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

Nursing 315: Embracing the Challenged Community
Fall 2010

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Class meets: Mon & Wed 1020-1130 **Problem solving: Friday 1020-1130** **Classroom: PPHAC 102** **Clinical: Tuesdays (see Clinical schedule on Blackboard)**	

Course Description:
A course which applies nursing knowledge, interventions and attitudes for vulnerable populations challenged by acute and chronic alterations in physical and mental health. Students analyze responses to mental health crises and episodic interruptions of health, and experience collaborative health care delivery in a variety of settings.

Course Objectives:
1. Synthesize knowledge from the humanities, sciences, public health, ethics and nursing theory as a basis for determining and prioritizing health needs of challenged populations.
2. Collaborate with community and health care team members to foster optimal health of individuals, families and communities.
3. Utilize nursing roles in planning, providing, and evaluating care for clients in a variety of settings and clinical partnerships.
4. Address cultural and spiritual concerns in providing holistic care to individuals, families, and communities.
5. Demonstrate leadership and professional accountability in partnership and care provision in a variety of settings.

Course Credits/Unit/Hours
> Course Units: 1
> Theory Hours: 3
> Clinical Hours: 8 per week

Prerequisites: All required sciences; all required nursing courses **Co-requisites:** NURS 313

Required Textbooks:
ATI Content Mastery Series: Mental Health Nursing 7.0; Pharmacology 4.2; Community
> Health

Boyd, M. A. (2008). *Psychiatric nursing: Contemporary practice*. 4th ed. Philadelphia:
> Lippincott, Williams, & Wilkins.

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

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

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

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

Hogan, M. A., Thobagen, M., & Harkreader, H. (2004). Study guide for harkreader:
> Fundamentals of nursing: Caring and clinical judgement (2nd ed.). Philadelphia: W. B.
> Saunders.

Ignatavicius, D. D., & Workman, M.L. (2006). *Medical surgical nursing: Critical
> thinking for collaborative care.* (5th ed.). St. Louis: W. B. Saunders.

Kee, J. L., Hayes, E. R. & McCuistion, L. E. (2009). *Pharmacology: A nursing process
> approach* (6th ed.). St. Louis: Elsevier.

Kee, J. L., Hayes, E. R. & McCuistion, L. E. (2009). Study guide pharmacology: A nursing
> process approach (6th ed.). St. Louis: Elsevier.

Newfield, S. A., Hinz, M. D., Scott-Tilley, D., Sridaromont, K. & Maramba, P. (2007). Cox's
> clinical applications of nursing diagnosis: Adult, child, women's, Mental health,
> gerontic, and home health considerations (5th ed.). Philadelphia: F. A. Davis.

Perry, Hockenberry, Lowdermilk & Wilson (2010) Maternal Child Nursing Care. (4th ed.).
> Missouri: Mosby.

Stanhope, M. & Lancaster, J. (2010). Foundations of nursing in the community. (3rd ed.).
> St.Louis: Mosby.

* It is encouraged that students utilize other textbooks from required nursing and support
> courses as needed for class and clinical assignments.

On Reserve in Reeves:
Jenkins, J. F. & Lea, D. H. (2005). *Nursing care in the genomic era: A case-based approach*.
> Sudbury, MA: Jones & Bartlett, pp. 59-83.

Required Journal Articles:
Adamski, P. (2007). Recognizing the issues behind patient suicide. Retrieved July 23, 2009 from
> www.nursingmanagment.com. (available online on Blackboard course site).

AJN reports**:** Antidepressant use in children---safe or not? (2004). *AJN 104*(8), 25-26. (available
> online on Blackboard course site)

Bursztein, C. & Apter, A. (2008). Adolescent suicide. *Current Opinion in Psychiatry, 22*, 1-6. (available online on Blackboard course site)

Caldwell, B.A., Sclafani, M., Swarbrick, M., & Piren, K. (2010). Psychiatric nursing practice and the recovery model of care. *Journal of Psychosocial Nursing, 48*(7), 42-48. (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)

Flores, N. (2008). Dealing with an angry patient. *Nursing 2008, 38*(5), 30-31. (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)

MacCulloch, T. (2007). Comments, critique, and inspiration: The gift of compassion. *Issues in Mental Health Nursing, 28*, 825-827. (available online on Blackboard course site).

Murphy, K. (2006). Square pegs: Managing personality disorders. *Nursing Made Incredibly Easy,* 26-33. (available online on Blackboard course site)

Murphy, K. (2007). Anxious moments: Understanding common anxiety disorders*. LPN 2007*, 26-33. (available online on Blackboard course site)

Murphy, K. (2007). The skinny on eating disorders. *Nursing Made Incredibly Easy, 5(3), 40 – 48.* (available online on Blackboard course site)

National Institute for Clinical Excellence. (2004). Eating disorders core interventions in the treatment and management of anorexia nervosa, bulimia nervosa and related eating disorders. Quick reference guide. Clinical guideline 9. London: National Institute for Clinical Excellence. (available online on Blackboard course site)

National Institute for Clinical Excellence. (2004). Eating disorders core interventions in the treatment and management of anorexia nervosa, bulimia nervosa and related eating disorders. Summary of identification and management. Clinical guideline 9. London: National Institute for Clinical Excellence. (available online on Blackboard course site)

Psych Review: The alternate reality of schizophrenia. (2007). *LPN 2007 3*(3), 14-19. (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)

Sobralske, M. (2005). Primary care needs of patients who have undergone gender reassignment. *Journal of the American Academy of Nurse Practitioners,* 17(4), 133-8.

Swider, S. M. (2002). Outcome effectiveness of community health workers: An Integrative literature review. *Public Health Nursing*, 19(1), 11-20.

Syme, S. L. (2004). Social determinants of health: The community as an empowered partner. *Preventing Chronic Disease, 1.* Retrieved June 1, 2007. http://www.cdc.gov/pcd/issues/2004/jan/toc.htm

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)

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)

*Videos are available on Blackboard under "Course Documents", folder "Media Links." They are available for view on campus only.

Course Requirements:

1. **Class and Clinical attendance is an expectation**. Students are expected to be prepared and attend all class/clinical meetings. This includes completing assignments prior to attending class/clinical. Tardiness is a distraction to the class and will not be tolerated.

2. **If unable to attend a class**, please contact the course faculty via email or phone. Students are responsible for providing a doctor/health center excuse for an excused absence. Students are responsible for obtaining any notes, handouts, or other class items from classmates. Students who do not follow this policy and miss class without an excuse will have 1 point deducted from their final grade for each unexcused absence. If **unable to attend clinical**, the student must contact the clinical instructor and the agency prior to the morning of the clinical experience. Alternative assignments may be required at the discretion of the course faculty. See Attendance Policy in Nursing Student Handbook.

3. 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. Refer to the Moravian College Academic Honesty Policy in the Student Handbook. APA format is required for all written assignments.

4. Accommodations for learning and other disabilities cannot be provided until authorization is received from the appropriate disability support provide on campus. (Extension 1510). Students who wish to request accommodations in this class for support of learning disabilities should contact Mrs. Laurie Roth, Director of Learning Services. Students who wish to request accommodations for support of other disabilities should contact Dr. Ron Kline, Director of the Counseling Center.

5. 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.

6. 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).

7. 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.
8. Demonstrate expected professional behavior and appearance when in the classroom and clinical laboratory (both uniform and street clothing).

9. 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.

   Clinical Learning:
   Students are required to earn a *Satisfactory* clinical evaluation in each nursing course in order to progress in the curriculum. Failure to earn a *Satisfactory* clinical evaluation will result in a grade of F in the course.
   Students are expected to adhere to the policies and procedures of the clinical agencies in which they are assigned.

Methods of Evaluation**:

1. Reaction Paper *   15%
2. Participation and involvement   5%
   >Attendance
   >Seminar preparation packets (on blackboard)
   >Take home and Blackboard quizzes
3. Health Promotion and Prevention Seminar*   5%
4. Exams (3)   55% (15%; 20%; 20%)
5. Final Exam   20%
                                                Total   100%

* Portfolio Evidence to support student development based on core components.
**   The Moravian College nursing program is accredited by the Commission on Collegiate Nursing Education. As part of the accreditation process the program must provide evidence of assignments completed by students. Any of the methods of evaluation used in this course, may be used as evidence of student assignments during the accreditation process.

Core Components:

Community	**Holism**	**Inquiry**	**Professionalism**

Health Care	Spirituality	Assessment	Accountability
Economics	Health Promotion	Critical Thinking	Advocate
Health Policy	Wellness	Reflectivity	Coordinator
Vulnerable	Caring	Research	Educator
Populations	Morality		Leadership
Human Diversity	Compassion		Professional Values
			Ethical Standards

Grading Policy:
Assignments are expected on or before their due date both for class and clinical. If class assignments are submitted late, five points per day will be deducted from the grade.
The grading scale is as follows:

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

Please note that it within the instructor's purview to apply qualitative judgment in determining grades for any assignments and for the course final grade.

ATI: Mental Health Nursing and Community Health Nursing:
*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 community health 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 Community Health Nursing prior to the proctored assessment test date.	1% of grade earned
Completion of the ATI proctored assessments in Mental Health 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.**

Please note while the instructor will try to hold to the flow of the course outline, it may change over the course of the semester. Students will receive notification of syllabus changes in class or through electronic communication.

Nursing 315 Topical Outline

Date	Topic	Learning Activity
8/30	Introduction to course	Syllabus http://www.aacn.nche.edu/education/pdf/BaccEssentials08.pdf Concepts and attitudes towards poverty Stanhope & Lancaster (S&L) Ch 23 p. 420-424
9/1	**Coping/Stress Tolerance** Foundational concepts: Compassion in Mental Health Nursing MH Diagnostic Criteria Therapeutic Relationships Legal/ethical issues	 MacCulloch article (2007) ATI/MH: p. 1-10 Boyd: Chapter 2; p. 879-887 ATI/MH: p. 21-29; 67-77 Boyd: p. 146-152; Ch 15 ATI/MH: p. 11-20 Boyd: Chapter 3
9/3	Problem solving: MENTAL STATUS EXAM	Boyd: Ch 10 ATI/MH: p. 2-3
9/6	Labor Day – no classes	
9/8	**Coping/Stress Tolerance** Psychiatric Theories	ATI/MH: p. 47-55; 78-85; 97-104 Boyd: Chapters 6, 7, 11
9/10	**Coping/Stress Tolerance** Problem Solving: Group Therapy	ATI/MH: p. 87-96 Boyd: Chapter 12
9/13	Determinants of Health Seminar Concepts: Powerlessness Empowerment Community Health Workers	See seminar packet (course docs on blkbd) Follow this link and read about determinants of health outlined in Healthy People 2010 http://www.healthypeople.gov/Document/html/uih/uih_2.htm#deter Seminar packet (course docs on blkbd) Syme & Swider articles Messengers for Health (course doc's blkbd) Jenkins& Lea: Ch. 1,9 (Reserve @ Reeves)

9/15	Vulnerable populations	S & L Ch. 21, 22, 23 ATI Community Health (ATI/CH) Ch. 9 &12
9/17	Psychiatric Meds: Pharmacology **Topic and Annotated** **Bibliography for paper due**	Boyd: Chapter 8 Kee, Hayes, & McCuistion: ch 26 & 27 ATI/Pharm: 195-224 Howland article (2005)
9/20	***Alterations in Self-Perception*** Concepts and Theory of Substance abuse Treatment for SA and alcoholism	ATI/MH: p. 297-300 Boyd: Chapter 25 and 34 ATI/Pharm: 227-231
9/22	Exam # 1	
9/24	***Coping/Stress Tolerance*** Prob. Solv.: Concepts of Anxiety Defense Mechanisms	ATI/MH: p. 37- 46. Boyd: p. 144-146; Chapter 14

9/27	***Coping/Stress Tolerance***
	Anxiety Disorders:
	  GAD, OCD, Panic Disorder
	  Phobia, PTSD
		ATI/MH: p. 185-189; 113-123
		ATI/Pharm: p. 218-224
		Boyd: Chapter 21
		Kee, Hayes, & McCuistion: p. 403-407
		Perry et al.: p. 1101-1102
		Murphy article (2007)
		Videos: Anxiety Disorders: OCD and Phobia*

9/29	***Coping/Stress Tolerance*** Crisis Theory and Intervention	ATI/MH: p. 317-324. Boyd: Chapter 37
10/1	Problem solving: Agencies and their work with groups in the community, case mgmt	S & L Ch. 3 p. 40-46, Ch. 13 ATI/CH: Ch. 9

10/4	***Coping/Stress Tolerance***
	Anxiety Disorders:
	Somatoform disorders:
	  Somatization, conversion,
	  hypochondriasis, body
	  dysmorphic disorder
		ATI/MH: p. 195-204
		Boyd: Chapter 23

10/6	***Coping/Stress Tolerance***
	Anxiety Disorders:
	  Dissociative Disorders:
	  Amnesia, fugue
	  depersonalization, DID
		ATI/MH: p. 205-214
		Boyd: p. 429; p. 734-35

10/8	Problem Solving: Parasites Lice Scabies **Outline for paper due**	Movie: "Parasites, Eating us Alive!" http://www.cdc.gov/lice/head/epi.html read the 6 sections under 'view by topic' http://www.cdc.gov/scabies/ read the 6 sections under 'topics' include information for health providers: medications under treatment section
10/11- 12	Fall Break	
10/13	Global health topic:	Med-Surg Text (MS) Ch. 23 (p. 643-650)

	Tuberculosis	S & L Ch. 26 p. 501-507, Ch 27 p. 523-525, Kee: Ch 31 p. 461-4, Table 31-2, p.464 ATI Med-Surg (ATI MS) Ch. 14 Student-led prevention seminar S & L Ch 6
	US environmental health: Hanta Virus Rabies	http://www.cdc.gov/ncidod/diseases/hanta/hps/noframes/printgenlsection.htm http://www.cdc.gov/rabies/ Read the sections: The Rabies Virus, Transmission, General Q & A – pets and humans, Epidemiology, Kids Rabies Homes – check out this kid friendly site
	Lyme disease	http://www.cdc.gov/ncidod/dvbid/lyme/index.htm read Prevention, Transmission, Symptoms, Diagnosis, Treatment sections
	West Nile Virus	http://www.cdc.gov/ncidod/dvbid/westnile/wnv_factsheet.htm http://www.cdc.gov/ncidod/dvbid/westnile/wnv_communityVideo.htm watch the video clips
	Lead poisoning	Perry et al Ch 47 p. 1432-1439 ATI CH 12 Student-led prevention seminar
10/15	Problem solving: Nursing in the Global Community	Health Issues in Africa Guest Speaker: Dr. Helen Koehler S & L Ch. 26 p. 503 http://apps.who.int/malaria/ read diagnosis, treatment, vector control, malaria and travelers, malaria and HIV
10/18	US/Global health topics: Oral Health Malnutrition US resources: WIC SNAP (Food Stamps) National School Lunch and Breakfast Programs Summer Food Service Child and Adult Food Care Emergency Food Assistance Community Food and Nutrition	http://www2.nidcr.nih.gov/sgr/execsumm.htm Perry et al. Ch 47 p. 1368-1369 Student-led prevention seminar Student-led prevention seminar http://www.who.int/features/factfiles/nutrition/facts/en/index.html http://www.frac.org/html/hunger_in_the_us/hunger_index.html http://www.fns.usda.gov/wic/aboutwic/wicataglance.htm http://www.fns.usda.gov/wic/aboutwic/mission.htm http://www.frac.org/html/federal_food_programs/programs/fsp.html http://www.fns.usda.gov/snap/ read overview, mission, applicant and recipient information- who qualifies for these programs!)
10/20	Problem Solving: Ethnopharmacology Communicating in the context of vulnerability	Kee Ch. 6 Guest speaker: Prof. Marianne Adam

10/22	US/ Global Health Topics Emerging infectious diseases: SARS AVIAN Influenza Novel H1N1 Influenza (new flu virus of swine origin Food borne/ water borne illness Cholera Salmonella Typhi E coli 0157	S & L Ch 26 p. 483-494 Student-led prevention seminar http://www.cdc.gov/ncidod/sars/basics.htm http://www.cdc.gov/flu/avian/gen-info/facts.htm read key facts, Q & A, Prevention – interim recommendations http://www.cdc.gov/h1n1flu/general_info.htm general information sections and situation update http://www.pandemicflu.gov/ watch video Student-led prevention seminar S & L Ch 26 p. 499-501 Perry et al. Ch 47 p. 1383-1390 Kee Ch. 46 p. 710-714 http://www.cdc.gov/healthywater/drinking/ go to water-related diseases and select Cholera read the FAQs http://www.cdc.gov/ncidod/dbmd/diseaseinfo/typhoidfever_g.htm#Boil%20it,%20cook%20it,%20peel%20it,%20or%20forget%20it http://www.cdc.gov/nczved/dfbmd/disease_listing/stec_gi.html#1 http://www.cdc.gov/ncidod/dbmd/diseaseinfo/foodborneinfections_g.htm#riskiestfoods
10/25	**Exam #2**	
10/27	***Alteration in Cognitive/Perceptual Pattern*** Schizophrenia and Psychosis	ATI/MH: p. 259-272 Wilson article (2005) Psych Review: The alternate reality of schizophrenia (2007) Boyd: Chapter 18 & 19 Kee, Hayes, & McCuistion: p. 393-403
10/29	Recovery Model: Community Mental Health Nursing	Boyd: Ch 4 Caldwell et. al article (2010) Guest Speaker:

11/1	***Alteration in Role/Relationship Pattern***
	Human abuse
	    Child abuse
	    Elder abuse
		S & L Ch. 25, ATI/CH: Ch. 12
		
		Student-led prevention seminar
		Student-led prevention seminar

11/3	***Alteration in Role/Relationship Pattern*** Anger/aggression Violence Intimate Partner Violence	ATI/MH: p. 338-347 Boyd: Chapter 38 S & L Ch. 25, ATI CH: Ch. 12 ATI/MH p. 348-359 Perry et al.: p. 1082-1083; 60-63 Boyd: Chapter 39 Flores article (2008) Schwartz article (2007) Student-led prevention seminar

	Bullying/School Violence	Student-led prevention seminar
11/5	**Alteration in Sexual Pattern** Problem Solving: Rape Trauma Syndrome	ATI/MH p. 360-367 Guest Speaker: Janet Murray, SANE Nurse
11/8	**Alteration in Sexual Pattern** Gender identity disorders US/Global Health Topic: STD's	Sobralske article full text through Estes S & L Ch. 27 p. 516-521 Student-led prevention seminar
11/10	**Exam # 3**	
11/12	Problem Solving Self-Inflicted violence US Health Topic: Suicide	Student-led prevention seminar Adamski article (2007) Boyd: Ch. 17 Perry et al., p. 1140-1143
11/15	**Coping/Stress Tolerance** Affective Disorders: Depression	ATI/MH: p. 236-248; 325-337 Boyd: p. 348-366 Kee, Hayes, & McCuistion: p. 408-416
11/17	**Coping/Stress Tolerance** Affective Disorders: Bipolar Disorder	ATI/MH: p. 249-258 Boyd: p. 366-390 Kee, Hayes, & McCuistion: p. 417-420
11/19	ATI Community Health Nursing Exam	Location to be announced
11/22	**Alteration in Role/Relationship Pattern** Personality Disorders **Reaction Paper due**	ATI/MH: p. 215-225 Boyd: Chapter 22 Murphy article (2006) Videos: Personality Disorders*
11/24-28	Thanksgiving break	
11/29	**Alteration in Cognitive/Perceptual Pattern and Alteration in Self Concept** Child and Adolescent Mental Health Disorders	Boyd: Chapters 27, 28, 29 Perry et al.: p. 1099-1100; 1102-1104; 1115-1118 Kee, Hayes, & McCuistion: pp.298-302 ATI/MH: p. 285-296; 174-184 ATI/Pharm: p.225-226 ATI/MH: p. 379-390 Bursztein & Apter article (2008) AJN reports: Antidepressant use in Children—Safe or not (2004) Cerdorian article (2005)
12/1	**Alteration in Nutrition:** Eating Disorders	Perry et al.: p. 1127-1136 ATI/MH: p. 226-235 Boyd: Chapter 24 Murphy article (2007) Read national guidelines for treatment (see blackboard) View: "Eating Disorders: The Hunger Within" *
12/3	Impaired professionals Substance withdrawal US Health Topics:	Boyd Ch. 35 (review) ATI/MH: 297-316 Perry et al.: p.1136-1140

	Substance abuse: child	Student-led prevention seminar
	Substance abuse: elder	Student-led prevention seminar
12/6	Disaster nursing	S & L Ch 14, Ch 26 p. 494-496
	US Health topics:	
	Disasters	Student-led prevention seminar
	Terrorism	Student-led prevention seminar
12/8	ATI Mental Health Exam	LAST CLASS DAY (Location to be determined)
12/14	**Final Exam**	**0830**

*Videos are on Blackboard in Course Documents, Media Links:
"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)