



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



Nursing 313: Embracing the Challenged Family*
Fall, 2008

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

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 7.1, Mental Health Nursing 7.0, & Pharmacology 4.0

Ball, J. W. & Bindler, R. C. (2008). *Pediatric nursing: Caring for children*. New Jersey: Pearson Prentice Hall.

Davidson, M. R., London, M. L., & Ladewig, P. A. (2008). *Olds' maternal;-newborn nursing and women's health across the lifespan*. (8th ed). Upper Saddle River, NJ: Prentice Hall.

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.

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* (5th ed.). St. Louis: Mosby.

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

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

Required Journal Readings:

Adams, P. (2007). Sickle cell trait can take a sudden deadly turn. *American Nurse Today*, 2(11), 19-20.

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)
- Aybek, S., Kanaan, R.A., & David, A.S. (2008). The neuropsychiatry of conversion disorder. *Current Opinion in Psychiatry*, 21(3), 275-280. Retrieved from www.medscape.com on July 2, 2008.
- Baldwin, K. (2006). Stroke – It's a knock out punch. *Nursing Made Incredibly Easy*, 4(2), 10-15, 17-23.
- Beard-Pfeuffer, M. (2008). Understanding the world of children with autism. *RN* 71(2), 40-45.
- Beck, D. (2006). Venous thromboembolism (VTE) prophylaxis: Implications for medical-surgical nurses. *MEDSURG Nursing*, 15(5), 282-287. (available online on Blackboard course site)
- Breitenbach, J. (2007). Putting an end to perfusion confusion. *Nursing Made Incredibly Easy*, 5(3), 50-60.
- Burn care central. (2007, July/August). *Nursing Made Incredibly Easy*, 5, 17-20.
- 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)
- Chojnowski, D. (2007). Treatment for the troubled heart. *Nursing Made Incredibly Easy*, 5(4), 38-49.
- Clark, J. (2008). The danger next door: Methamphetamine. *RN* 71(5), 22-27.
- 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)
- Coughlin, R. (2008). Recognizing aortic dissection: A race against time. *American Nurse Today* 3(4), 31-35.
- Cowley, N., & da Silva, E. (2008). Prevention of secondary brain injury following head trauma. *Trauma*, 10, 35-42. (available online on Blackboard course site)
- Dumont, C., & Kiracofe, R. (2008). Turning the tide in a hypertensive emergency. *American Nurse Today*, 3(6), 35.
- Ecklund, M., & Ecklund, C. (2007). How to recognize and respond to hypovolemic shock. *American Nurse Today*, 2(4), 28-31.
- Flores, N. (2008). Dealing with an angry patient. *Nursing 2008*, 38(5), 30-31. (available online on Blackboard course site)

- 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)
- McClung, B., & Brown, J. (2008). Paget's disease: A therapy update. *American Nurse Today*, 3(6), 20-22.
- 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.
- Nelson, J. (2007). Recognizing depression in children. *American Nurse Today*, 2(10), 17-18.
- 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)
- Rogers, B. (2005). Looking at lymphoma & leukemia. *Nursing 2005*, 35(7), 56-63. (available online on Blackboard course site)
- Sherwood, P., Crago, E., Spiro, R., & Okonkwo, D. (2007). Cervical spine injuries: Preserving function, improving outcomes. *American Nurse Today*, 2(9), 26-29.
- 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)
- Tierney, S. (2008). The individual within a condition: A qualitative study of young people's reflections on being treated for anorexia nervosa. *Journal of the American Psychiatric Nurses Association*, 13(6), 368-375.

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.

Vaidya, C., & Ouellette, J. (2007). Hypertensive urgency & emergency. *Hospital Physician*, 43(3), 43-50. (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)

Fedoraka, P., & Heasley, S. (2008). Pre-eclampsia: The little known truth. *American Nurse Today*, 3(2), 9-11.

- 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.

***Videos are on reserve in the Estes Library (St. Luke's Hospital Campus).**

****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. Quizzes		10%
3. Final Examination (cumulative)		20%
4. Family Research Presentation		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.**

Extra Credit	
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 of 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.** If this score is not achieved, students will remediate by reviewing Kee (chapter 4) and be re-tested with a second drug calculation competency. Failure to achieve a score of 90% on second attempt will result in a grade of

unsatisfactory for Objective I in the formative evaluation. A third and final drug calculation competency will be given to the student. If the student does not achieve the 90% benchmark required for practice, the student will be unable to administer medications during the first seven weeks of the course which will result in an unsatisfactory formative clinical evaluation. **STUDENTS WILL BE REQUIRED TO EARN A 90% SCORE IN THE DRUG CALCULATION COMPETENCY IN ORDER TO 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:

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. 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			
8/25	PA	Course Introduction Alteration in Coping & Stress Pattern: • Crisis Theory & Intervention	Stuart & Laraia: Chapter 14 ATI/MH: p. 96-99.
8/27	PA	Alteration in Coping & Stress Pattern • Concepts of Anxiety: Defense mechanisms; Levels of anxiety	ATI/MH: p. 36-37; 100-105 Murphy (2005)
8/29	PA	Case Studies on Crisis Intervention	
PS			
Week 2			
9/1		NO CLASS: Labor Day Holiday	
9/3	PA	Alteration in Coping & Stress: Anxiety disorders: • GAD, OCD, Panic Disorder, Phobia, PTSD	Stuart & Laraia: Chapter 16; pp.564-577. Kee, Hayes, & McCuistion: pp. 385-389 Hockenberry: p. 539-540; 638-40 ATI/MH: p. 107-115.; p. 63-65; p. 80-82. ATI/Pharm: p.218-224 Antai-Otong (2003) Olszewski & Varrasse (2005) Videos: Anxiety Disorders: OCD and Phobias*
9/5	PA	Alteration in Coping & Stress: Anxiety disorders • Somatoform disorders: Somatization, conversion, hypochondriasis, body dysphormic disorder	Stuart & Laraia: Chapter 17 ATI/MH: p. 116-120 Aybek et al. (2008)
Week 3			
9/8	PA	Alteration in Coping & Stress: Anxiety disorders Dissociative Disorders: Amnesia, fugue, depersonalization, DID	Stuart & Laraia: Chapter 18 ATI/MH: p. 185-188
9/10	MAB	Alteration in Exercise-Activity Pattern: • Decreased Cardiac Output: Heart Failure, Cardiomyopathies	Ignatavicius: 749-763; 772-776 Chojnowski (2007) Kee, et al.: Ch 40 ATI/MS: p. 306-320; 353-362 ATI/Pharm: 239-244; 249-262; 271-274
9/11		REMEDIATION FOR DRUG COMPETENCY MUST BE COMPLETED	
9/12	MAB PA	Integrative Cardiovascular/Anxiety Case Studies	

TOPICAL OUTLINE			
Date	Prof	Topic	Learning Activities
Week 4			
9/15	MAB	Alteration in Exercise-Activity Pattern: <ul style="list-style-type: none"> Valvular Heart Disease: Adult Congenital Heart Disease (child); Pulm HTN 	Ignatavicius: 763-777 Hockenberry: 894-922 Jacobs & Meyer (2006) ATI/MS: p. 321-329
9/17	MAB	Alteration in Exercise-Activity Pattern: <ul style="list-style-type: none"> Concept of Shock 	Ignatavicius: Ch. 40 (822-838); 913-918 Ahrens (2007) Ecklund & Ecklund (2007) ATI/MS: p. 341-352
9/19	MAB PS	Case Studies: Shock	
Week 5			
9/22		Exam #1	
9/24	PA	Alteration in Role Relationship: <ul style="list-style-type: none"> Personality Disorders 	Stuart & Laraia: Chapter 22 Osborne & McComish (2006) ATI/MH: p. 198-220 Videos: Personality Disorders*
9/26	PA PS	Alteration in Role Relationship: <ul style="list-style-type: none"> Personality Disorders Case Studies 	Videos: Personality Disorders*
Week 6			
9/29	PA	Alteration in Coping & Stress: <ul style="list-style-type: none"> Anger/Aggression 	Stuart & Laraia: Chapter 30 Flores (2008) ATI/MH: p. 227-231; p. 11-13
10/1	MAB	Alteration in Exercise-Activity Pattern: Altered Perfusion: Acute Vascular Disorders: <ul style="list-style-type: none"> Arterial Occlusion, Aneurysms, Dissection DVT, Pulmonary Embolus 	Ignatavicius: 805-810; 812-816; 649-655 Coughlin (2008) Beck (2006) ATI/MS: 151-160; 274-283; 284-305 ATI/Pharm: 296-310 Kee et al.: Chapters: 43, 44
10/3	MAB PS	Alteration in Exercise-Activity Pattern: <ul style="list-style-type: none"> Vascular Crisis: Hypertensive Crisis 	Vaidya & Ouellette (2007) Kee, et al.: Review Ch 42
Week 7			
10/06		NO CLASS- FALL BREAK	
10/08	MAB /DK	Nutrition-Metabolic Acute Renal Failure	Ignatavicius: 1728-1739 ATI/MS: p. 504-517 ATI/Pharm: p. 375-410 (review)
10/10	MAB PS	Case Study: Renal Failure	
10/13	PA	Nutrition-Metabolic <ul style="list-style-type: none"> Eating disorders 	Stuart & Laraia: Chapter 25 Murphy (2007) Tierney (2008) Lutz & Przytulski: p. 250; 390-391 Hockenberry: p. 531-536 ATI/MH: p. 189-197. Video*

TOPICAL OUTLINE			
Date	Prof	Topic	Learning Activities
10/15	DK	Alteration in Exercise-Activity Pattern: <ul style="list-style-type: none"> Chest Trauma; Acute Respiratory Failure; SARS, ARDS 	Ignatavicius: 640; 655-671 ATI/MS: 161-180; 80-91 Manno (2005) Powers (2007)
10/15		Sipple Lecture: Perspectives on Global Health Presentation: "Are You Called?" Speaker: Dr. Gerard Rudy Moravian Mission in Ahuas, Honduras	Prosser Auditorium 5:30 PM REQUIRED ATTENDANCE
10/17 PS	MAB	Alteration in Exercise-Activity Pattern: <ul style="list-style-type: none"> Acute respiratory: ABG's, CT's 	Ignatavicius: 617, 623-625 ATI/MS: 22-28; 54-62 Coughlin & Parchinsky (2006) Woodruff (2006)**
Week 9 10/20		Exam #2	
10/22	MAB	Alteration in Exercise-Activity Pattern: <ul style="list-style-type: none"> Complex Mobility Concerns: metabolic bone disorders and fractures 	Ignatavicius: 1168-1175; 1189 – 1224 McClung & Brown (2008) ATI/MS: 921-931; 941-952
10/24 PS	PA	Learning Activity: "Advanced Web Evaluation"	Meet in Reeves Library Required attendance
Week 10 10/27	DK	Alterations in Cognitive Perceptual Patterns: Traumatic Brain Injury	Ignatavicius: 1044 – 1055 Cowley & da Silva (2008) ATI/MS: p. 762-769; 845-852
10/29	DK	Alterations in Cognitive Perceptual Patterns: Brain Attack (CVA)	Ignatavicius: 1027-1044 ATI/MS: 862-871 Baldwin (2006)
10/31 PS	DK	Neuro concepts; LOC, assessment	Ignatavicius: 922-945
Week 11 11/3	PA	Alterations in Cognitive Perceptual Patterns: Psychosis / Delirium	Stuart & Laraia: Chapter 23; p. 587-592 Kee, Hayes, & McCuistion: pp. 373-385. ATI/MH: p. 60-62; 66-68; 83-85; 168-176; 131-145. ATI/Pharm: p. 195-202; p.227-234 Arnold (2004) Gray-Vickrey (2005) Wilson, Hobbs, & Archie (2005)
11/5		Alteration in Exercise-Activity Pattern: Complex Hematologic Problems: Anemia, Sickle Cell, Leukemia & Lymphoma	Ignatavicius: Review 870-886; 887-893; 897-910 ATI/MS: 241-262 Rogers (2005); Adams (2007) ATI/Pharm: Review p. 298-339
11/6		Family assessment presentation #1	EC Room 111; 2:00-3:30pm

TOPICAL OUTLINE			
Date	Prof	Topic	Learning Activities
11/7 PS Week 12	MAB /PA	Integrative Case Study: ARDS/ psychosis/delirium	
11/10 11/12	PA	Exam #3 Alterations in Cognitive Perceptual Patterns ADHD / PDD	Stuart & Laraia: Chapter 36 Hockenberry: p.536-538; 618-620 Kee, Hayes, & McCuiston: pp. 298-302 Beard-Pfeuffer (2008) ATI/MH: p. 221-226 ATI/Pharm: p.225-226
11/13		Family assessment presentation #2	EC Room 111; 2:00-3:30pm
11/14 PS Week 13	LH	Integration of High Risk OB	
11/17	PA	Alterations in Role Relationship: Psychiatric and Behavioral Disorders in Children & Adolescents	Stuart & Laraia: Chapter 37 Hockenberry: p.544-47 Cerdorian (2005) Clark (2008) Nelson (2007)
11/19	MAB	Alterations in Cognitive Perceptual Patterns: Spinal Cord Injury	Ignatavicius: 977-995 ATI/MS: p. 853-861 Sherwood et al. (2007)
11/21 PS		Burns: Guest Lecturer	Ignatavicius: 1618-1650 Burn care central (2007) ATI/MS: 1085-1095
Week 14 11/24		Alterations in Cognitive Perceptual Patterns: Degenerative Neurological Disorders: MS, MG, ALS, GB, PD	Ignatavicius: 959-964; 998-1004; 1006-1018; Kee et al: 351-357; 363-371 ATI/MS: p. 797-805; 814-844 ATI/Pharm: p. 165-66; 170-75; 183-85
11/26 11/28		NO CLASS - THANKSGIVING NO CLASS	
Week 15 12/1		Exam #4	
12/3	PA	Alterations in Role Relationship: Violence	Stuart & Laraia: Chapter 39 Hockenberry: p. 529-31; 460-70 Schwartz (2007) ATI/MH: p. 269-273
12/5 PS Week 16	PA	Alteration in Health Management: Chronic Mental Illness	Stuart & Laraia: Chapter 15 ATI/pharm: p. 203-217
12/8		Medical-Surgical ATI testing @2:00pm MC campus	Room: TBA

***Videos are on reserve at the Estes Library:**

“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)