

**Moravian College
Nursing Department**

**Nursing 315: Embracing the Challenged Community
Fall 2014**

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Class meets: Mon & Wed 1310-1420 Problem solving: Friday 1310-1420 Classroom: PPHAC 102 Clinical: Tuesdays or Thursdays (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:

- Arikian, V. P. (2011). *The Basics*. Kaplan, Inc.
- Ball, J.W., Bindler, R.C., & Cowen, K.J. (2012). *Principles of pediatric nursing: caring for children*. (5th 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*. (9th ed.). Boston: Pearson.
- Jarvis, C. (2011). *Physical examination and health assessment*. (6th ed.). St. Louis: Elsevier Saunders.
- Karch, A. M, (2013). *Focus on nursing pharmacology*. (6th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Karch, A. M. (2013). *Study guide for focus on nursing pharmacology*. (6th ed.). Philadelphia: Lippincott Williams & Wilkins.
- Potter, P., and Perry, G. (2012). *Fundamentals of Nursing and study guide*. (8th 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* (12th ed.). Philadelphia: Lippincott, Williams, & Wilkins.
- Stanhope, M. & Lancaster, J. (2014). *Foundations of nursing in the community*. (4th 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**

- *Bowers, L., Brennan, G., Winship, G., & Theodoridou, C. (2010). How expert nurses communicate with acutely psychotic patients. *Mental Health Practice*, 13(7), 24-26.
- *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).
- *Coram, G. J. & Schruntek, C. (2010). Better care for patients with borderline personality disorder. *American Nurse Today*, 5(12).
<http://www.americannursetoday.com/Article.aspx?id=7304&fid=6856>
- *Hoffman, E. & Taylor, K. L. (2009). Are we making progress against autism? *American Nurse Today*, 4(6). <http://www.americannursetoday.com/Article.aspx?id=10504&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).

- *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/Article.aspx?id=6266&fid=6182>
- *Rupert, R. (2011). The nature of grief. *American Nurse Today*, 6(6).
<http://www.americannursetoday.com/Article.aspx?id=7912&fid=7870>
- *Sobralse, 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 ; 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 6. 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.

Credit for class attendance and response to I-Clicker questions = 4% of the course grade.

Points are earned as follows:

2 points: Earned for each correct I-clicker response and class attendance

1 point: Earned for each incorrect answer and class attendance

0 points: Did not attend class

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:

Students who wish to request accommodations in this class for a disability must contact Ms. Elaine Mara, assistant director of academic support services for academic and disability support, at the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). 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 (Kaplan Psychosocial Nursing Exam).

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. Attendance/I-Clickers	4%
3. Mental Health: Assignments and quizzes *	7%
• Recovery Exercise (1%)	
• NCLEX Homework (2%)	
• Case study/Quizzes (4%)	
Kaplan Focused Reviews: Incentive points*	
4. Partnership Presentation	5%
5. Community quizzes and daily preparation	4%
6. Exams (3)	45% (15%; 15%; 15%)
7. Final Exam	15%
8. Kaplan testing (see Kaplan Assessment policy)	10%

Total 100%

* See directive for explanation

** 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- = 80-82.99	D+ = 67-69.99
A- = 90-92.99	C+ = 77-79.99	D = 63-66.99
B+ = 87-89.99	C = 73-76.99	D- = 60-62.99
B = 83-86.99	C- = 70-72.99	F = 59.99 and below

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.

Kaplan Assessment Policy

The nursing department has incorporated a comprehensive assessment and review program into the curriculum in order to systematically strengthen the knowledge base of nursing students which may result in a more competent, successful practitioner. This program consists of a variety of learning methods: written materials, videos, online practice and proctored assessments. All of these materials are designed to promote learning throughout the course of study. For example, students will begin receiving Kaplan materials with their first clinical nursing course and will continue to receive materials each semester thereafter to augment content learned in that semester.

Proctored assessments are placed within specific nursing courses, and count for 10% of the student’s final grade in the course. Students are encouraged to prepare for this proctored assessment by reviewing printed materials, appropriate DVDs and focused tests prior to taking the proctored assessments. By so doing, students should be successful on the proctored assessment(s) offered towards the end of the course, typically week 13 or 14 for TUG program and week 6 or 9 for PB program, depending on the PB semester length. (i.e. a 7 week PB semester means the assessment(s) will take place in week 6, and 10 week PB semester means the assessment(s) will take place in week 9).

Students will receive an individual score with a percentile ranking. A minimal percentile ranking of 50% is the benchmark set by the nursing faculty. The following table outlines the course grade based on percentile ranking:

Percentile Ranking	Kaplan Exam Course grade
90-99 th	98
80-89	95
70-79	90
60-69	86
50-59	82
40-49	74
30-39	66
20-29	58
10-19	50
Below 10	40

Remediation:

Remediation is required for **all** students following the completion of each Kaplan assessment. Even students who score in a high percentile ranking are required to remediate; many times, additional learning can take place during remediation. Faculty will set a date for completion of remediation. The faculty requires 2 minutes of remediation for each and every question (correct and incorrect) on a Kaplan assessment. Students who meet the benchmark for remediation will have 2 points added to their Kaplan exam course grade. Students who do not remediate as specified earn a zero on the Kaplan exam course grade, regardless of original score.

***Mental Health Assignments: (7%)**

The following assignments are required and must be submitted by due dates noted on the syllabus.

- Recovery Exercise (1%). The directive for this assignment is available on BB.
- NCLEX Homework (2%)
Bring in a NCLEX style test question based on the assigned readings.
Five (5) questions are required (see syllabus for due dates). Each question must be your original work and include the following:
Designate the correct answer and provide rationale for why it is correct.
For each incorrect answer, give rationale for incorrect. Questions must be typed and submitted in person at the start of class on the due date.
Five (5) satisfactory questions must be submitted, each on the assigned date, to earn the 2%. Late submissions will not be accepted.
- Case study/Quizzes (4%). These will be in-class or homework assignments. Must be taken or submitted on date due. Late assignments will not be accepted.

***Kaplan Focused Review Incentive Points**

There are three Kaplan Focused Reviews (FR) for the psych/mental health curriculum. Completion and remediation of each FR is required and will give added points to exams. FR's must be taken at the times designated on the syllabus or no credit will be given.

Credit/Incentive points for the FR will be computed as follows:

After completing each 30 question FR, the student must remediate for a minimum of TWO minutes per question. After 48 hours, the student may elect to retake the FR.

The scores from the two attempts for a FR will be added and converted to a % (maximum = 2%).

EXAMPLE: FR #1: first score: 80 second score: 90

Total = 170, which is converted to 1.7%; this percent is added to the exam 1 score.

FR #2 and 3 will be computed in a similar manner, with incentive points added respectively to exam 3 and the final exam.

Students must work independently on their FR; collaboration with other students during testing is not allowed. Failure to remediate for the specified amount of time will result in a zero for the assignment.

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

Date	Topic	Learning Activity
8/25 Mon.	Introduction to course	Syllabus Essentials of Baccalaureate Nursing link: http://www.aacn.nche.edu/publications/order-form/baccalaureate-essentials Concepts and attitudes towards poverty The onion activity Stanhope & Lancaster (S&L) Ch 23 p. 420-424
8/27 Wed.	<i>Coping/Stress Tolerance</i> Foundational concepts MH Diagnostic Criteria Communication skills Nursing Assessment Legal/ethical issues	MacCulloch article (2007) (required) Boyd: Chapter 2 and 3 Kaplan: Basic concepts (p. 513-518) Boyd: Chapters 4 and 6
8/29 Fri.	Problem solving: MENTAL STATUS EXAM	Boyd: Ch 10 and 36 View Powerpoint: Psychiatric Nursing Assessment Prior to class
9/1 Mon.	<i>Coping/Stress Tolerance</i> Psychiatric Theories	Boyd: Chapters 7, 8, 12 Article: Pehrson (2011) (required)
9/3 Wed.	<i>Coping/Stress Tolerance</i> Concepts of Anxiety Levels of Anxiety Defense Mechanisms	NCLEX Question #1 due Boyd: p. 114-118; Chapter 18 Kaplan: Means of coping (p. 519, 520, 522)
9/5 Fri.	<i>Coping/Stress Tolerance</i> Problem Solving: Group Therapy	Boyd: Chapter 13
9/8 Mon.	<i>Coping/Stress Tolerance Pattern</i> Affective Disorders: Depression	NCLEX Question #2 due Boyd: Ch 24 Ball et al.: p. 921-925 Karch: Chapter 21 Kaplan: Depression/low self-esteem (p. 528; 531-534) Article: Rupert (2011)
9/10 Wed.	<i>Coping/Stress Tolerance</i> Affective Disorders: Bipolar Disorder	Boyd: Ch 25 Kaplan: Bipolar disorder (p.535-539) Karch: Pages 368-371 Article: Wieseke et al. (2011)

9/12 Fri.	Problem Solving: Self-inflicted violence Suicide	Boyd: Ch 21 Ball et al., p. 929-931 Focused Review version 3 due
9/15 Mon.	Problem solving: Big Board review Depression case study review	Boyd: Chapter 11 Karch: Chapter 22
9/17 Wed.	EXAM 1	
9/19 Fri.	Vulnerable populations Community Health Nursing Concepts: <ul style="list-style-type: none"> • Determinants of Health • Powerlessness • Empowerment Community Health Workers	S & L Ch. 21 Unnatural Causes: Is Inequality Making us Sick? Episode 1: In Sickness and In Wealth (56 min) – view prior to class Complete the assigned readings, watch the video and write responses to questions posed in the 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 4% Community health grade).
9/22 Wed.	Vulnerable populations: Rural/Migrant/Immigrant	S & L Ch. 22 We will view Unnatural Causes Episode 3: Becoming American in class
9/24 Wed	Vulnerable populations: Homelessness/Poverty/Teen mothers/Mental Illness EBP and Vulnerable Populations	S & L Ch. 23 Read assigned EBP article and be prepared to share annotation of article during discussion Students will submit their annotation along with group discussion/synthesis sheet (part of 4% Community health grade).
9/26 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. 497 Karch Ch. 12 p. 178-184, 191-192 http://apps.who.int/malaria/areas/en/ Under the Areas of work tab, read the health topics
9/29 Mon.	Infectious Disease Prevention and Control exemplars: Emerging Infectious Disease Food & Waterborne Diseases	S & L Ch. 26 p. 476-81; 486-487; 492-498 West Nile Virus: http://www.cdc.gov/ncidod/dvbid/westnile/wnv_factsheet.htm Review the fact sheet Salmonellosis: http://www.cdc.gov/salmonella/ Read general information Escherichia Coli O157:H7: http://www.cdc.gov/ecoli/general/index.html Under general information, read FAQs

	<p>Vector-borne Disease</p> <p>Zoonoses Note: 9/28 is World Rabies Day</p> <p>Parasitic Diseases Intestinal Helminths</p> <p>Ectoparasites</p>	<p>Lyme Disease: http://www.cdc.gov/lyme/ Read Prevention, Transmission, Symptoms, Diagnosis, Treatment sections</p> <p>Rabies: http://www.cdc.gov/rabies/ Read the sections: Signs and Symptoms, Diagnosis, Transmission</p> <p>Enterobiasis (pinworm): http://www.cdc.gov/parasites/pinworm/ Explore the 8 sections on this link (general information, epidemiology, biology, etc)</p> <p>Lice: http://www.cdc.gov/lice/head/epi.html Scabies: 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</p>
10/1 Wed.	<p>Tuberculosis and STDs</p> <p>Gender identity disorders</p>	<p>S & L Ch. 27 p. 506-511; 514-519 Med-Surg Text (MS) Ch. 23 p. 567-572 Ch. 70 p. 2144-2147 Karch Ch. 9 p. 123-124</p> <p>Read assigned EBP article and be prepared to share annotation of article during discussion Students will submit their annotation along with group discussion/synthesis sheet (part of 4% Community health grade).</p>
10/3 Fri.	<p>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</p>	<p>Link to Oral Health: A Report of the Surgeon General – read the executive summary: http://www2.nidcr.nih.gov/sgr/execsumm.htm Ball et al. Ch 14 p. 348-354 WHO link 10 facts on nutrition: http://www.who.int/features/factfiles/nutrition/facts/en/index.html http://www.fns.usda.gov/wic/aboutwic/wicataglance.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>
10/6 Mon.	<p>Environmental Health</p> <p>Disaster Management Surveillance and Outbreak Investigation Agents of Bioterrorism</p>	<p>S & L Ch. 6 p. 89-107 Lead Poisoning: Ball et al. Ch 17 p. 463-464 S & L Ch. 14 p. 248-264. S & L Ch. 15 p. 266-273 Anthrax: S & L Ch. 26 p. 481-482</p>

		Smallpox: S & L Ch. 26 p. 487-488
10/8 Wed.	Impaired professionals Substance withdrawal Substance abuse in child & Elder populations	Boyd Ch. 31 (review) Ball et al.: Ch. 9, p.236-237
10/10 Fri.	Problem Solving: BIG BOARD review	
10/13 Mon.	FALL BREAK	
10/15 Wed.	Exam 2 (Content 9/19 - 10/10) Reaction Paper due today Use drop Box on BB to submit paper	
10/17 Fri.	Alteration in Cognitive/Perceptual Pattern Schizophrenia and Psychosis	NCLEX question #3 due Kaplan: Altered Thought Processes (p. 541-547) Boyd: Chapter 22 & 23 Karch: Chapter 22
10/20 Mon.	Schizophrenia and Psychosis	<u>Article</u> : Bowers et al. (2010) (required) <u>Article</u> : Park et al. (2011) (required)
10/22 Wed	Human abuse: Child and elder SIPPLE LECTURESHIP: 5:30 PM (Required attendance)	Guest speaker: Donna Sabella Human Trafficking Kaplan: Abuse (p. 555, 556)
10/24 Fri.	Problem solving: <i>The soloist</i> case study	<i>The Soloist (film)</i> is available on NU315 Blackboard
10/27 Mon.	Coping/Stress Tolerance Recovery Model: Community Mental Health Nursing	Recovery Exercise due at start of class Boyd: Ch 5 and 38 <u>Article</u> : Caldwell et. al (2010)
10/29 Wed.	Coping/Stress Tolerance Crisis Theory and Intervention	Due: Case study on Schizophrenia (submit prior to class) Kaplan: Situational Crises (p. 525-527) Boyd: Chapter 20
10/31 Fri.	Coping/Stress Tolerance Anxiety Disorders: GAD, OCD, Panic Disorder Phobia, PTSD	BB Quiz on Crisis and Anxiety (due by 1300) Boyd: Chapter 26 Kaplan: Means of coping (p. 521, 523, 524) Karch: Chapter 20 Ball et al.: p. 926-929 <u>Article</u> : Rossignol & Chandler (2010) <u>Videos</u> : Anxiety Disorders: OCD and Phobia*
11/3 Mon.	Coping/Stress Tolerance Anxiety Disorders: Somatoform disorders: Somatization, conversion, hypochondriasis, body dysmorphic disorder	NCLEX question #4 due Boyd: Chapter 29 Link to article on conversion disorder: http://www.consultant360.com/articles/sudden-vision-loss-case-report-and-overview-conversion-disorder

		Listen to voice-over powerpoint on BB prior to class
11/5 Wed.	<i>Coping/Stress Tolerance</i> Anxiety Disorders: Dissociative Disorders: Amnesia, fugue depersonalization, DID	Focused Review Version 2 due Boyd: p. 487; p. 754
11/7 Fri.	<i>Alteration in Sexual Pattern</i> Problem Solving: Rape Trauma Syndrome	Boyd: 790-791 Smeltzer et al.: 2185-87 Guest Speaker: Candice Gerber, RN, BS (SANE Nurse)
11/10 Mon.	EXAM 3	
11/12 Wed.	<i>Alteration in Role/Relationship Pattern</i> Personality Disorders	Boyd: Chapter 27 and 28 Kaplan: Social Interactions (p. 549-554) Article: Coram & Schruntek (2010) Listen to voice-over powerpoint on BB prior to class
11/14 Fri.	<i>Alteration in Role/Relationship Pattern</i> Anger/aggression Violence Intimate Partner Violence Bullying/School Violence	NCLEX question #5 due Boyd: Chapter 19 & 40 Kaplan: Abuse (p. 556-558) S & L Ch. 25, ATI/CH: Ch. 12 Ball et al.: p. 449-455
11/17 Mon.	<i>Alteration in Role/Relationship Pattern</i> Child and adolescent psych disorders	Boyd: Chapter 35 Ball et al.: p. 905-921; 931-932 Article: Hoffman & Taylor (2009) (required)
11/19 Wed.	<i>Alteration in Nutrition:</i> Eating Disorders	Focused Review due (#1) Perry et al.: p. 1127-1136 Boyd: Chapter 30 Ball et al.: p. 358-362
11/21 Fri.	<i>Big Board review for Kaplan Test</i>	Small group work on Big Board review
11/24 Mon.	Kaplan Integrated Test	Room TBA
11/26- 11/28	<i>Thanksgiving break- no classes</i>	
12/1 Mon.		Partnership presentations
12/3 Wed.		Partnership presentations
12/5 Fri.	LAST CLASS DAY	Partnership presentations
12/10 Wed.	Final Exam: 0830	

*Videos are on Blackboard homepage Media tab

“Anxiety Disorders: Obsessive-Compulsive Disorder”; “Anxiety Disorders: Specific and Social Phobias”