

**Moravian College  
Nursing Department**

**Nursing 315: Embracing the Challenged Community  
Fall 2013**

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<b>Class meets: Mon &amp; Wed 1310-1420</b> <b>Problem solving: Friday 1310-1420</b> <b>Classroom: Zinzendorf 103</b> <b>Clinical: Tuesdays or Thursdays (see Clinical schedule on Blackboard)</b>	<b>Course Credits/Unit/Hours</b> Course Units: 1 Theory Hours: 3 Clinical Hours: 8 per week
<b>CLINICAL FACULTY</b>	
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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

**PROGRAM PHILOSOPHY:** The process of learning involves accountability, diversity, mutual respect, openness, honesty and a reality base. The core components for the curriculum are Community, Holism, Inquiry & Professionalism (CHIP). These core components provide the foundation for the program and learning outcomes and are detailed in the Student Handbook: <http://home.moravian.edu/public/Nursing/HandbooksPage.html>

**Required Textbooks:**

Assessment Technologies Institute (ATI) Products: Community Health-specialty, Adult Medical Surgical Nursing, Mental Health, and Pharmacology for Nursing.

Ball, J.W., Bindler, R.C., & Cowen, K.J. (2012). *Principles of pediatric nursing: caring for children*. (5<sup>th</sup> ed.). Boston: Pearson.

Boyd, M.A. (2012) *Psychiatric nursing: Contemporary practice*. 5th ed. New York: Lippincott, Williams, & Wilkins.

Davidson, M. R., London, M.L. & Ladewig, P. A. (2012). *Old's maternal-newborn nursing & women's health*. (9<sup>th</sup> ed.). Boston: Pearson.

Karch, A. M, (2011). *Focus on nursing pharmacology*. Philadelphia: Lippincott Williams & Wilkins.

Karch, A. M. (2011). *Study guide for focus on nursing pharmacology* (5<sup>th</sup> ed.). Philadelphia: Lippincott Williams & Wilkins.

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* (5<sup>th</sup> ed.). Philadelphia: F. A. Davis.

Potter, P., and Perry, G. (2009). *Fundamentals of Nursing and study guide* (7<sup>th</sup> edition). Mosby, Elsevier.

Smeltzer, S.C., Bare, B. G., Hinkle, J. L., & Cheever, K. H. (2010). *Brunner and Suddarth's textbook of medical- surgical nursing* (12<sup>th</sup> 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.

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

**\*Denotes a required reading**

Academy for Eating Disorders. (2011). Eating Disorders. AED Report 2011 (2nd Ed.), 1-17.

Adamski, P. (2007). Recognizing the issues behind patient suicide. Retrieved July 23, 2009 from [www.nursingmanagement.com](http://www.nursingmanagement.com). (available online on Blackboard course site).

Bowers, L., Brennan, G., Winship, G., & Theodoridou, C. (2010). How expert nurses communicate

- with acutely psychotic patients. *Mental Health Practice*, 13(7), 24-26.
- 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)
- 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. Hetteberg, C., Jenkins, J.F., Harvey, E.K., and Prows, C.A. (Cincinnati Children's Hospital Medical Center & National Coalition for Health Professional Education in Genetics).(n.d.). *Genetics is Relevant Now: Nurses' Views and Patient Stories* [powerpoint presentation]. Available from  
<http://bmihgjsd.cchmc.org:8081/gepnweb/c118/index.html>
- 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).
- 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)
- Nadler-Moodie, M. (2010). Psychiatric emergencies in med-surg patients: Are you prepared? *American Nurse Today*, 5(5), 23-27.
- \*Nolan, P. (2013). The meaning of persons in medicine. *Journal of Healthcare Leadership*, 5, 31-33.
- \*Park, T., Usher, K., & Foster, K. (2011). Description of a healthy lifestyle intervention for people with serious mental illness taking second-generation antipsychotics. *International Journal of Mental Health Nursing*, 20, 428-437.
- \*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)
- \*Sobral, 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>
- \*Valen, M.S., Narayan, S., & Wederking, L. (2012). An innovative approach to diabetes education for a Hispanic population utilizing community health workers. *Journal of Cultural Diversity*, 19(1), 10-17.
- Wieseke, A., Bantz, D. & May. (2011). What you need to know about bipolar disorder. *American Nurse Today*, 6(7), 8-12.

### **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)

### **Required/Additional Videos for classroom/clinical 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*.
- California Newsreel with Vital Pictures. Presented by the National Minority Consortia. (2008).  
*UNNATURAL CAUSES: Is Inequality Making Us Sick?* available through:  
[www.unnaturalcauses.org](http://www.unnaturalcauses.org) ; [www.newsreel.org](http://www.newsreel.org) .

**\*Videos are available on the NU 315 Blackboard home page under 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 is Saturday, December 7. It is mandatory that students requiring clinical makeup attend this day. Because this is a both reading day and a Christmas Vespers day, please plan your schedules accordingly.** 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.

**2. 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 to a participation grade based on the following:

- Students with 0-1 unexcused absences and shows significant investment in the daily life of the course (prepared, adds to discussion, answers questions, etc) = 2 % points
- Students with 2 unexcused absence and shows acceptable investment in the daily life of the course (prepared, adds to discussion, answers questions, etc) = 1 % point

- Students with more than 2 unexcused absences, little observed investment in the daily life of the course = 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 (6<sup>th</sup> edition).

**4. Accommodations for learning and other disabilities:** Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support at 1307 Main Street, or by calling 610-861-1510. Accommodations cannot be provided until authorization is received from the Academic Support Center.

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 of the importance of respect and courtesy toward others.** 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	10%
>Attendance (see #2 of course requirements)	➤ Attendance: 2%
>Community Health: (4%)	➤ Prep/assignments/quizzes: 8%
Seminar preparation packets (on blackboard)	
Take home assignments and quizzes	
>Mental Health: (4%)	
4 HESI case studies (1% each)	
3. Health Promotion and Prevention Seminar	5%
4. Exams (3)	55% (15%; 15%; 20%)
5. Final Exam	15%
6. ATI testing (see chart below)	10% (5% for ATI community and 5% for ATI mental health)
<b>Total</b>	<b>100%</b>

\*\* 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.

### **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 prior to the ATI proctored exams.**

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.

St Luke’s University Hospital policy on piercings and tattoos includes the following:

- The only acceptable visible piercings are ear piercings.
- Tattoos must be covered.
- If a student is at St. Luke's for clinical and a tattoo is visible, the student will be sent off clinical. The student must pay for a makeup experience. If the student has a second infraction, he/she may not go back to that unit, which translates to a clinical failure.

**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 **Draft 2013****

Date	Topic	Learning Activity
8/26 Mon.	Introduction to course	Syllabus <a href="http://www.aacn.nche.edu/education/pdf/BaccEsentials08.pdf">http://www.aacn.nche.edu/education/pdf/BaccEsentials08.pdf</a> Concepts and attitudes towards poverty The onion activity Stanhope & Lancaster (S&L) Ch 23 p. 420-424 ATI/MH: p. 49-57
8/28 Wed.	<b><i>Coping/Stress Tolerance</i></b> Foundational concepts: Compassion in Mental Health Nursing MH Diagnostic Criteria Legal/ethical issues	MacCulloch article (2007) (required) Nolan article (2013) (required) Boyd: Chapter 2 and 3 ATI/MH: p. 12-29; p. 39-48  Boyd: Chapters 4 and 6
8/30 Fri.	Problem solving: MENTAL STATUS EXAM	Boyd: Ch 10 and 36 ATI/MH: p. 1-11 <b>View Powerpoint: Psychiatric Nursing Assessment Prior to class</b>
9/2 Mon.	Labor Day – no classes	
9/4 Wed.	<b><i>Coping/Stress Tolerance</i></b> Psychiatric Theories	ATI/MH: 58-66 Boyd: Chapters 7, 8, 12 Article: Pehrson (2011) (required) Review Genogram construction
9/6 Fri.	<b><i>Coping/Stress Tolerance</i></b> Problem Solving: Group Therapy	ATI/MH: p. 67-75 Boyd: Chapter 13
9/9	<b><i>Coping/Stress Tolerance Pattern</i></b>	ATI/MH: p. 82-89; 100-109; 186-200; 252-255

Mon.	Affective Disorders: Depression	ATI/Pharm: p. 89-108 Boyd: Ch 24 Ball et al.: p. 921-925 Karch: Chapter 21 <u>Article:</u> Fink (2007) <u>Article:</u> Rupert (2011) <b>Due: HESI case study on Major Depressive Disorder (complete prior to class)</b>
9/11 Wed.	<b><i>Coping/Stress Tolerance</i></b> Affective Disorders: Bipolar Disorder	ATI/MH: p. 110-118; 201-210 ATI/Pharm: p. 109-118 Boyd: Ch 25 Karch: Pages 368-371 <u>Article:</u> Wieseke et al. (2011) Review the website on genetic testing for bipolar disorder: <b>Genetic testing to assess for risk for bipolar disorder and for efficacy of SSRI medications:</b> <a href="http://www.psynomics.com/physicians_provides.php">http://www.psynomics.com/physicians_provides.php</a>
9/12	<b><i>Thursday Post Clinical Conference: Required</i></b>	<b>Dr. Paul Wolpe: Seminar on Bioethics</b> <b>Prosser Auditorium 2:30-3:30 pm</b>
9/13 Fri.	Problem Solving: Self-inflicted violence  US Health Topic: Suicide	ATI/MH: 285-293 <u>Article:</u> Kaplan (2011) Boyd: Ch 21 Ball et al., p. 929-931 <b>2 Student-led prevention seminars</b>
9/16 Mon.	Vulnerable populations Community Health Nursing Concepts Seminar: <ul style="list-style-type: none"> <li>• Determinants of Health</li> <li>• Powerlessness</li> <li>• Empowerment</li> </ul> Community Health Workers	S & L Ch. 21 ATI Community Health (ATI/CH) Ch. 24 p. 50-62, & Ch. 5 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. <b>A hard copy must be turned in at the end of class</b> (part of participation grade).
9/18 Wed.	Vulnerable populations: Homelessness/Poverty/Teen mothers/Mental Illness	S & L Ch. 23 ATI Community Health (ATI/CH) Ch. 24 p. 50-62, & Ch. 5 <b>2 student-led prevention seminars</b>
9/20 Fri	<b>Problem solving:</b> Big Board review and HESI Case study review	ATI/Pharm: p. 89-130 Boyd: Chapter 11 Karch: Chapter 22 <b>Due: Hesi Case study: Major Depression (complete prior to class)</b>
9/23 Mon	<b>EXAM 1</b> <b>(content through 9/13 only, plus</b> <b>Big Board Review and HESI</b>	

	<b>cases)</b>	
9/25 Wed	Vulnerable populations: Rural/Migrant/Immigrant	S & L Ch. 22 ATI Community Health (ATI/CH) Ch. 24 p. 50-62, & Ch. 5 <b>2 student-led prevention seminars</b>
9/27 Fri.	Problem solving: Nursing in the Global Community Malaria and other Health Issues in Africa Guest Speaker: Dr. Helen Koehler	S & L Ch. 26 p. 503 Karch p. 170-177 <a href="http://apps.who.int/malaria/">http://apps.who.int/malaria/</a> Read diagnosis & treatment, vector control, & high risk groups
9/30 Mon.	Communicable Disease exemplar: Tuberculosis    Zoonoses exemplar: Rabies  Vector-borne disease exemplars: Lyme disease  West Nile Virus  Environmental health exemplar: Lead poisoning	Readings on Tuberculosis: Med-Surg Text (MS) Ch. 23 (p. 643-650) S & L Ch 27 p. 523-529, Karch p. 121-124 ATI Med-Surg (ATI MS) Ch. 25 (p. 288-295) <b>TB Student-led prevention seminar</b> 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: <a href="http://www.cdc.gov/rabies/">http://www.cdc.gov/rabies/</a> Read the sections: Signs and Symptoms, Diagnosis, Transmission, Rabies and Kids- check out this kid friendly site! <a href="http://www.cdc.gov/lyme/">http://www.cdc.gov/lyme/</a> Read Prevention, Transmission, Symptoms, Diagnosis, Treatment sections <a href="http://www.cdc.gov/ncidod/dvbid/westnile/wnv_factsheet.htm">http://www.cdc.gov/ncidod/dvbid/westnile/wnv_factsheet.htm</a> Review the fact sheet Readings on Lead poisoning: Ball et al. Ch 17 p. 463-464 <b>Lead poisoning Student-led prevention seminar</b>
10/2 Wed.	US/Global health topics:   Oral Health Malnutrition US resources: WIC SNAP (Food Stamps) National School Lunch and Breakfast Programs Summer Food Service	Link to Oral Health: A Report of the Surgeon General – read the executive summary: <a href="http://www2.nidcr.nih.gov/sgr/execsumm.htm">http://www2.nidcr.nih.gov/sgr/execsumm.htm</a> Ball et al. Ch 14 p. 348-354 <b>Student-led prevention seminar</b> <b>Student-led prevention seminar</b> WHO link 10 facts on nutrition: <a href="http://www.who.int/features/factfiles/nutrition/facts/en/index.html">http://www.who.int/features/factfiles/nutrition/facts/en/index.html</a> <a href="http://www.fns.usda.gov/wic/aboutwic/wicatalogue.htm">http://www.fns.usda.gov/wic/aboutwic/wicatalogue.htm</a> <a href="http://www.frac.org/html/federal_food_programs">http://www.frac.org/html/federal_food_programs</a>

	Child and Adult Food Care Emergency Food Assistance Community Food and Nutrition	<a href="/programs/fsp.html">/programs/fsp.html</a> read overview, mission, applicant and recipient information- who qualifies for these programs!
10/4 Fri.	Parasites Lice: head, body and pubic  Scabies	Movie: "Parasites, Eating us Alive!" on Reserve in Reeves Library Karch p. 966 (Pediculocides/Scabicides) <a href="http://www.cdc.gov/lice/head/epi.html">http://www.cdc.gov/lice/head/epi.html</a> <a href="http://www.cdc.gov/scabies/">http://www.cdc.gov/scabies/</a> These are great resources with excellent visuals! read: epidemiology, biology, disease signs and symptoms, diagnosis, treatment, prevention and control, and resources for health professionals <b>Lice Student-led prevention seminar</b> <b>Scabies Student-led prevention seminar</b>
10/7 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 <b>Student-led prevention seminar</b> <a href="http://www.cdc.gov/flu/avian/gen-info/facts.htm">http://www.cdc.gov/flu/avian/gen-info/facts.htm</a> read key facts, the virus and its spread, prevention, outbreaks <b>Student-led prevention seminar</b> S & L Ch 26 p. 499-501 Ball et al. Ch 18 p. 477-483 Karch p. 178-185, 940-945 <a href="http://www.cdc.gov/cholera/index.html">http://www.cdc.gov/cholera/index.html</a> read epidemiology, diagnosis, disease, treatment, prevention <a href="http://www.cdc.gov/nczved/divisions/dfbmd/diseases/typhoid_fever/">http://www.cdc.gov/nczved/divisions/dfbmd/diseases/typhoid_fever/</a> read FAQ's
10/9 Wed.	Disaster nursing US Health topics: Disasters & Terrorism	S & L Ch 14, Ch 26 p. 494-496 ATI/CH Ch. 6 p. 85-96 <b>2 Student-led prevention seminars</b>
10/11 Fri.	Problem Solving: Agencies and their work with groups in the community, case mgmt, partnerships BIG BOARD review <b>Reaction Paper due today</b>	S & L Ch. 3 p. 40-47, Ch. 13 ATI/CH: Ch. 2 p. 23-29 & Ch. 7
10/14 Mon.	<b>FALL BREAK</b>	
10/16 Wed.	<b>Exam 2 (Content 9/16 through 10/11 only)</b>	
10/18 Fri.	<b>Coping/Stress Tolerance</b> Crisis Theory and Intervention	ATI/MH: p. 279-284 Boyd: Chapter 20 <u>Article</u> : Nadler-Moodie (2010)
10/21	<b>Alteration in</b>	ATI/MH: p. 119-131; 221-225

Mon.	<b><i>Cognitive/Perceptual Pattern</i></b> Schizophrenia and Psychosis	Boyd: Chapter 22 & 23 Karch: Chapter 22 <u>Article</u> : Bowers et al. (2010) <u>Article</u> : Park et al. (2011) (required) <b>Due: Hesi Case study on Psychosis (complete prior to class)</b>
10/23 Wed	<b>Recovery Model: Community Mental Health Nursing</b>  <b><u>SIPPLE LECTURESHIP: 5:30 PM</u></b> <b><u>(Required attendance)</u></b>	Boyd: Ch 5 and 38 <u>Article</u> : Caldwell et. al (2010) Guest Speaker: TBA
10/25 Fri.	Problem solving: <i>The soloist</i> case study	<i>The Soloist (film)</i> is available on NU315 Blackboard
10/28 Mon.	<b><i>Coping/Stress Tolerance</i></b> Schizophrenia and Psychosis	<b>Due: Hesi Case study on Schizophrenia: Review in class (complete prior to class)</b>
10/30 Wed.	<b><i>Coping/Stress Tolerance</i></b> Concepts of Anxiety: Defense Mechanisms  Anxiety Disorders: GAD, OCD, Panic Disorder Phobia, PTSD	ATI/MH: p. 30-38. Boyd: p. 114-118; Chapter 18  ATI/MH: p. 76-81; 90-99; 175-185 ATI/Pharm: p. 84-94; p. 195-204 Boyd: Chapter 26 Karch: Chapter 20 Ball et al.: p. 926-929 <u>Article</u> : Rossignol & Chandler (2010) <u>Videos</u> : Anxiety Disorders: OCD and Phobia*
11/1 Fri.	<b><i>Coping/Stress Tolerance</i></b> Anxiety Disorders: Somatoform disorders: Somatization, conversion, hypochondriasis, body dysmorphic disorder	Boyd: Chapter 29  <b>Listen to voice-over powerpoint on BB prior to class</b>  <b>Student-led prevention seminar (PTSD)</b>
11/4 Mon.	<b><i>Coping/Stress Tolerance</i></b> Anxiety Disorders: Dissociative Disorders: Amnesia, fugue depersonalization, DID	Boyd: p. 487; p. 754
11/6 Wed.	<b><i>Coping/Stress Tolerance</i></b> Child and adolescent psych disorders	ATI/MH: p. 264-277; 226-242 Boyd: Chapter 35 Ball et al.: p. 905-921; 931-932 <u>Article</u> : Cerdorian (2005) (required)
11/8 Fri.	<b><i>Alteration in Sexual Pattern</i></b> Problem Solving: Rape Trauma Syndrome	ATI/MH p. 309-314 Boyd: 790-791 Smeltzer et al.: 2185-87 Guest Speaker: SANE Nurse
11/11	<b>EXAM 3</b>	

Mon.		
11/13 Wed.	<b><i>Alteration in Role/Relationship Pattern</i></b> Personality Disorders	ATI/MH: p. 132-139 Boyd: Chapter 27 and 28 <u>Article</u> : Coram & Schruntek (2010) <b>Listen to voice-over powerpoint on BB prior to class</b>
11/15 Fri.	<b><i>Alteration in Role/Relationship Pattern</i></b> Human abuse Child abuse Elder abuse	S & L Ch. 25 ATI/CH: Ch. 5 p. 63-68  <b>Student-led prevention seminar</b> <b>Student-led prevention seminar</b>
11/18 Mon.	<b><i>Alteration in Role/Relationship Pattern</i></b> Anger/aggression Violence  Intimate Partner Violence Bullying/School Violence	ATI/MH: p. 294-300 Boyd: Chapter 19 & 40 S & L Ch. 25, ATI/CH: Ch. 12 ATI/MH p. 301-308 Ball et al.: p. 449-455 <u>Articles</u> : Flores (2008); Schwartz (2007) <b>Student-led prevention seminar</b> <b>Student-led prevention seminar</b>
11/20 Wed.	<b><i>Alteration in Nutrition:</i></b> Eating Disorders	Perry et al.: p. 1127-1136 ATI/MH: p. 164-173 Boyd: Chapter 30 Ball et al.: p. 358-362 <u>Article</u> : Academy for Eating Disorders (2011) <b>2 student-led prevention seminars</b>
11/22 Fri.	<b>Practice Assessments (Community) and focused reviews due prior to class</b> <b>ATI Community Health Nursing Exam</b>	<b>PPHAC 112 and 113</b>
11/25- 11/29	<b><i>Thanksgiving break- no classes</i></b>	
12/2 Mon.	Impaired professionals Substance withdrawal US Health Topics: Substance abuse in child & Elder populations	Boyd Ch. 31 (review) ATI/MH: p. 151-163; 243-250 ATI/CH Ch. 5 p. 68-71 Ball et al.: Ch. 9, p.236-237 <b>2 Student-led prevention seminars</b>
12/4 Wed.	<b><i>Alteration in Sexual Pattern</i></b> 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 <b>2 STD Student-led prevention seminars</b>
12/6 Fri.	<b>LAST CLASS DAY</b> <b>ATI Mental Health Exam</b> <b>Practice Assessments (Mental Health) and focused reviews due</b>	<b>PPHAC 112 and 113</b>

	prior to class	
<b>Finals Week (12/9-12/14)</b>	<b>Retake ATI Mental Health and Community Exams (Proctored)</b>	Location to be announced
<b>12/9 Mon.</b>	<b>Final Exam: 1:30 PM</b>	

\*Videos are on Blackboard homepage Media tab

“Anxiety Disorders: Obsessive-Compulsive Disorder”

“Anxiety Disorders: Specific and Social Phobias”