



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



**Nursing 315: Embracing the Challenged Community
Fall 2011**

Final

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Class meets: Mon & Wed 1310-1420 Problem solving: Friday 1310-1420 Classroom: PPHAC 101 Clinical: Tuesdays (see Clinical schedule on Blackboard)	Course Credits/Unit/Hours Course Units: 1 Theory Hours: 3 Clinical Hours: 8 per week
CLINICAL FACULTY	
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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 across the life span.
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 evidence-based safe, quality

- care for clients across the life span 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.

Prerequisites: All required sciences; all required nursing courses

Co-requisites: NURS 313

Required Textbooks:

Assessment Technologies Institute (ATI) Products: Community Health Nursing Edition 5.0
Mental, Health Nursing (Edition 7.0), and Pharmacology for Nursing (Edition 5.0).

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

Dillon, P. M. (2007). *Nursing health assessment: A critical thinking, case studies approach* (2nd ed.). (Also student workbook) Philadelphia: F. A. Davis.

Harkreader, H., Hogan, M. A. (2007). *Fundamentals of nursing: Caring and clinical judgement*. (3rd ed.). (Also study guide by Hogan, Thobagen & Harkreader) Philadelphia: W.B. Saunders.

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

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

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

Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., Wilson, D. (2010). *Maternal child nursing care* (4th ed.). Maryland Heights, MO: Mosby.

Smeltzer, S.C., Bare, B. G., Hinkle, J. L., & Cheever, K. H. (2007). *Brunner and Suddarth's textbook of medical- surgical nursing* (11th ed.). Philadelphia: Lippincott, Williams, & Wilkins.

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.

Required Journal Readings: (all on the Blackboard site or available by clicking on links)

- Academy for Eating Disorders. (2011). Eating Disorders. AED Report 2011 (2nd Ed.), 1-17.
- Coram, G. J. & Schruntek, C. (2010). Better care for patients with borderline personality disorder. *American Nurse Today*, 5(12).
<http://www.americannursetoday.com/ContentList.aspx?fid=6856>
- Fink, M. (2007). Major studies on ECT for depression: What have we learned? *Psychiatric Times*, 24(12), 1-5.
- Flores, N. (2008). Dealing with an angry patient. *Nursing 2008*, 38(5), 30-31. (available online on Blackboard course site)
- Kaplan, A. (2011). Can a suicide scale predict the unpredictable? *Psychiatric Times*, 10, 1-2.
- Hoffman, E. & Taylor, K. L. (2009). Are we making progress against autism? *American Nurse Today*, 4(6). <http://www.americannursetoday.com/ContentList.aspx?fid=5720>
- 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).
- Nadler-Moodie, M. (2010). Psychiatric emergencies in med-surg patients: Are you prepared? *American Nurse Today*, 5(5), 23-27.
- Pehrson, K. (2011). Understanding the link between genomics and brain illness. *American Nurse Today*, 6 (4). <http://www.americannursetoday.com/ContentList.aspx?fid=7658>
- Rossignol, M. & Chandler, H.K. (2010). Recognizing posttraumatic stress disorder in military veterans. *American Nurse Today*, 5(2).
<http://www.americannursetoday.com/ContentList.aspx?fid=6182>
- Rupert, R. (2011). The nature of grief. *American Nurse Today*, 6(6).
<http://www.americannursetoday.com/ContentList.aspx?fid=7870>
- 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)
- Sobralke, M. (2005). Primary care needs of patients who have undergone gender reassignment. *Journal of the American Academy of Nurse Practitioners*, 17(4), 133-8.
- 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>
- Wieseke, A., Bantz, D. & May. (2011). What you need to know about bipolar disorder. *American Nurse Today*, 6(7), 8-12.

Recommended Journal Articles:

- Adamski, P. (2007). Recognizing the issues behind patient suicide. Retrieved July 23, 2009 from www.nursingmanagement.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)

- Howland, R. H. (2005). Anticonvulsant drug therapies. *Journal of Psychosocial Nursing*, 43(6), 17-20. (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)
- Psych Review: The alternate reality of schizophrenia. (2007). *LPN 2007* 3(3), 14-19. (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)

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)

Additional Videos for classroom use:

- Concept Media. *Recognizing extrapyramidal symptoms*. (Available from Concept Media, P.O. Box 19542, Irvine, California 92623-9542)
- Concept Media. *Group work: The fundamentals of group process*. (Available from Concept Media, P.O. Box 19542, Irvine, California 92623-9542)
- Concept Media. *The art of intervention*. (Available from Concept Media, P.O. Box 19542, Irvine, California 92623-9542)
- DreamWorks Pictures (2009). *The Soloist*.
- Lorimar Productions (1976). *Sybil*.
- Paramount Pictures (1980). *Ordinary people*.

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

Course Requirements:

1. Nursing Department Attendance Policy

Classroom attendance is necessary to promote the learning of the theoretical component of the curriculum and to enrich and expand the application of the clinical learning process. Students are expected to attend all classroom activities. An instructor may lower a student’s grade because of a class absence. If absences occur, it is the student’s responsibility to make up whatever work has been missed. Permission to make up assignments, quizzes, and periodic tests may be granted at the discretion of the instructor. Authorization to make up a final examination is given only by the Office of Academic Affairs.

Clinical attendance is mandatory for the student to consistently demonstrate the ability to meet course objectives. It is the student's responsibility to notify the appropriate person(s) as identified by course faculty in the event that he/she is unable to attend clinical experiences. Such notification is to occur up to two hours prior to the scheduled clinical experience. If a student is absent from class/clinical activity due to illness, a health care provider's statement verifying the illness and certifying that the student is able to resume class or clinical activity may be required.

All clinical absences will be tracked in a database for review by future course instructors and the Chairperson of the Department of Nursing. Students who request time off from clinical, due to events in which they have no control (death of a family member), will contact the course faculty and the clinical instructor, and the determination for clinical makeup will be decided. Students who arrive to clinical practice late or leave early may be required to make up those cumulative minutes at the end of the semester on a clinical makeup day. It is up to the discretion of the course faculty to require clinical makeup for students who routinely leave clinical early due to co-curricular activities. For student involved in co-curricular activities such as sports or music, etc. schedules must be submitted to clinical faculty at the beginning of the semester so that clinical experiences can be appropriately determined.

Students will be required to makeup clinical absences. The designated clinical makeup day will be scheduled on the Saturday before the last week of clinical practice. It is mandatory that students requiring clinical makeup attend that makeup day. Students will be charged \$250.00 per day of clinical make-up to reimburse the department for clinical supervision and administrative fees. All clinical requirements, including make-up, must be completed by the end of the final examination period for that semester. Any associated fees must be paid in full by the end of the final examination period for that semester. Students are exempt from clinical make-up if they are attending a faculty approved conference (i.e.-NSNA or SNAP convention). In the event that a student receives an excused absence for a required educational trip and later in the semester incurs more clinical absences, the student may be in a position to consider withdrawal from the course, if the clinical experiences absences are too numerous to be made up within the available faculty contract time.

In the event of a protracted illness requiring multiple missed clinical days, the student, course instructor(s), and Chairperson will meet to discuss alternatives and develop an individual education plan.

Nurs 315 Class Attendance Students are expected to be prepared and attend all class meetings. This includes completing assignments prior to attending class. Tardiness is a distraction to the class and will not be tolerated. Attendance will be taken and students will receive points added to their total participation and involvement grade based on the following:

- Students with 0 unexcused absences = 2 points
- Students with 1 unexcused absence = 1 point
- Students with 2 or more unexcused absences = 0 points

If unable to attend a class, please contact the course faculty via email or phone. Students are responsible for providing a doctor/nurse practitioner/health center excuse for an excused absence. Students are responsible for obtaining any notes, handouts, or other class items from classmates.

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. Where applicable, class assignments are to be typed and submitted according to APA style (6th edition).

4. Accommodations for learning and other disabilities cannot be provided until authorization is received from the appropriate disability support provider on campus. Students who wish to request accommodations in this class for support of learning disabilities should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Services (ext. 1510). Students who wish to request accommodations for support of other disabilities should contact Dr. Ron Kline, Director of the Counseling Center (ext. 1510).

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. **The Final Exam, per Moravian College policy, must be taken at the appointed time.**

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 Community Health 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.

10. Students are reminded that incivility will not be tolerated. Examples of incivility may include, but are not limited to, use of profane language, inappropriate confrontation with others, violating confidentiality, or misuse of hospital/college property. As a courtesy to your colleagues, phones must be in the silent mode during class. Texting or use of cell phones for internet access during class is unacceptable. Students are expected to be respectful of the time of both faculty and their peer group. Thus, if you are unable to keep an appointment with a faculty member or student peer related to course work/group projects, please be courteous and notify others of your need to cancel or reschedule the appointment.

Methods of Evaluation:**

1. Reaction Paper	10%
2. Participation and involvement	5%
>Attendance (see #2 of course requirements)	
>Seminar preparation packets (on blackboard)	
>Take home assignments and quizzes	
3. Health Promotion and Prevention Seminar	5%
4. Exams (3)	55% (15%; 20%; 20%)
5. Final Exam	15%
6. ATI testing (see chart below)	10% (5% for ATI community and 5% for ATI mental health)
Total	100%

** 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 of nursing program addressed in this course:

<u>Community</u>	<u>Holism</u>	<u>Inquiry</u>	<u>Professionalism</u>
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 = 63-66
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 Requirement: Mental Health Nursing and Community Health Nursing

These assessments will be factored into course grades. Each proctored assessment (mental health and community health) will count as **5% of the grade**. Students will achieve better outcomes if serious preparation is taken prior to the assessment.

All students are required to take the community health and the mental health online practice assessments prior to the proctored examinations. Students are also required to do a focused review of the online practice assessments in order to remediate in lower performing areas. The online practice assessments and focused review of the practice assessments (Community and Mental Health) **must be completed by November 18, 2011**.

Students will take the proctored assessments and earn points based on the proficiency level achieved. All students are required to do a focused review of their proctored test results for remediation purposes. Any student who does not earn a proficiency level 2 benchmark is required to re-take the proctored assessment. As before, the student will be required to perform a focused review on the second proctored assessment in order to earn the 2 remediation points. The following chart details how the grade will be determined based on the proficiency levels. **The highest ATI score earned will be used for grade calculation purposes (5% of course grade for Community score and 5% of course grade for Mental Health score).**

Points Awarded for Taking the Online Practice Assessment and focused review	Proficiency Level on ATI Proctored Assessments	Points Awarded for Achievement on ATI Proctored Assessment	Points Awarded for focused review of missed topics from ATI Proctored Assessment*	TOTAL POSSIBLE POINTS AWARDED (converts to a percentage when multiplied by 10)
2	Proficiency Level 3	6	2	10
2	Proficiency Level 2	5	2	9
2	Proficiency Level 1	3	2	7
2	Below level 1	2	2	6

***The nursing faculty is able to see the total minutes spent on remediation. Remediation points will not be computed if it appears as though remediation time was insufficient. It**

should take approximately two hours to remediate in areas of under-performance. For example, if the student earns a score of below level 1 and spends 30 minutes in remediation, this will be considered as insufficient remediation time and no remediation points will be awarded.

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.

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
8/29 Mon.	Introduction to course	Syllabus http://www.aacn.nche.edu/education/pdf/BaccEsentials08.pdf Concepts and attitudes towards poverty The onion activity Stanhope & Lancaster (S&L) Ch 23 p. 420-424
8/31 Wed.	<i>Coping/Stress Tolerance</i> Foundational concepts: Compassion in Mental Health Nursing MH Diagnostic Criteria 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
9/2 Fri.	Problem solving: MENTAL STATUS EXAM	Boyd: Ch 10 ATI/MH: p. 2-3
9/5 Mon.	Labor Day – no classes	
9/7 Wed.	<i>Coping/Stress Tolerance</i> Psychiatric Theories	ATI/MH: p. 47-55; 78-85; 97-104 Boyd: Chapters 6, 7, 11 <u>Article:</u> Pehrson (2011) Quiz on theories
9/9 Fri.	<i>Coping/Stress Tolerance</i> Problem Solving: Group Therapy	ATI/MH: p. 87-96 Boyd: Chapter 12
9/12 Mon.	Community Health Nursing Concepts Seminar: <ul style="list-style-type: none"> • Determinants of Health • Powerlessness • Empowerment • Community Health Workers 	Complete the assigned readings and write responses to questions posed in the seminar packet prior to class. This packet is found in course documents, classroom folder on blackboard. A hard copy must be turned in at the end of class (part of participation grade).

9/14 Wed.	Vulnerable populations	S & L Ch. 21, 22, 23 ATI Community Health (ATI/CH) Ch. 24 p. 50-62, & Ch. 5
9/16 Fri.	0900-1000: Required ATI session PPHAC 117 Problem solving: Ethnopharmacology Case study: <i>The Soloist</i>	Kee Ch. 6 Guest speaker: Prof. Marianne Adam <i>The Soloist</i> is available on NU315 Blackboard
9/19 Mon.	Coping/Stress Tolerance Crisis Theory and Intervention	ATI/MH: p. 317-324 Boyd: Chapter 37 <u>Article</u> : Nadler-Moodie (2010)
9/21	Exam # 1	
9/23 Fri.	Coping/Stress Tolerance Prob. Solv.: Concepts of Anxiety Defense Mechanisms	ATI/MH: p. 37- 46. Boyd: p. 144-146; Chapter 14
9/26 Mon.	Coping/Stress Tolerance Anxiety Disorders: GAD, OCD, Panic Disorder Phobia, PTSD	ATI/MH: p. 185-189; 113-123 ATI/Pharm: p. 84-94; p. 195-204 Boyd: Chapter 21 Kee, Hayes, & McCuiston: p. 403-407 Perry et al.: p. 1101-1102 <u>Article</u> : Rossignol & Chandler (2010) <u>Videos</u> : Anxiety Disorders: OCD and Phobia*
9/28 Wed	Coping/Stress Tolerance Anxiety Disorders: Somatoform disorders: Somatization, conversion, hypochondriasis, body dysmorphic disorder	ATI/MH: p. 195-204 Boyd: Chapter 23 Quiz on Crisis and anxiety (Blackboard)
10/1 Fri.	Problem solving: Agencies and their work with groups in the community, case mgmt, partnerships	S & L Ch. 3 p. 40-47, Ch. 13 ATI/CH: Ch. 2 p. 23-29 & Ch. 7
10/3 Mon.	Coping/Stress Tolerance Anxiety Disorders: Dissociative Disorders: Amnesia, fugue depersonalization, DID	ATI/MH: p. 205-214 Boyd: p. 429; p. 734-35 Somatoform Worksheet due
10/5 Wed.	Coping/Stress Tolerance Family Therapy	Movie: <i>Ordinary People</i> ATI/MH: 86-87; 91-96 Boyd: Ch 13
10/7 Fri.	Problem Solving: Parasites Lice: head, body and pubic Scabies	Movie: "Parasites, Eating us Alive!" http://www.cdc.gov/lice/head/epi.html http://www.cdc.gov/scabies/ These are great resources with excellent visuals! read: epidemiology, biology, disease signs and symptoms, diagnosis, treatment, prevention and control, and resources for health professionals

10/10-10/11	Fall Break	
10/12 Wed.	<p>Communicable Disease exemplar: Tuberculosis</p> <p>Zoonoses exemplar: Rabies</p> <p>Vector-borne disease exemplars: Lyme disease</p> <p>West Nile Virus</p> <p>Environmental health exemplar: Lead poisoning</p>	<p>Readings on Tuberculosis: Med-Surg Text (MS) Ch. 23 (p. 643-650) S & L Ch 27 p. 523-529, Kee: Ch 31 p. 461-4, Table 31-2, p.464 ATI Med-Surg (ATI MS) Ch. 14 Student-led prevention seminar</p> <p>Readings for other communicable diseases: S & L Ch.6, & Ch. 26 p. 501-507 ATI/CH Ch. 2 p. 20-22, Ch. 6, Links to topics on CDC: http://www.cdc.gov/rabies/ Read the sections: Signs and Symptoms, Diagnosis, Transmission, Rabies and Kids- check out this kid friendly site! http://www.cdc.gov/lyme/ Read Prevention, Transmission, Symptoms, Diagnosis, Treatment sections http://www.cdc.gov/ncidod/dvbid/westnile/wnv_factsheet.htm Review the fact sheet Readings on Lead poisoning: Perry et al Ch 47 p. 1432-1439 Student-led prevention seminar</p>
10/14 Fri.	<p>Problem solving: Nursing in the Global Community Health Issues in Africa Guest Speaker: Dr. Helen Koehler</p>	<p>S & L Ch. 26 p. 503 http://apps.who.int/malaria/ Read diagnosis & treatment, vector control, & high risk groups</p>
10/17 Mon.	Exam 2	
10/19 Wed.	<p>US/Global health topics:</p> <p>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</p>	<p>Link to Oral Health: A Report of the Surgeon General – read the executive summary: http://www2.nidcr.nih.gov/sgr/execsumm.htm Perry et al. Ch 47 p. 1368-1369 Student-led prevention seminar Student-led prevention seminar WHO link 10 facts on nutrition: http://www.who.int/features/factfiles/nutrition/facts/en/index.html http://www.fns.usda.gov/wic/aboutwic/wicatanlagen.htm http://www.frac.org/html/federal_food_programs/programs/fsp.html read overview, mission, applicant and recipient information- who qualifies for these programs!</p>

10/21 Fri.	Problem Solving Self-Inflicted violence US Health Topic: Suicide	Article: Kaplan (2011) Boyd: Ch. 17 Perry et al., p. 1140-1143 Student-led prevention seminar
10/24 Mon.	US/ Global Health Topics Emerging infectious diseases AVIAN Influenza Food borne/ water borne illness Exemplars: Cholera Salmonella Typhi	S & L Ch 26 p. 483-494 ATI/CH Ch. 1 p. 7-10, Ch. 6 p. 81-85 Student-led prevention seminar http://www.cdc.gov/flu/avian/gen-info/facts.htm read key facts, the virus and its spread, prevention, outbreaks 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/cholera/index.html read epidemiology, diagnosis, disease, treatment, prevention http://www.cdc.gov/nczved/divisions/dfbmd/diseases/typhoid_fever/ read FAQ's
10/26 Wed.	Alteration in Cognitive/Perceptual Pattern Schizophrenia and Psychosis <u>SIPPLE LECTURESHIP: 5:30 PM</u> <u>(Required attendance)</u>	ATI/MH: p. 259-272 Boyd: Chapter 18 & 19 Kee, Hayes, & McCuiston: p. 393-403
10/28 Fri.	Recovery Model: Community Mental Health Nursing	Boyd: Ch 4 Article: Caldwell et. al (2010) Guest Speaker: TBA
10/31 Mon.	Coping/Stress Tolerance Pattern Depression	ATI/MH: p. 236-248; 325-337 ATI/Pharm: p. 89-108 Boyd: p. 348-366 Kee, Hayes, & McCuiston: p. 408-416 Article: Fink (2007) Article: Rupert (2011)
11/2 Wed.	Coping/Stress Tolerance Affective Disorders: Bipolar Disorder	ATI/MH: p. 249-258 ATI/Pharm: p. 109-118 Boyd: p. 366-390 Kee, Hayes, & McCuiston: p. 417-420 Article: Wieseke et al. (2011)
11/4 Fri.	Problem Solving: Pharmacology Friday: Psychotropic drugs	ATI/Pharm: p. 89-130 Boyd: Chapter 8 Kee et al. : Ch 26 & 27
11/7 Mon.	Exam 3	
11/9 Wed.	Alteration in Sexual Pattern Gender identity disorders US/Global Health Topic: STD's	Sobral'ske article full text through Estes S & L Ch. 27 p. 516-521 ATI/CH Ch. 6 p. 80-85 Student-led prevention seminar

11/11 Fri.	Alteration in Sexual Pattern Problem Solving: Rape Trauma Syndrome	ATI/MH p. 360-367 Boyd: 844-847 Smeltzer et al.: 2185-87 Guest Speaker: Janet Murray, SANE Nurse
11/14 Mon.	Alteration in Role/Relationship Pattern Human abuse Child abuse Elder abuse	S & L Ch. 25 ATI/CH: Ch. 5 p. 63-68 Student-led prevention seminar Student-led prevention seminar
11/16 Wed.	Alteration in Role/Relationship Pattern Anger/aggression Violence Intimate Partner Violence Bullying/School Violence	ATI/MH: p. 338-347, 348-359 Boyd: Chapter 38 & 39 S & L Ch. 25, ATI/CH: Ch. 12 ATI/MH p. Perry et al.: p. 1082-1083; 60-63 <u>Articles:</u> Flores (2008); Schwartz (2007) Student-led prevention seminar Student-led prevention seminar
11/18 Fri.	Practice Assessments (MH and Community) and focused reviews due prior to class ATI Community Health Nursing Exam	Location to be announced Memorial 202/201 (tentative)
11/21 Mon.	Alteration in Role/Relationship Pattern Personality Disorders Reaction Paper due	Quiz on Personality Disorders ATI/MH: p. 215-225 Boyd: Chapter 22 <u>Article:</u> Coram & Schruntek (2010)
11/23-27	Thanksgiving break	
11/28 Mon.	Alteration in Cognitive/Perceptual Pattern and Alteration in Self Concept Child and Adolescent Mental Health Disorders	Quiz on ADHD, PDD, and rape trauma (BB) Boyd: Chapters 27, 28, 29 Perry et al.: p. 1099-1100; 1102-1104; 1115-1118 Kee, Hayes, & McCuiston: pp.298-302 ATI/MH: p. 285-296; 174-184 ATI/Pharm: p. 131-147 ATI/MH: p. 379-390 <u>Article:</u> Hoffman & Taylor (2009) Bursztein & Apter article (2008) AJN reports: Antidepressant use in Children—Safe or not (2004) Cerdorian article (2005)
11/30 Wed.	Alteration in Nutrition: Eating Disorders	Perry et al.: p. 1127-1136 ATI/MH: p. 226-235 Boyd: Chapter 24 <u>Article:</u> Academy for Eating Disorders (2011)
12/2 Fri.	ATI Mental Health Exam	Memorial 202/201 (Tentative)

12/5 Mon.	Disaster nursing US Health topics: Disasters & Terrorism	S & L Ch 14, Ch 26 p. 494-496 ATI/CH Ch. 6 p. 85-96 Student-led prevention seminar
12/5 (Mon) and 12/7 (Wed) PM (TBA)	ATI Mental Health and Community Exams (Proctored) (if needed)	Memorial 202/201 (Tentative)
12/7 Wed	LAST CLASS DAY Impaired professionals Substance withdrawal US Health Topics: Substance abuse in child & Elder populations	Boyd Ch. 35 (review) ATI/MH: 297-316, ATI/CH Ch. 5 p. 68-71 Perry et al.: p.1136-1140 Student-led prevention seminar
12/9 FRI	Final Exam	1330

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

“Anxiety Disorders: Obsessive-Compulsive Disorder”

“Anxiety Disorders: Specific and Social Phobias”