



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



**Nursing 313: Embracing the Challenged Family\***  
Fall, 2007

**Michele August-Brady, RN, DNSc**

Email: [augustm@moravian.edu](mailto:augustm@moravian.edu)  
Office: Comenius 401

Phone: (610) 625-7864  
Cell: (610) 554-5563  
Pager: (610) 606-3695  
Office Hours: M & F: 1000-1200  
W: 1400 - 1600

**Clinical Adjunct Faculty**

Donna Keeler, RN, MSN  
Pager: 610-740-2391

Eleanor Fenstermaker, RN, DNSc  
Pager: 610-740-2065

Class: M & W: 1250-1400 (5b)  
Problem Solving: F: 1250 – 1400 (5b)  
Clinical Learning: Thursday

**Pamela Adamshick, RN, PhD**

Email: [adamshp@moravian.edu](mailto:adamshp@moravian.edu)  
Office: Comenius 401

Phone: (610) 625-7766  
Cell: (610) 509-1484  
Pager: (610) 606-4194  
Office Hours: Mondays: 1400-1500  
Wednesdays: 1400-1600  
Fridays: 1000-1200

Barbara McCarthy, RN  
Pager: (610) 508-8150

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 safe, high quality outcomes.
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:**

ATI Content Mastery Series: Adult Medical-Surgical Nursing, Mental Health Nursing & Pharmacology for Nursing.

Dillon, P. M. (2003). *Nursing health assessment*. Philadelphia: F. A. Davis.

Harkreader, H. (2004). *Fundamentals of nursing: Caring and clinical judgment*. (2<sup>nd</sup> ed). Philadelphia: W.B. Saunders.

Hockenberry, M., Wilson, D. & Winkelstein, M. (2005). *Wong's essentials of pediatric nursing*. (7<sup>th</sup> ed.). St. Louis: Mosby.

Ignatavicius, D. & Workman, M. (2006). *Medical surgical nursing: Critical thinking for collaborative care*. Philadelphia: Saunders.

Kee, J., Hayes, E., & McCuiston, L. (2006). *Pharmacology: A nursing process approach* (5<sup>th</sup> ed.). St. Louis: Mosby.

Ladewig, P.A. & Davidson, M.R. (2006). *Contemporary maternal-newborn nursing*. (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prehall.

Lutz, C. A. & Przytulski, K. R. (2006). *Nutrition and diet therapy*. (4<sup>rd</sup> ed.). Philadelphia: F. A. Davis.

Stuart, G., & Laraia, M. (2005). *Principles and practice of psychiatric nursing*. (8<sup>th</sup> ed.). St. Louis: Mosby.

**Required Journal Readings:**

Ahrens, T. (2007). Sepsis: Stopping the insidious killer. *American Nurse Today*, 2(1), 36-40. (available online on Blackboard course site)

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. (available online on Blackboard course site)

Baldwin, K. (2006). Stroke – It's a knock out punch. *Nursing Made Incredibly Easy*, 4(2), 10-15, 17-23.

Beck, D. (2006). Venous thromboembolism (VTE) prophylaxis: Implications for medical-surgical nurses. *MEDSURG Nursing*, 15(5), 282-287. (available online on Blackboard course site)

Cerdorian, K. (2005). The needs of adolescent girls who self-harm. *Journal of Psychosocial Nursing*, 43(8), 40-46. (available online on Blackboard course site)

- Coughlin, A., & Parchinsky, C. (2006). Go with the flow of chest tube therapy. *Nursing 2006*, 36(30), 36-41. (available online on Blackboard course site)
- Delp, S., & Ruth-Sahd, L. (2005). The disease process of spinal cord injuries. *Dimensions of Critical Care Nursing*, 24(2), 57-63. (available online on Blackboard course site)
- Ecklund, M., & Ecklund, C. (2007). How to recognize and respond to hypovolemic shock. *American Nurse Today*, 2(4), 28-31.
- Gray-Vickrey, P. (2005)/ What's behind acute delirium? *Nursing Made Incredibly Easy*, 3(1), 20-28.
- Jacobs, M., & Meyer, T. (2006). The push is on in pulmonary hypertension. *Nursing Made Incredibly Easy*, 4(3), 42-53.
- Manno, M. (2005). Managing mechanical ventilation. *Nursing2005*, 35(12), 36-41. (available online on Blackboard course site)
- Murphy, K. (2007). The skinny on eating disorders. *Nursing Made Incredibly Easy*, 5(3), 40 – 48.
- Murphy, K. (2005). Anxiety – When is it too much? *Nursing Made Incredibly Easy*, 3(5), 22-31.
- Olszewski, T. E., & Varrasse, J. F. (2005). The neurobiology of PTSD: Implications for nurses. *Journal of Psychosocial Nursing*, 43(6), 40-47. (available online on Blackboard course site)
- 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. (available online on Blackboard course site)
- Powers, J. (2007). The five P's spell positive outcomes for ARDS patients. *American Nurse Today*, 2(3), 34-39. (available online on Blackboard course site)
- Ram, C. V. (2004). Hypertensive urgencies and emergencies. *Patient Care*, 38(11), 40-49. (available online on Blackboard course site)
- Redmond, A., McDevitt, M., & Barnes, S. (2004). Acute renal failure: Recognition and treatment in ward patients. *Nursing Standard*, 18(22), 46-53. (available online on Blackboard course site)
- Riggs, J. (2006). Managing chronic heart failure. *Nursing Made Incredibly Easy*, 4(1), 28-31, 33-34, 36-39.

Rogers, B. (2005). Looking at lymphoma & leukemia. *Nursing 2005*, 35(7), 56-63. (available online on Blackboard course site)

Scheetz, L. (2006). Aortic dissection. *American Journal of Nursing*, 106(4), 55-59. (available online on Blackboard course site)

Schwartz, M. R. (2007). When closeness breeds cruelty: Helping victims of intimate partner violence. *American Nurse Today*, 2(4), 42-48. (available online on Blackboard course site)

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. (available online on Blackboard course site)

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. (available online on Blackboard course site)

#### **Required Videos\***

Concept Media (Producer). (2002). *Anxiety disorders: Obsessive-Compulsive disorder*. (Available from Concept Media, P.O. Box 19542, Irvine, California 92623-9542)

Concept Media (Producer). (2002). *Anxiety disorders: Specific and social phobias*. (Available from Concept Media, P.O. Box 19542, Irvine, California 92623-9542)

Concept Media (Producer). (2001). *Personality disorders: Antisocial, borderline, histrionic, and narcissistic*. (Available from Concept Media, P.O. Box 19542, Irvine, California 92623-9542)

Concept Media (Producer). (2001). *Personality disorders: Avoidant, dependent, and obsessive-compulsive..* (Available from Concept Media, P.O. Box 19542, Irvine, California 92623-9542)

Concept Media (Producer). (2001). *Personality disorders: Causes, assessment, and treatment*. (Available from Concept Media, P.O. Box 19542, Irvine, California 92623-9542)

Concept Media (Producer). (2001). *Personality disorders: Paranoid, schizoid, and schizotypal*. (Available from Concept Media, P.O. Box 19542, Irvine, California 92623-9542)

Films for the Humanities and Sciences (Producer). (1996). *Eating disorders: The hunger within*. (Available from Films for the Humanities and Sciences, P.O. Box 2053, Princeton, New Jersey 08543-2053)

## Recommended Journal Readings

- Antai-Otong, D. (2003). Current treatment of generalized anxiety disorder. *Journal of Psychosocial Nursing*, 41(12), 20-29. (available online on Blackboard course site)
- Gibson, K. (2003). Caring for a patient who lives with spinal cord injury. *Nursing* 2003, 33(7), 36-41. (available online on Blackboard course site)
- Howland, R. H. (2005). Anticonvulsant drug therapies. *Journal of Psychosocial Nursing*, 43(6), 17-20. (available online on Blackboard course site)
- Kreiger, G. (2007). A basic guide to understanding plasma B-type natriuretic peptide in the diagnosis of congestive heart failure. *MEDSURG Nursing*, 16(2), 75-78. (available online on Blackboard course site)
- Morrison, K. (2007). Improving the care of stroke patients. *American Nurse Today*, 2(4), 38-43. (available online on Blackboard course site)
- Murphy, K. (2005). The separate reality of bipolar disorder and schizophrenia. *Nursing Made Incredibly Easy*, 3(3), 6-18.
- Shaler, C. E. (2007). Antidepressant discontinuation syndrome: What every acute-care nurse should know. *American Nurse Today*, 2(4), 12-14.
- Wexler, R. (2006). Hypertension: Which drugs to choose for patients with cardiovascular disease. *The Journal of Family Practice*, 55(4), 291- 298. (available online on Blackboard course site)
- Woodruff, D. (2006). HIT: Now you see 'em, now you don't. *Nursing Made Incredibly Easy*, 4(1), 53-55.

**\*Video links are accessible on the Blackboard site for Nurs 313 Fall 2007.**

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

## Course Requirements:

1. Class attendance is an expectation. Students are expected to be actively engaged in their learning processes which include, but is not limited to, preparation for class and active participation in classroom activities. 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 (ATI Mental Health Examination, ATI Medical-Surgical Examination).
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)                            | 15% each | 60% |
| 2. Final Examination (cumulative)                          |          | 20% |
| 3. Family Research Presentation                            |          | 10% |
| 4. Class preparation (quizzes, assignments, participation) |          | 10% |

**TOTAL: 100%**

\*Extra credit will be offered for the successful completion of the proctored assessments.

**Extra credit will be awarded for each assessment (mental health nursing and medical-surgical nursing). Points earned through extra credit will be added to the lowest examination grade.**

| <b>Extra Credit</b>   |   |
|---|---|
| Completion of the ATI online practice assessments at 90% or better in Mental Health Nursing and Medical-Surgical Nursing prior to the proctored assessment test date. | 1% of grade earned  |
| Completion of the ATI proctored assessments in Mental Health Nursing and Medical-Surgical Nursing (extra credit awarded is based on the earned proficiency level)     |   |
| Level 1 Proficiency Met   | 2.5% of grade earned  |
| Level 2 Proficiency Met (program benchmark)   | 5% of grade earned  |
| Level 3 Proficiency Met   | 7.5% of grade earned  |
| Performance below Level 1 Proficiency   | Demonstration of successful focused review as described below |

*Students will be required to show proof of successful review / remediation in low performing areas. This may include reviewing content in modules or completion of case studies in review modules or through other strategies. In any case, students will be required to earn a score of 95% or better on the online practice assessment. The student may take the online practice assessment as many times as needed to achieve this outcome. **For all students earning less than a Level 1 proficiency on any proctored assessment, the student is required to earn a grade of 95% or better on the online practice assessment in order to fulfill program and graduation requirements.***

Clinical Learning:

Satisfactory achievement of each course objective and supporting criteria. Satisfactory completion of all clinical assignments and a grade of “satisfactory” in the clinical evaluation. Students are required to earn a score of 90% in the drug calculation competency in order to administer medications and progress in the course. Clinical attendance is mandatory. If a student is ill or unable to attend, s/he must contact the clinical unit and clinical instructor prior to the clinical experience. Alternative assignments may be required at the discretion of the course faculty. Failure to notify the instructor will result in one point off the final course grade.

Students are expected to adhere to the policies and procedures of the clinical agencies in which they are assigned.

**Portfolio Evidence should reflect the following areas:**

| <b>Community</b>                 | <b>Holism</b>    | <b>Inquiry</b>  | <b>Professionalism</b>     |
|----------------------------------|------------------|---|----------------------------|
| Family<br>Vulnerable Populations | Caring<br>Health | Assessment<br>Critical thinking<br>Health Care Technology<br>Research | Accountability<br>Advocate |

**Grading Policy:**

1. Where applicable, class assignments are to be typed and submitted according to APA style (5<sup>th</sup> 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. According to the academic policy in nursing for students entering the College in 2004, students are required to maintain an overall cumulative GPA of 2.7 and a nursing cumulative GPA of 3.0 in order to progress in the nursing major.

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          |      |  |   |
| 8/27            | PA   | Course Introduction<br><b>Alteration in Coping &amp; Stress Pattern:</b><br>• Crisis Theory & Intervention   | Stuart & Laraia: Chapter 14<br>ATI/MH: p. 96-99.  |
| 8/29            | PA   | <b>Alteration in Coping &amp; Stress Pattern</b><br>• Concepts of Anxiety: Defense mechanisms;<br>Levels of anxiety  | ATI/MH: p. 36-37; 100-105   |
| 8/31            | PA   | Case Studies on Crisis Intervention  |   |
| PS              |      |  |   |
| Week 2          |      |  |   |
| 9/3             |      | NO CLASS: Labor Day Holiday  |   |
| 9/5             | PA   | <b>Alteration in Coping &amp; Stress:</b><br>Anxiety disorders:<br>• GAD, OCD, Panic Disorder,<br>Phobia, PTSD   | Stuart & Laraia: Chapter 16; pp.564-577.<br>Kee, Hayes, & McCuiston: pp. 385-389<br>Hockenberry: p. 539-540; 638-40<br>ATI/MH: p. 107-115.; p. 63-65; p. 80-82.<br>Antai-Otong (2003)<br>Olszewski & Varrasse (2005)<br>Videos: Anxiety Disorders: OCD and Phobias* |
| 9/7             | PA   | <b>Alteration in Coping &amp; Stress:</b><br>Anxiety disorders<br>• Somatoform disorders: Somatization, conversion,<br>hypochondriasis, body dysphormic disorder | Stuart & Laraia: Chapter 17<br>ATI/MH: p. 116-120   |
| PS              |      |  |   |
| Week 3          |      |  |   |
| 9/10            | PA   | <b>Alteration in Coping &amp; Stress:</b> Anxiety disorders<br>Dissociative Disorders: Amnesia, fugue,<br>depersonalization, DID                                 | Stuart & Laraia: Chapter 18<br>ATI/MH: p. 185-188   |
| 9/12            | MAB  | <b>Alteration in Exercise-Activity Pattern:</b><br>• Decreased Cardiac Output: Heart Failure,<br>Cardiomyopathies  | Ignatavicius: 749-763; 772-776<br>Riggs (2006)<br>Kee, et al.: Ch 40<br>ATI/MS: p. 306-320; 353-362   |
| 9/14            | MAB  | Integrative Cardiovascular/Anxiety Case Studies  |   |
| PS              |      |  |   |
| Week 4          |      |  |   |
| 9/17            | PA   | <b>Alteration in Exercise-Activity Pattern:</b><br>• Valvular Heart Disease: Adult<br>Congenital Heart Disease (child); Pulm HTN                                 | Ignatavicius: 763-777<br>Hockenberry: 894-922<br>Jacobs & Meyer (2006)<br>ATI/MS: p. 321-329  |
| 9/19            | MAB  | <b>Alteration in Exercise-Activity Pattern:</b><br>• Concept of Shock  | Ignatavicius: Ch. 40 (822-838); 913-918<br>Ahrens (2007)<br>Ecklund & Ecklund (2007)<br>ATI/MS: p. 341-352  |
| 9/21            | MAB  | Case Studies: Shock  |   |
| PS              |      |  |   |

## TOPICAL OUTLINE

| Date   | Prof | Topic   | Learning Activities   |
|--------|------|---|---|
| Week 5 |      |   |   |
| 9/24   |      | <b>Exam #1</b>  |   |
| 9/26   | PA   | <b>Alteration in Role Relationship:</b> <ul style="list-style-type: none"> <li>• Personality Disorders</li> </ul>   | Stuart & Laraia: Chapter 22<br>Osborne & McComish (2006)<br>ATI/MH: p. 198-220  |
| 9/28   | PA   | <b>Alteration in Role Relationship:</b> <ul style="list-style-type: none"> <li>• Personality Disorders Case Studies</li> </ul>  | Videos: Personality Disorders*  |
|        | PS   |   |   |
| Week 6 |      |   |   |
| 10/1   | PA   | <b>Alteration in Coping &amp; Stress:</b> <ul style="list-style-type: none"> <li>• Anger/Aggression</li> </ul>  | Stuart & Laraia: Chapter 30<br>ATI/MH: p. 227-231; p. 11-13   |
| 10/3   | MAB  | <b>Alteration in Exercise-Activity Pattern:</b><br>Altered Perfusion: Acute Vascular Disorders: <ul style="list-style-type: none"> <li>• Arterial Occlusion, Aneurysms, Dissection</li> <li>• DVT, Pulmonary Embolus</li> </ul> | Ignatavicius: 805-810; 812-816; 649-655<br>Scheetz (2006)<br>Beck (2006)<br>ATI/MS: 151-160; 274-283; 284-305<br>Kee et al.: Chapters: 43, 44 |
| 10/5   | MAB  | <b>Alteration in Exercise-Activity Pattern:</b> <ul style="list-style-type: none"> <li>• Vascular Crisis: Hypertensive Crisis</li> </ul>  | Ram (2004)<br>Kee, et al.: Review Ch 42   |
|        | PS   |   |   |
| Week 7 |      |   |   |
| 10/08  |      | NO CLASS – Fall Break   |   |
| 10/10  | MAB  | <b>Nutrition-Metabolic</b> <ul style="list-style-type: none"> <li>• Acute Renal Failure</li> </ul>  | Ignatavicius: 1728-1739<br>Redmond, et al. (2004)<br>ATI/MS: p. 504-517   |
| 10/12  | MAB  | Case Study: Renal Failure   |   |
|        | PS   |   |   |
| Week 8 |      |   |   |
| 10/15  | PA   | <b>Nutrition-Metabolic</b> <ul style="list-style-type: none"> <li>• Eating disorders</li> </ul>   | Stuart & Laraia: Chapter 22<br>Lutz & Przytulski: p. 250; 390-391<br>Hockenberry: p. 531-536<br>ATI/MH: p. 189-197.<br>Video*                 |
| 10/17  | MAB  | <b>Alteration in Exercise-Activity Pattern:</b> <ul style="list-style-type: none"> <li>• Chest Trauma; Acute Respiratory Failure; SARS, ARDS</li> </ul>   | Ignatavicius: 640; 655-671<br>ATI/MS: 161-180; 80-91<br>Manno (2005)<br>Powers (2007)   |
| 10/19  | MAB  | <b>Alteration in Exercise-Activity Pattern:</b> <ul style="list-style-type: none"> <li>• Acute respiratory: ABG's, CT's</li> </ul>  | Ignatavicius: 617, 623-625<br>ATI/MS: 22-28; 54-62<br>Coughlin & Parchinsky (2006)<br>Woodruff (2006)**                                       |
|        | PS   |   |   |
| Week 9 |      |   |   |
| 10/22  |      | <b>Exam #2</b>  |   |
| 10/24  | MAB  | <b>Alteration in Exercise-Activity Pattern:</b> <ul style="list-style-type: none"> <li>• Complex Mobility Concerns: metabolic bone disorders and fractures</li> </ul>   | Ignatavicius: 1168-1175; 1189 – 1224<br>ATI/MS: 921-931; 941-952  |
| 10/26  | MAB  | Learning Activity: “Advanced Web Evaluation”  |   |
|        | PS   |   |   |
|        | PA   |   |   |

| TOPICAL OUTLINE |      |  |   |
|-----------------|------|--|---|
| Date            | Prof | Topic  | Learning Activities   |
| Week 10         |      |  |   |
| 10/29           | MAB  | <b>Alteration in Exercise-Activity Pattern:</b><br>Complex Hematologic Problems: Anemia,<br>Sickle Cell, Leukemia & Lymphoma | Ignatavicius: Review 870-886; 887-893;<br>897-910<br>ATI/MS: 241-262<br>Rogers (2005)   |
| 10/31           | MAB  | <b>Alterations in Cognitive Perceptual Patterns:</b><br>Traumatic Brain Injury   | Ignatavicius: 1044 – 1055<br>Zink & McQuillan (2005)<br>ATI/MS: p. 762-769; 845-852   |
| 11/2            | MAB  | Neuro concepts; LOC, assessment  | Ignatavicius: 922-945   |
| Week 11         |      |  |   |
| 11/5            | PA   | <b>Alterations in Cognitive Perceptual Patterns:</b><br>Psychosis / Delirium   | Stuart & Laraia: Chapter 23; p. 587-592<br>Kee, Hayes, & McCuistion: pp. 373-385.<br>ATI/MH: p. 60-62; 66-68; 83-85; 168-176; 131-145.<br>Arnold (2004)<br>Wilson, Hobbs, & Archie (2005) |
| 11/7            | MAB  | <b>Alterations in Cognitive Perceptual Patterns:</b><br>Brain Attack (CVA)   | Ignatavicius: 1027-1044<br>ATI/MS: 862-871<br>Baldwin (2006)  |
| 11/9            | MAB  | <b>Integrative Case Study: ARDS/ psychosis/delirium</b>  |   |
| Week 12         |      |  |   |
| 11/12           | PS   | <b>Exam #3</b>   |   |
| 11/14           | PA   | <b>Alterations in Cognitive Perceptual Patterns</b><br>ADHD / PDD  | Stuart & Laraia: Chapter 36<br>Hockenberry: p.536-538; 618-620<br>Kee, Hayes, & McCuistion: pp. 298-302<br>ATI/MH: p. 221-226   |
| 11/16           | LH   | Integration of High Risk OB  |   |
| Week 13         |      |  |   |
| 11/19           | PA   | <b>Alterations in Role Relationship:</b><br>Psychiatric and Behavioral Disorders in Children &<br>Adolescents                | Stuart & Laraia: Chapter 37<br>Hockenberry: p.544-47<br>Cerdorian (2005)  |
| 11/21-<br>11/23 |      | NO CLASS   |   |
| Week 14         |      |  |   |
| 11/26           | MAB  | <b>Alterations in Cognitive Perceptual Patterns:</b><br>• Spinal Cord Injury   | Ignatavicius: 977-995<br>ATI/MS: p. 853-861<br>Delp & Ruth-Sahd (2005)  |
| 11/28           | MAB  | <b>Alterations in Cognitive Perceptual Patterns:</b><br>Degenerative Neurological Disorders<br>MS, MG, ALS, GB, PD           | Ignatavicius: 959-964; 998-1004, 1006-1018<br>Kee et al.: 351-357; 363-371<br>ATI/MS: p. 797-805; 814-844   |
| 11/30           | PS   | Case Study: Burns  | Ignatavicius: 1618-1650<br>ATI/MS: 1085-1095  |

| <b>TOPICAL OUTLINE</b> |             |   |  |
|------------------------|-------------|---|--|
| <b>Date</b>            | <b>Prof</b> | <b>Topic</b>  | <b>Learning Activities</b>   |
| Week 15                |             |   |  |
| 12/3                   |             | <b>Exam #4</b>  |  |
| 12/5                   | PA          | <b>Alterations in Role Relationship:</b><br>Violence              | Stuart & Laraia: Chapter 39<br>Hockenberry: p. 529-31; 460-70<br>Schwartz (2007)<br>ATI/MH: p. 269-273 |
| 12/6                   |             | Medical-Surgical ATI testing @2:00pm MC campus                    | Room: TBA  |
| 12/7                   | PA          | <b>Alteration in Health Management:</b><br>Chronic Mental Illness | Stuart & Laraia: Chapter 15<br>ATI/pharm: p. 203-217   |
|                        | PS          |   |  |
| Week 16                |             |   |  |
| 12/10                  |             | Mental Health ATI testing   | Room: TBA  |

\* Videos are available on Blackboard server: Follow links to view:

“Anxiety Disorders: Obsessive-Compulsive Disorder”

“Anxiety Disorders: Specific and Social Phobias”

“Eating Disorders: The Hunger Within”

“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)