric health care settings. The program builds on the foundational knowledge of the primary care nurse practitioner providing for the well child, preventive care, health maintenance, and treatment of common pediatric acute and chronic diseases. The program then extends to prepare the pediatric nurse practitioner to work in acute care setting to care for children with acute, complex, critical and complex conditions. Development of advanced pediatric skills is designed throughout the program to enhance history intake, physical examinations, diagnosing, developing plan of care, and advanced diagnostic and therapeutic procedures.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	NUR - Nursing 31010000	Rene Love		10/23/2020
No document changes					
College	Approved	NUR - College of Nursing	Rene Love		10/23/2020
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/23/2020
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15363

Info

Request: NGR 6XXX Advanced Acute and Chronic Child Health Nursing II
Description of request: The dual pediatric acute and primary care track is designed to prepare students to deliver advanced levels of care to infants, children, adolescents in diverse pediatric health care settings. The program builds on the foundational knowledge of the primary care nurse practitioner providing for the well child, preventive care, health maintenance, and treatment of common pediatric acute and chronic diseases. The program then extends to prepare the pediatric nurse practitioner to work in acute care setting to care for children with acute, complex, critical and complex conditions. Development of advanced pediatric skills is designed throughout the program to enhance history intake, physical examinations, diagnosing, developing plan of care, and advanced diagnostic and therapeutic procedures.
Submitter: Cecile Kiley ckiley@ufl.edu
Created: 11/10/2020 11:13:00 AM
Form version: 2

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
NGR

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

• *1000 level = Introductory undergraduate*
• *2000 level = Introductory undergraduate*
• *3000 level = Intermediate undergraduate*
• *4000 level = Advanced undergraduate*
• *5000 level = Introductory graduate*

• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Advanced Acute and Chronic Child Health Nursing II

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Adv Acute & Chron Child II

Degree Type
Select the type of degree program for which this course is intended.

Response:
Professional

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
Online

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Provides the student with knowledge in the management of complex and chronic diseases including neurological, trauma, emergency and critical care of pediatric patients in the acute care setting. Emphasis is on integration of knowledge, theory, and research from a variety of disciplines into age appropriate assessment and treatment and management of rapidly changing health status from diverse backgrounds. Focus is

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
NGR 6311
NGR 6311L

Completing Prerequisites on UCC forms:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example,

"MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH
* *

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
NGR 6XXXL Advanced Acute and Chronic Child Health Nursing Clinical II

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
The dual pediatric acute and primary care track is designed to prepare students to deliver advanced levels of care to infants, children, adolescents in diverse pediatric health care settings. The program builds on the foundational knowledge of the primary care nurse practitioner providing for the well child, preventive care, health maintenance, and treatment of common pediatric acute and chronic diseases. The program then extends to prepare the pediatric nurse practitioner to work in acute care setting to care for children with acute, complex, critical and complex conditions. Development of advanced pediatric skills is designed throughout the program to enhance history intake, physical examinations, diagnosing, developing plan of care, and advanced diagnostic and therapeutic procedures.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
1. Synthesize theory and research findings from nursing and other disciplines into the assessment and management of children with complex acute and chronic illnesses in various acute care settings.
2. Appraise normal and abnormal findings in the presentation of complex critically ill children, considering age, gender, developmental status, and socio-cultural background.
3. Develop differential diagnoses for complex acute conditions and chronic illnesses in children in various acute care settings.
4. Utilize pharmacologic and non-pharmacologic interventions for children with complex acute conditions and system-based chronic illnesses.
5. Construct collaboration strategies indicated in management plans for complex acute and chronic illnesses in children across critical care settings.
6. Evaluate health systems and community resources related to follow-up care for children.
7. Manage legal and ethical issues related to care for children with complex acute conditions and chronic illnesses across critical care settings.
8. Develop education and support available for children with complex acute conditions and chronic illnesses and their families.

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Nachtsheim Bolick B., Reuter-Rice, K., Madden, M.A., & Severin, P.N. (2021). Pediatric acute care: A Guide for Interprofessional Practice 2nd Edition.   St. Louis, M: Jones and Bartlett Learning. ISBN: 9780323673327

Takemoto, C.K, Hodding, J.H., & Krause, D.M. (2019). Pediatric & neonatal dosage handbook. 26th edition. Philadelphia: Walters Kluwer. ISBN: 9781591953746.

Marcdante, K. & Kleigman, R.M. (2019) Nelson Essentials of Pediatrics 8th Edition. Philadelphia PA, Elsevier.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
DATE   TOPIC/EVALUATION
Week 1   Course Orientation
Neurological Disorders
Week 2   Traumatic Brain Injury
Week 3   Multiple Trauma
Orthopedic Disorders
Week 4   Toxicology
Week 5   Infectious Disease
Rheumatological Disorders
Week 6   Immunological Disorders
Week 7   Psych/Mental Health
Week 8   Hematological/Oncological Disorders
Week 9   Transplant
Week 10   Genetic Disorders
Week 11   Chronic Respiratory Disorders
Week 12   Chronic GI Disorders
Week 13   Final Exam

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Evaluation Method Percentage of Course Grade
Test I

20%
Test II   20%
Test III Final Exam (cumulative)   30%
Case Presentations   10%
Quizzes   20%
Total   100%

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

    Response:
Michael A. Maymi DNP, APRN, CPNP-AC, CCRN,
Clinical Assistant Professor
Family, Community & Health System Science
maymim@ufl.edu
Office: HPNP 3238
Office Phone: 352-273-6799
Office Hours: Thursday 8:00-10:00am and by appointment

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

    Response:
Yes

Accomodations

Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.*

    Response:
Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

    Response:

Yes

Course Evaluation Policy

Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/public-results/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

* *

Response:
Yes

UNIVERSITY OF FLORIDA
COLLEGE OF NURSING
COURSE SYLLABUS
SEMSESTER/YEAR

COURSE NUMBER   NGR 6XXX

COURSE TITLE   Advanced Acute and Chronic Child Health Nursing II

CREDITS   3

PLACEMENT   DNP Program: Pediatric Acute Care Nurse Practitioner Track

PREREQUISITES   NGR 6311   Advanced Acute and Chronic Child Health Nursing
                       NGR 6311L   Advanced Acute and Chronic Child Health Nursing
                       Clinical

COREQUISITE   NGR 6XXXL Advanced Acute and Chronic Child Health
                                  Nursing Clinical II

FACULTY
Michael A. Maymi DNP, APRN, CPNP-AC, CCRN,
Clinical Assistant Professor
Family, Community & Health System Science
maymim@ufl.edu
Office: HPNP 3238
Office Phone: 352-273-6799
Office Hours: Thursday 8:00-10:00am and by appointment

COURSE DESCRIPTION
Provides the student with knowledge in the management of complex and chronic diseases
including neurological, trauma, emergency and critical care of pediatric patients in the acute care
setting. Patient populations range from the neonate through young adulthood. Emphasis is on
integration of knowledge, theory, and research from a variety of disciplines into age appropriate
assessment and treatment and management of rapidly changing health status from diverse
backgrounds. Focus is on the child within a family context, including development of culturally
relevant education and coaching strategies for caregivers.

COURSE OBJECTIVES   Upon completion of this course, the student will be able to:
1. Synthesize theory and research findings from nursing and other disciplines into the
    assessment and management of children with complex acute and chronic illnesses in various
    acute care settings.
2. Appraise normal and abnormal findings in the presentation of complex critically ill children,
    considering age, gender, developmental status, and socio-cultural background.
3. Develop differential diagnoses for complex acute conditions and chronic illnesses in children
    in various acute care settings.

4. Utilize pharmacologic and non-pharmacologic interventions for children with complex acute conditions and system-based chronic illnesses.
5. Construct collaboration strategies indicated in management plans for complex acute and chronic illnesses in children across critical care settings.
6. Evaluate health systems and community resources related to follow-up care for children.
7. Manage legal and ethical issues related to care for children with complex acute conditions and chronic illnesses across critical care settings.
8. Develop education and support available for children with complex acute conditions and chronic illnesses and their families.

COURSE SCHEDULE
E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at http://elearning.ufl.edu/. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu.

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE
  A. Developmental approach to acute and chronic illnesses in children
  B. Systematic approach to acute and chronic health problems in each general area listed below are addressed using the following approach:
      1. Symptom cluster presentation
      2. Objective findings: history, physical exam, diagnostic testing
      3. Differential diagnoses/Diagnosis
      4. Therapeutic plan
      5. Evaluation of treatment (efficacy)
      6. Use of collaboration and referral
      7. Ethical principles
      8. Legal requirements
      9. Health disparities
      10. Genomics
  C. Systems approach to children with acute and chronic health problems
      1. Neurological system
      2. Traumatic Brain Injury
      3. Multiple Trauma and Orthopedic Injuries
      4. Toxicology
      5. Infectious Disease
      6. Rheumatological Disorders
      7. Immunological Disorders
      8. Psychological/Mental Health Disorders

9. Hematological/Oncological Disorders
10. Transplant pre/post-surgical Management
11. Genetic Disorders, Errors in Metabolism and Genetic Emergencies
12. Chronic Respiratory Disorders
13. Chronic GI disorders

TEACHING METHODS
Lecture/Discussion, Case Presentations, Audio-Visual Materials, Web Based Tutorials.

LEARNING ACTIVITIES
Readings, Discussion Forums, Case Presentations.

EVALUATION METHODS/COURSE GRADE CALCULATION

Evaluation Method	Percentage of Course Grade
Exam I	20%
Exam II	20%
Final Exam (cumulative)	30%
Case Study Presentation	10%
Quizzes	20%
Total	**100%**

The College of Nursing will utilize ProctorU, a live proctoring service, for major examinations in graduate web-based online courses to ensure a secure testing environment.   Students must sign in to ProctorU at least 30 minutes prior to the scheduled time for each exam in order to authenticate their identity and connect with the live proctor. Students authenticate their identity and are remotely monitored by a trained employee of ProctorU. If you have questions about ProctorU, contact Mr. James Kocher.

• CON IT Support office will oversee this process and provide technical assistance.

The College of Nursing utilizes *ProctorU,* a live proctoring service, for major examinations in graduate web-based online courses to ensure a secure testing environment. See Canvas site for more information on Proctor U and how to create an account.

Each student computer must be in compliance with Policy S1.04, *Student Computer Policy* and must contain a web cam, microphone, and speakers.

ATTENDANCE
Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

MAKE UP POLICY
There will be no make-ups for missed exams, presentations and discussion board postings. If a student misses an exam, the score on the final exam will be the score for the final exam and the

missed exam.

GRADING SCALE/QUALITY POINTS

A	95-100 (4.0)	C	74-79* (2.0)
A-	93-94 (3.67)	C-	72-73 (1.67)
B+	91- 92 (3.33)	D+	70-71 (1.33)
B	84-90 (3.0)	D	64-69 (1.0)
B-	82-83 (2.67)	D-	62-63 (0.67)
C+	80-81 (2.33)	E	61 or below (0.0)

  * 74 is the minimal passing grade
For more information on grades and grading policies, please refer to University's grading policies: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx .

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

HONESTY POLICY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual's ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient

care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT
Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php. Students are required to provide their own privacy screen for all examination's administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

UNIVERSITY AND COLLEGE OF NURSING POLICIES
Please see the College of Nursing website for student policies (http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/) and a full explanation of each of the university policies – (http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies)
Attendance
UF Grading Policy
Religious Holidays
Counseling and Mental Health Services
Student Handbook
Student Use of Social Media
Faculty Evaluations

REQUIRED TEXTBOOKS
Nachtsheim Bolick B., Reuter-Rice, K., Madden, M.A., & Severin, P.N. (2021). *Pediatric acute care: A Guide for Interprofessional Practice 2nd Edition.* St. Louis, M: Jones and Bartlett Learning. ISBN: 9780323673327

Takemoto, C.K, Hodding, J.H., & Krause, D.M. (2019). *Pediatric & neonatal dosage handbook.* 26th edition. Philadelphia: Walters Kluwer. ISBN: 9781591953746.

Marcdante, K. & Kleigman, R.M. (2019) *Nelson Essentials of Pediatrics 8th Edition.* Philadelphia PA, Elsevier.

And all other texts used in NGR 6301 and NGR 6311.

WEEKLY CLASS SCHEDULE

DATE	TOPIC/EVALUATION
Week 1	Course Orientation Neurological Disorders
Week 2	Traumatic Brain Injury
Week 3	Multiple Trauma Orthopedic Injuries
Week 4	Musculoskeletal Disorders
Week 5	Toxicology
Week 6	Infectious Disease Exam I (Includes Modules 1-5)
Week 7	Rheumatological Disorders
Week 8	Immunological Disorders
Week 9	Psych/Mental Health
Week 10	Hematological/Oncological Disorders
Week 11	Transplant Exam II (Includes Modules 6-10)
Week 12	Genetic Disorders
Week 13	Chronic Respiratory Disorders
Week 14	Chronic GI Disorders
Week 15	Alternative medicine
Week 16	Final Exam (Cumulative Final)

There will be 4 optional seminars during the semester for management and discussion of presented case studies. The dates of the seminar will be provided in the course schedule prior to the first day of class.

Approved: Academic Affairs Committee: 09/2020
                General Faculty: 10/2020
                UF Curriculum Committee: