



**St. Luke's School of Nursing
at Moravian College**
Bethlehem, Pennsylvania



Nursing 313: Embracing the Challenged Family*
Fall, 2006

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Clinical Adjunct Faculty

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Class: M & W: 0850 – 1000
Problem Solving: F: 0850 – 1000
Clinical Learning: Tuesday or Thursday

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Barbara McCarthy, RN
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Course Unit: 1 (4 credits)
Theory:: 3 hours / week
Clinical Learning: 8 hours / week

Catalog/Course Description:

A clinical practicum course which emphasizes integration of nursing skills and knowledge to facilitate the individuals' and the families' meeting severe episodic and chronic health challenges across the life span. Students analyze these physical, mental, and emotional challenges to individual & family systems in order to provide holistic and comprehensive nursing care given the resources available to the family within their community. (Pre-requisites: NU 312, 314; Co-requisite: NU 315).

Course Objectives:

1. Synthesize nursing, and biopsychosocial concepts in providing and planning holistic care.
2. Identify leadership opportunities while providing and coordinating care to facilitate the attainment of optimal health.
3. Incorporate nursing's holistic approach through collaborative relationships with the health care team.
4. Demonstrate professional accountability, within nursing's various roles, to clients and team members in traditional and novel health care situations.
5. Recognize opportunities for the incorporation of evidence based nursing practice into care.
6. Incorporate clients' spiritual beliefs and cultural values with principles of ethics into nursing practice.

Required Texts:

- Dillon, P. M. (2003). *Nursing health assessment*. Philadelphia: F. A. Davis.
- Harkreader, H. (2004). *Fundamentals of nursing: Caring and clinical judgment*. (2nd ed). Philadelphia: W.B. Saunders.
- Hockenberry, M., Wilson, D. & Winkelstein, M. (2005). *Wong's essentials of pediatric nursing*. (7th ed.). St. Louis: Mosby.
- Ignatavicius, D. & Workman, M. (2005). *Medical surgical nursing: Critical thinking for collaborative care*. Philadelphia: Saunders.
- Ladewig, P.A. & Davidson, M.R. (2006). *Contemporary maternal-newborn nursing*. (6th ed.). Upper Saddle River, NJ: Prehall.
- Lutz, C. A. & Przytulski, K. R. (2001). *Nutrition and diet therapy*. (3rd ed.). Philadelphia: F. A. Davis.
- McKenry, L. M. & Salerno, E. (2003). *Mosby's pharmacology in nursing*. (21st ed.). St Louis: Mosby.
- Stein, A.M. (2005). *NCLEX-RN Review*. (5th ed.) Clifton Park: Thomas Delmar Learning
- Stuart, G., & Laraia, M. (2005). *Principles and practice of psychiatric nursing* (8th ed.). St. Louis: Mosby.

Required Journal Readings:

- Arnold, E. (2004). Sorting out the three D's: Learn how to sift through overlapping signs and symptoms so you can help improve an older patient's quality of life. *Nursing 2004*, 34(6), 36-42.
- Antai-Otong, D. (2003). Current treatment of generalized anxiety disorder. *Journal of Psychosocial Nursing*, 41(12), 20-29.
- Baldwin, K. (2006). Stroke – It's a knock out punch. *Nursing Made Incredibly Easy*, 4(2), 10-15, 17-23.
- Campbell, D. (2003). How acute renal failure puts the brakes on kidney function. *Nursing2003*, 33(1), 59-63.
- Cerdorian, K. (2005). The needs of adolescent girls who self-harm. *Journal of Psychosocial Nursing*, 43(8), 40-46.
- Delp, S., & Ruth-Sahd, L. (2005). The disease process of spinal cord injuries. *Dimensions of Critical Care Nursing*, 24(2), 57-63.

- Jacobs, M., & Meyer, T. (2006). The push is on in pulmonary hypertension. *Nursing Made Incredibly Easy*, 4(3), 42-53.
- Koschel, M. (2004). Pulmonary embolism. *American Journal of Nursing*, 104(6), 46-50.
- Manno, M. (2005). Managing mechanical ventilation. *Nursing2005*, 35(12), 36-41.
- Olszewski, T. E., & Varrasse, J. F. (2005). The neurobiology of PTSD: Implications for nurses. *Journal of Psychosocial Nursing*, 43(6), 40-47.
- Osborn, L. L., & McComish, J. F. (2006). Working with borderline personality disorder: Nursing interventions using dialectical behavioral therapy. *Journal of Psychosocial Nursing*, 44(6), 40-47.
- Riggs, J. (2006). Managing chronic heart failure. *Nursing Made Incredibly Easy*, 4(1), 28-31, 33-34, 36-39.
- Riggs, J. (2004). A new drug class may help in heart failure. *Nursing 2004*, 34(1), 32cc1, 32cc3.
- Roman, M., & Mercado, D. (2006). Review of chest tube use. *MEDSURG Nursing*, 15(1), 41-43.
- Rosenow, D., & Russell, E. (2001). Current concepts in the management of hypertensive crisis: Emergencies and urgencies. *Holistic Nursing Practice*, 15(4), 12-21.
- Scheetz, L. (2006). Aortic dissection. *American Journal of Nursing*, 106(4), 55-59.
- Wilson, J. E. H., Hobbs, H., & Archie, S. (2005). The right stuff for early intervention in psychosis. *Journal of Psychosocial Nursing*, 43(6), 22-27.
- Woodruff, D. (2006). Take these 6 easy steps to ABG analysis. *Nursing Made Incredibly Easy*, 4(1), 4-7.
- Zink, E., & McQuillan, K. (2005). Managing traumatic brain injury. *Nursing 2005*, 35(9), 36-43.

Recommended Journal Readings

- Burrows-Hudson, S. (2005). Chronic kidney disease: An overview. *American Journal of Nursing*, 105(2), 40-49.
- Gibson, K. (2003). Caring for a patient who lives with a spinal cord injury. *Nursing2003*, 33(7), 36-41.

- Howland, R. H. (2005). Anticonvulsant drug therapies. *Journal of Psychosocial Nursing*, 43(6), 17-20.
- Legg, V. (2005). Complications of chronic kidney disease. *American Journal of Nursing*, 105(6), 40-49.
- McCarley, P., & Salai, P. (2005). Cardiovascular disease in chronic kidney disease. *American Journal of Nursing*, 105(4), 40-52.
- Murphy, K. (2005). The separate reality of bipolar disorder and schizophrenia. *Nursing Made Incredibly Easy*, 3(3), 6-18.
- Wexler, R. (2006). Hypertension: Which drugs to choose for patients with cardiovascular disease. *The Journal of Family Practice*, 55(4), 291- 298.
- Woodruff, D. (2006). HIT: Now you see 'em, now you don't. *Nursing Made Incredibly Easy*, 4(1), 53-55.

****Additional readings may be assigned as part of the course.**

Course Requirements:

1. Class attendance is an expectation. Students are expected to be prepared for all class meetings; that means having completed assignments prior to attending class. Absences without written verification will be considered as unexcused and faculty members will use their discretion to penalize any unexcused absence(s) or lateness. Deductions from the final course grade will reflect five tenths (.5) of a point for each unexcused absence, and three incidences of lateness will equate to 1 unexcused absence. Students are responsible for obtaining any notes, handouts, or other class items from classmates.

College policy will be followed relative to inclement weather. Please check blackboard course site for any announcements relative to weather and the cancellation of class.

2. Plagiarism is the intentional use of another's words or ideas as your own. This can range from using another individual's direct words or changing the words slightly (paraphrasing) without the appropriate citation to purchasing a paper from the Internet or a professional writing service. Please note that the copying of information from the Internet to a powerpoint slide presentation without acknowledgement of source is plagiarism. Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty. Copies of the statement on academic dishonesty are published in the Student Handbook.
3. All examinations are to be taken at the scheduled time, unless the instructor is notified of a competing previously scheduled scholastic or athletic activity. Any individual who is not at the scheduled examination based on a claim of illness is required to provide appropriate

medical documentation of a valid medical reason for absence. An alternate examination may be determined by the course faculty.

4. Completion and satisfactory achievement of all course objectives in the laboratory and clinical settings, and curriculum requirements including standardized assessment tests.
5. Learning activities stated on the topical outline section of this syllabus are to be completed prior to class time. The student can expect to work approximately 10-12 hours per week in preparing for this class.
6. Demonstrate expected professional behavior and appearance when in the classroom and clinical laboratory (both uniform and street clothing).
7. Maintenance of confidentiality for all assigned patients or clients as required by law (HIPAA). Students will be required to read and know agency policies on confidentiality and may be required to sign agency forms on confidentiality.
8. Communication between instructor & student can be facilitated through the use of email. Students are expected to check their email every 24-48 hours.
9. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.
10. It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.
11. The syllabus may be subject to change at the discretion of the faculty.
12. Students are expected to review anatomy & physiology, pathophysiology and assessment material as a prerequisite to readings assigned in this course.

Methods of Evaluation:

Some learning activities will be non-graded but designed to facilitate thought and/or processes involved in achieving learning outcomes.

Graded learning activities are as follows:

Total Percentage

Classroom Learning:

1. Theoretical Examinations (4)	18% each	72%
2. HESI Specialty Examinations		8%
a) Mental Health Nursing	4%	
b) Medical-Surgical Nursing	4%	
3. Final Examination (cumulative)		15%
4. Research Presentation		5%
	TOTAL:	100%

Clinical Learning:

Satisfactory achievement of each course objective and supporting criteria. Satisfactory completion of all clinical assignments.

Portfolio Evidence should reflect the following areas:

Community	Holism	Inquiry	Professionalism
Family Vulnerable Populations	Caring Health	Assessment Critical thinking Health Care Technology Research	Accountability Advocate

Grading Policy:

1. Where applicable, class assignments are to be typed and submitted according to APA style (5th Ed.). Use of a computer, Internet access, and electronic searches of CINAHL and other databases are required.
2. Assignments are expected on or before their due date. At the discretion of the instructor, five points per day may be deducted from the grade if assignments are handed in late. **A grade of B- or better is required in each nursing course.**

The grading scale is as follows:

A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 60-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = <60

TOPICAL OUTLINE			
Date	Prof	Topic	Learning Activities
Week 1			
8/28	PA	Course Introduction Alteration in Coping & Stress Pattern: • Crisis Theory & Intervention	Stuart & Laraia: Chapter 14
8/30	MAB	Alteration in Exercise-Activity Pattern: • Decreased Cardiac Output: Heart Failure, Cardiomyopathies	Ignatavicius: 749-763; 772-776 Riggs (2006) ** Riggs (2004) McKenry: Review Ch 25
9/1	PA	Case Studies on Crisis Intervention	
Week 2			
9/4		NO CLASS	
9/6	MAB	Alteration in Exercise-Activity Pattern: • Valvular Heart Disease: Adult • Congenital Heart Disease (child); Pulm HTN	Ignatavicius: 763-777 Hockenberry: 894-922 Jacobs & Meyer (2006)**
9/8	MAB	Cardiovascular Case Studies	
Week 3			
9/11	PA	Alteration in Coping & Stress: Anxiety disorders: GAD, OCD, Panic Disorder, Phobia, PTSD	Stuart & Laraia: Chapter 16; pp.564-577. McHenry & Salerno: p.331-349 Hockenberry: p. 539-540; 638-40 Antai-Otong (2003) Olszewski & Varrasse (2005)
9/13	PA	Alteration in Coping & Stress: Anxiety disorders Somatoform disorders: Somatization, conversion, hypochondriasis, body dysphormic disorder	Stuart & Laraia: Chapter 17
9/15	PA	Alteration in Coping & Stress: Anxiety disorders Dissociative Disorders: Amnesia, fugue, depersonalization, DID	Stuart & Laraia: Chapter 18
Week 4			
9/18		Exam #1	
9/20	PA	Alteration in Coping & Stress: Anger-Aggression Case Studies	Stuart & Laraia: Chapter 30
9/22	MAB	Alteration in Exercise-Activity Pattern: Concept of Shock	Ignatavicius: Ch. 40 (822-838); 913-918
Week 5			
9/25	MAB	Alteration in Exercise-Activity Pattern: Acute Vascular Disorders: • Arterial Occlusion, Aneurysms, Dissection • DVT, Pulmonary Embolus	Ignatavicius: 805-810; 812-816; 649-655 Scheetz (2006)** McKenry: 621-638 Koschel (2004)**

TOPICAL OUTLINE

Date	Prof	Topic	Learning Activities
9/27	MAB	Alteration in Exercise-Activity Pattern: Vascular Crisis: Hypertensive Crisis, PIH	Rosenow & Russell (2001) Ladewig, et al., 341 – 352 McKenry: 586-596
9/29		Case Studies: Shock	
PS			
Week 6			
10/2	PA	Alteration in Role Relationship: Eating Disorders	Stuart & Laraia: Chapter 25 Lutz & Przytulski: p. 333-344 Hockenberry: p 531-536
10/4	PA	Alteration in Role Relationship: Personality Disorders	Stuart & Laraia: Chapter 22 Osborne & McComish (2006)
10/6	PA	Personality Disorder Case Studies	Videos from Estes Library*
PS			
Week 7			
10/9		NO CLASS – Fall Break	
10/11	MAB	Nutrition-Metabolic Acute Renal Failure	Ignatavicius: 1728-1739 Campbell (2003) McKenry: Ch. 36
10/13	MAB	Case Study: Renal Failure	
PS			
Week 8			
10/16		Exam #2	
10/18	MAB	Alteration in Exercise-Activity Pattern: Chest Trauma; Acute Respiratory Failure	Ignatavicius: 669-671; 655-668 Manno (2005)**
10/20	MAB	Care of client with chest tubes; ABGs	Ignatavicius: 617,623-625 Roman & Mercado (2006)* Woodruff (2006)**
PS			
Week 9			
10/23	MAB	Alteration in Exercise-Activity Pattern: Arthritis (OA & RA), Musculoskeletal Trauma	Ignatavicius: 380 – 422; 1189 - 1224
10/25	MAB	Alteration in Exercise-Activity Pattern: Complex Hematologic Problems	Ignatavicius: 887 - 918
10/27		Learning Activity	
PS			
Week 10			
10/30	MAB	Alterations in Cognitive Perceptual Patterns: Traumatic Brain Injury	Ignatavicius: 1044 – 1055 Zink & McQuillan (2005)
11/1	PA	Alterations in Cognitive Perceptual Patterns: Psychosis / Delirium / Dementia	Stuart & Laraia: Chapter 23; p. 587-592 McKenry & Salerno: p.393-412 Arnold (2004) Wilson, Hobbs, & Archie (2005)

TOPICAL OUTLINE

Date	Prof	Topic	Learning Activities
11/3 PS Week 11		Student Presentation #1	
11/6		Exam #3	
11/8	MAB	Alterations in Cognitive Perceptual Patterns: Brain Attack (CVA)	Ignatavicius: 1027-1043 Baldwin (2006)**
11/9 PS Week 12		Student Presentation #2	
11/13	PA	Alterations in Cognitive Perceptual Patterns ADHD / PDD	Stuart & Laraia: Chapter 36 Hockenberry: p.536-538; 618-620 McKenry & Salerno: p. 377-391
11/15	MAB	Alterations in Cognitive Perceptual Patterns: Spinal Cord Injury	Ignatavicius: 983-995 Delp & Ruth-Sahd (2005)
11/17 PS Week 13		Student Presentation #3	
11/20	PA	Alterations in Role Relationship: Psychiatric and Behavioral Disorders in Children & Adolescents	Stuart & Laraia: Chapter 37 Hockenberry: p.544-47 Cerdorian (2005)
11/22		NO CLASS	
11/24 Week 14		NO CLASS	
11/27	PA	Alterations in Role Relationship: Violence	Stuart & Laraia: Chapter 39 Hockenberry: p. 529-31; 460-70
11/29		Alterations in Cognitive Perceptual Patterns: Degenerative Neurological Disorders MS, MG, ALS, GB, PD	Ignatavicius: 959-964; 998-1004, 1006-1018
12/1 PS Week 15	LH	Integration of High Risk OB	
12/4		Exam #4	
12/6	PA	Alteration in Health Management: Chronic Mental Illness	Stuart & Laraia: Chapter 15
12/8		HESI MS	
12/11		HESI: Mental Health	

* View the following videos located in Estes Library, St. Luke's Hospital campus:

“Personality Disorders: Causes, Assessment and Treatment” (2001)

“Personality Disorders: Paranoid, Schizoid, and Schizotypal” (2001)

“Personality Disorders: Antisocial, Borderline, Histrionic, and Narcissistic” (2001)

“Personality Disorders: Avoidant, Dependent, and Obsessive-Compulsive” (2001)

** On reserve in Reeves Library