

Oakland University School of Nursing

Nursing Care of Adults with Co-morbidities

NRS #4111 (470)

CRN #12977

CRN #10597

Faculty:

KAREN S DUNN, Ph.D., RN, FGSA

Professor

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Full Time Adjunct Instructor

WINTER, 2018

COURSE NUMBER: NRS 470 – CRN #10597 and CRN #12977

CREDIT & HOUR ALLOCATION:	Credits	Hrs/Wks	Total Hours Semester
	<u>Theory 3</u>	<u>3 x 14</u>	<u>42</u>

COURSE TITLE: Nursing Care of Adults with Co-morbidities

CLASS TIME CRN #10597 – 10:40 am-1:10 pm – T. Chahine

LOCATION:

TBA

CRN #12977 – 10:40 am – 1:10 pm - K. Dunn

5045 Human Health Building (HHB)

FACULTY OF RECORD:

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WELCOME to NRS 4111 (470). This course is divided into two sections; MEDICAL/SURGICAL and MENTAL HEALTH, therefore course requirements for each section are very different. In addition, this course has been classified as a **Hybrid Course:** having both Face-to-Face and online activities. This syllabus will begin with course requirements **for the whole course** followed by the Mental Health requirements and ending with Med/Surg requirements.

PREREQUISITES and/or CO-REQUISITES

Prerequisites: NRS 337, NRS 338, NRS 339, NRS 349, & NRS 354

Co-requisites: NRS 471 & NRS 477

COURSE OVERVIEW

This didactic course focuses on nursing care management of adults and older adults with physiological and/or psychological co-morbidities. Nursing care management will highlight interventions that are patient, family, population, and community centered.

COURSE OBJECTIVES

1 Demonstrate an understanding of theoretical knowledge from physical, behavioral, and nursing sciences with nursing care of patients, families, and populations with co-morbidities.

COURSE OBJECTIVES(cont'd.)

2. Use the nursing process to assess, distinguish nursing care priority diagnoses, plan, implement and evaluate patient and family self-management of co-morbidities, toward an optimal health status or measures to support a peaceful death.
3. Demonstrate an understanding of the pathophysiology of chronic, co-morbid conditions.
4. Demonstrate an understanding of pharmacological interventions, laboratory tests, and procedures used in the nursing care of patients, families, and populations living with chronic, co-morbid conditions.
5. Apply knowledge regarding societal issues to nursing care management of patients with co-morbidities.

COURSE EVALUATION AT A GLANCE

Mental Health (50 points)	Med/Surg (50 points)
<ul style="list-style-type: none"> • Exam I = 15 points • Exam II = 20 points • Moodle Quizzes = 3 points • ATI Assignments = 4 points • Group Assignments = 3 points 	2 Exams <ul style="list-style-type: none"> • Exam I = 20 points • Exam II = 25 points
ATI Mental Health Assessments <ul style="list-style-type: none"> • 5 points 	ATI Med/Surg Assessments <ul style="list-style-type: none"> • 5 points

STUDENTS MUST PASS MENTAL HEALTH AND MED/SURG SECTIONS SEPARATELY TO PASS THE COURSE. THIS MEANS THAT YOU MUST HAVE AT LEAST 35 OUT OF 50 POINTS IN EACH OF THE SECTIONS. THERE WILL HOWEVER, BE ONLY ONE FINAL GRADE IN THIS COUSE THAT WILL BE SUMMED AT THE END OF THE SEMESTER.

ADDITIONAL REQUIREMENTS

1. Attendance in classes is highly recommended.
2. This is a Web-Enhanced course. Announcements will be posted in “News Forum” and OU e-mails will be sent out on a regular basis. Failure to check Moodle and/or OU email may result in missed information where you will be held accountable.
3. No assignment will be accepted after the due date unless prior arrangements have been made with the instructor. NO EXCEPTIONS.
4. Make up exams are allowed only by special arrangement with the instructor.
5. Students that arrive 20 or more minutes late for an exam **WILL NOT** be able to sit for the exam and will be given 0 points for the exam grade. There will be no exceptions unless the faculty has been notified before the 20-minute deadline. You may notify the faculty by email and/or my office phone 248-364-8746. **Do not rely on a fellow classmate to relay your message.** Please note that I leave my office 15 minutes prior to the designated class time. You should then call the faculty secretary, Andrea Patton, at 248-364-8706 and have her

relay the message to me. Please leave a voicemail if no one answers. Emails will also provide a time stamped message for documented evidence.

6. Students must take **both** ATI Mental Health and Medical/Surgical proficiency proctored exams to complete course and receive final grade.

ATI ASSESSMENTS

ATI examinations are proctored assessments to help students identify nursing content they know and nursing content in need of further study. The assessments provide printable evaluations that can be used to assist in developing a focused review. These focus reviews should be used as a guide for passing the *Comprehensive Predictor* and *NCLEX*. Achieving an ATI proficiency *level 2* on an assessment is indicative that a student will meet the NCLEX-RN standards. Those who achieve *level 3* are more likely to exceed the NCLEX-RN standards. Students who achieve *level 1 or below* are less likely to meet the NCLEX-RN standards. You must complete the **MENTAL HEALTH ATI TEST (60 minutes)** and the **MEDICAL SURGICAL ATI TEST (120 minutes)**. These tests will be offered as a proctored paper and pencil exam. These tests will be completed as part of the course requirements.

TEXTBOOKS/READINGS

(ATTN: Students may use older editions. However, students are responsible for all updated content that is not found in older editions).

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Ackley, B. J. & Ladwig, G. B. (2013). *Nursing diagnosis handbook: An evidence-based guide to planning care* (10th ed.). St. Louis: Mosby.
- Assessment Technologies Institute, LLC. (2013a). *RN mental health nursing review module* (10th ed.).
- Assessment Technologies Institute, LLC. (2013b). *RN medical/surgical nursing review module* (10th ed.).
- Ignatavicius, D. I., Workman, N. L. (2016). *Medical surgical nursing: Patient-centered collaborative care* (8th ed.). Philadelphia: W. B. Saunders.
- Varcarolis, EM. (2015). *Manual of Psychiatric Nursing Care Plans :Assessment Guides, Diagnoses, and Psychopharmacology* (5rd ed). St. Louis: Saunders.
- Varcarolis, EM. (2017). *Essentials of psychiatric mental health nursing. A Communication Approach to evidence-based care.* (3rd ed.). St. Louis: Elsevier Saunders.

RECOMMENDED READINGS

- Arnold, E., & Boggs, K. U. (2003). *Interpersonal relationships: Professional communication skills for nurses* (4th ed.). St. Louis: Saunders.
- Melillo, K.D., & Houde, S.C. (2011) *Geropsychiatric and Mental Health Nursing* (2nd ed.). Mississauga, CA: Jones & Bartlett.
- Perrin, K.O., Sheehan, C.A., Potter, M.L., & Kazanoski, M. K. (2012). *Palliative care nursing: Caring for suffering patients.* Sudbury, MA: Jones & Bartlett.
- Rollnick,S., Miller,W.R., Butler, C.C. (2008). *Motivational interviewing in health care.* New York: Guilford Press.
- Wright, L.M., Watson, W.L., & Bell, J.M. (1996). *Beliefs: The heart of healing in families and illness.* New York: Basic Books.
- Wright, L.M. (2005). *Spirituality, suffering, and illness: Ideas for healing.* Philadelphia: F.A. Davis.

MENTAL HEALTH SECTION

ATI Assignments/Quizzes: This course is a synthesis of various Web based programs, prerecorded and real-time lectures. Students must complete five ATI Module Quizzes to receive course assignment credit. These Module Quizzes are created to help facilitate learning and prepare students for the Mental Health ATI Exam as well as NCLEX. Please review the assignment schedule as posted on Moodle and this syllabus. There is a total of FIVE ATI Practice Quizzes and the ATI Mental Health Practice Test A to be completed. Each is weighed at 1/6 of ATI Assignment/Quizzes grade. Completion of all ATI modules is 8% of the final grade in mental health portion of course.

ATI PROCTORED MENTAL HEALTH EXAM GRADING

Proficiency of level 3	5 pts
Proficiency level 2	3 pts
Proficiency under level 2	0 pts (submit ATI Test B Remediation)

Moodle Quizzes: Quiz-Modules are practice questions which prepares the student for Midterm and Final Exams. Students may take the prep-quiz up to three times during the week that the module is open and the *average of the three scores will be the final grade*. Completion of Quiz-modules is 6% of the final grade in mental health portion of course.

Group Assignments: Case Study Presentation Assignments are passed out during class session and are to be completed in a group and presented at each class. Simulation videos will all be presented in class and discussed as a group. Other group activities may be assigned to be completed outside of class and presented to the next class session. Completion of all group assignments is 6% of the final grade in mental health portion of course.

Extra Credit Assignments: The instructor may choose to offer an extra credit assignment to students. This is a group assignment that is worth **2%** that is added to the total Exam Grades in mental health portion of course. Extra credit assignments must be submitted on the day the ATI Exam is given.

MENTAL HEALTH CONTENT

Week – Content & Assignment	Readings
<p>Thursday, January 4th/March 1st WEEK 1</p> <p>Meeting to be held in 269 South Foundation Hall from 0800hr – 1030hr.</p> <p>COURSE ORIENTATION</p> <p>Independent Study- Audio PowerPoints Online;</p> <p>Review In Class</p> <p>-Mental Health Nursing</p> <p>-Therapeutic Relationships and Communication</p> <p>a. Nurse Patient Relationship b. Basic Concepts/Self-Awareness c. Trust and Defense Mechanisms d. Communication Skills e. The nurse’s role within the Psychiatric-Mental Health System and Mental Health Team f. Motivational interviewing & the clinical interview</p> <p>-Relevant Therapies</p> <p>a. Psychotherapy b. Cognitive Therapy c. Behavioral Therapy d. Dialectical Behavioral Therapy CAM Therapies- Complimentary & Alternative Medicine Therapies</p> <p>-Therapeutic Groups and Family Interventions</p> <p>-The Initial Psychiatric Interview</p>	<p>Reading Assignments from Varcarolis (2017) Essentials of Psychiatric Mental Health Nursing will be listed as: Varcarolis- (readings) Varacarolis (2014): Foundations Reading Assignments from ATI Review Module “RN Mental Health Nursing” will be listed as: ATI Mental Health- (readings)</p> <p>Varcarolis- Chapter 1 and 7</p> <p>Varcarolis- Chapter 8 and 9 ATI Mental Health- Chapter 3, 4, and 5 (Varcarolis- ch 8 and 9 (pages 147 to 159))</p> <p>Varcarolis- Chapter 3 ATI Mental Health- Chapter 7 and 8</p> <p>(Varcarolis-ch 33 and 34)</p>

<p>Assignment: NRS 477 Video of Nursing Student Communication Process Recording to a “fake-patient” (Due on day of MIDTERM EXAM)</p> <p>Study Quiz: Communication & Defense Mechanisms</p> <ul style="list-style-type: none"> • Chronicity & Illness trajectory • Chronic Illness Model 	<p>Corbin, J. M., & Strauss, A. (1991). A nursing model for chronic illness management based upon the trajectory framework. <i>Scholarly Inquiry for Nursing Practice: An International Journal</i>, 5(3), 155-174 (in Moodle).</p> <p>Visit web site: http://www.improvingchroniccare.org/index.php?p=The Chronic CareModel&s=2</p>
<p style="text-align: center;">January 11th / March 8th WEEK II</p> <p>-Biological Basis for understanding psychiatric disorders and mechanism of action of psychotropic drugs</p> <p>-Brain Stimulation Therapies</p> <p>-Legal & Ethical Guidelines For Safe Practice</p> <p>-Understanding and Managing Responses To Stress</p> <p>-Managing Aggressive Behavior Psychiatric Emergencies</p> <ol style="list-style-type: none"> Anger Violence Crisis Intervention and De-escalation Principles Debriefing <p>Study Quiz: Psycho-Pharmacological Treatment</p> <p>Study Quiz: Anger, Aggression & De-escalation</p>	<p>Varcarolis- Chapter 4 (Varcarolis- ch 3)</p> <p>ATI Mental Health- Chapter 10</p> <p>Varcarolis- Chapter 6 ATI Mental Health- Chapter 2</p> <p>Varcarolis- Chapter 10 ATI Mental Health- Chapter 9 (Varcarolis – ch 10)</p> <p>Varcarolis- Chapter 24 ATI Mental Health- Chapter 29 & 31 (Varcarolis – ch 27)</p>

<p>Guest Speakers: TBD</p> <p>Class Room Activity: Case Study Presentations and Discussion</p>	
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<p style="text-align: center;">January 18th / March 15th WEEK III</p> <p>-Loss and Grief</p> <p>-Mood disorders</p> <ul style="list-style-type: none"> • Major depressive disorders • Dysthymic Disorder • Seasonal Affective Disorder • Bi-polar disorders • Other mood disorders <p><i>Medication Management</i></p> <p>-Clients in Crisis</p> <ul style="list-style-type: none"> • Psychiatric Emergencies • Suicide and Self-Injury <p>-Clients with a Thought Disorder</p> <p>a. Schizophrenia <i>Medication Management</i></p> <p>b. Serious Mental Illness</p> <p>c. Neuro-cognitive Disorders</p> <ul style="list-style-type: none"> • Dementia, delirium, & Depression • Dementia in Late Life • Problem Behaviors common to late life dementias <p><i>Medication Management</i></p> <p>Study Quiz: Midterm Material</p> <p>Guest Speakers: Maureen Pretzell-Smith</p> <p>Assignment: Student Presentations on Nursing Best Practice</p> <p>Class Room Activity: Case Study Presentations and Discussion</p>	<p>Varc Carolis- Chapter 25 ATI Mental Health- Chapter 27</p> <p>Varc Carolis- Chapters 15 and 16 ATI Mental Health- Chapters 13, 14, 22 and 23 (Varc Carolis – ch 13 and 14)</p> <p>Varc Carolis- Chapter 20 and 23 ATI Mental Health- Chapter 29 and 30</p> <p>Varc Carolis- Chapter 17, 18, 27, 28 ATI Mental Health- Chapter 15, 17, and 24 (Varc Carolis – ch 12, 23 and 31)</p>
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<p style="text-align: center;">January 25th / March 22nd WEEK IV</p> <p style="text-align: center;">MIDTERM EXAM TESTING: Bring Laptop to class</p> <p>-Eating Disorders</p> <p>-Clients with an Anxiety Disorder:</p> <ul style="list-style-type: none"> • Generalized anxiety disorder • Panic disorder • Post-traumatic stress disorder • Somatoform, Dissociative disorders • Factitious Disorders <p><i>Medication Management</i></p> <p>Guest Speakers:</p> <p>Study Quiz: Abnormal Psych</p> <p>Class Room Activity: Case Study Presentation and Discussion</p>	<p><i>Instructions given in class and on Moodle Forum</i></p> <p>Varc Carolis- Chapter 14 ATI Mental Health- Chapter 19 (Varc Carolis – ch 18)</p> <p>Varc Carolis- Chapter 10, 11 and 12 ATI Mental Health- Chapter 11, 12, 20 and 21 (Varc Carolis – ch 15)</p>
<p style="text-align: center;">February 1st / March 29th WEEK V</p> <p>-Child, Older Adult and Intimate Partner Violence</p> <p>-Substance-Related Disorders</p> <p>-Personality Disorders</p> <ul style="list-style-type: none"> • Cluster A (the "odd, eccentric" cluster) • Cluster B (the "dramatic, emotional erratic" cluster) 	<p>Varc Carolis- Chapter 21 and 22 ATI Mental Health- Chapter 32 and 33 (Varc Carolis – ch 28)</p> <p>ATI Mental Health- Chapter 18 and 26 (Varc Carolis – ch 22)</p> <p>Varc Carolis- Chapter 13 ATI Mental Health- Chapter 16 (Varc Carolis – ch 24)</p>

<ul style="list-style-type: none"> Cluster C (the "anxious, fearful" cluster) <p>Class Room Activity: Case Study Presentation and Discussion</p>	
<p>February 8th / April 5th WEEK VI</p> <p>-Disorder of Children and Adolescents</p> <p>Course Material Review</p> <p>Class Room Activity: Case Study Presentation and Discussion</p>	<p>Varcarolis- Chapter 26 ATI Mental Health- Chapter 28 and 25 (Varcarolis – ch 11)</p>
<p>February 15th / April 12th WEEK VII</p> <p>ATI EXAM FINAL EXAM TESTING</p> <p>April 12th Semester Review and ATI EXAM Final Exam TBA</p>	<p><i>In Class: Bring ATI ID.</i> <i>Instructions given in class and on Moodle Forum</i></p>

ATLASSIGNMENTS

Course Product ID: CDN004248624 or CDN005229119

In order to receive full credit for ATI assignments, they must be completed by the CLOSING DATE with a score of 85% or better.

ATI Psych Module I-	Closing Dates: Wednesday, 1/10 & 3/7
ATI Psych Module II-	Closing Dates: Wednesday, 1/17 & 3/14
ATI Psych Module III-	Closing Dates: Wednesday, 1/24 & 3/21
ATI Psych Module IV-	Closing Dates: Wednesday, 1/31 & 3/38
ATI Psych Module V-	Closing Dates: Wednesday, 2/8 & 4/4

Practice Tests (A or B) must be completed with a score of 100%:

Mental Health Practice Test A- Closing Dates: Wednesday, 2/14 & 4/12

ATI Mental Health Practice Test B (Remediation) Closing Dates: 2/16 and 5/25

Your Mental Health Grade Calculation:

Assignment	Weight	Points / Percent
EXAM 1	30%	15
EXAM 2	40%	20
Moodle Quizzes	6%	3
ATI Module Assignments	8%	4
Group Assignments	6%	3
ATI Proctored Test	10%	5
Extra Credit	4%	(2)
Final Grade (half the course)		52/50

MEDICAL/SURGICAL SECTION

ATI ASSIGNMENTS

In this section, **5 points** of the theory grade will be assigned to the ATI assessments according to the **ATI scoring grid for each section (please see below)**. You must achieve a score on each proctored test that places you at or above proficiency **level 2**. Students must complete the practice ATI assessment with 100% prior to taking the proctored ATI assessment. Students who pass the proctored ATI assessment at Level 2 or higher will receive the full 5 points and **will not** have to remediate. Students who receive a level 1 or below will have to take the ATI remediation assessment with 100%. The scoring grid for the ATI assignments are as follows:

ATI SCORING GRID

Completion of the practice assessment (100%) and Proficiency level of 2 or 3 attained on proctored assessment.	5 pts
Practice assessment not completed and Proficiency level of 2 or 3 attained on proctored assessment	4 pts
Completion of the practice assessment (100%), Proficiency level of 1 or below attained on proctored assessment, and remediation completed (100%).	3 pts
Practice assessment not completed, Proficiency level of 1 or below attained on proctored assessment, and remediation completed (100%).	2 pts
No assessments completed.	0 pts

MEDICAL/SURGICAL CONTENT

Week - Content	Learning Activities
<p style="text-align: center;">FIRST GROUP: WEEK 1 January 4th</p> <p>Class will be held in 5045 HHB from 10:40 am - until 1:10 pm</p> <ul style="list-style-type: none"> • Orientation to this Section • Chronicity & Illness trajectory • Chronic Illness Model • Illness Roles • Quality of life: Conceptual model • Common Chronic Conditions Rehabilitation 	<p>Corbin, J. M., & Strauss, A. (1991). A nursing model for chronic illness management based upon the trajectory framework. <i>Scholarly Inquiry for Nursing Practice: An International Journal</i>, 5(3), 155-174 (in Moodle).</p> <p>Visit web site: http://www.improvingchroniccare.org/index.php?p=The Chronic CareModel&s=2</p> <p>Gurland, B.J., Gurland, R.V., Mitty, E., & Toner, J. (2009). The choices, choosing model of QOL: Clinical evaluation & intervention. <i>Journal of Interprofessional Care</i>, 23, 110-20.</p> <p>Ignatavicius (Iggy) – DM & peripheral neuropathy 1300-1341; HTN 709-718; Amputation 1069-1075; Brain Attack 931-946; SCI 967-976; SCA 892-902; Rehabilitation 74-90.</p> <p>ATI med/surg manual - DM & peripheral neuropathy 912-934; HTN 409-420, Amputation 769-778; Brain Attack 155-166; SCI 892-902; SCA 799-804.</p> <p>Hsu, E. & Cohen, S. P. (2013). Post-amputation pain: Epidemiology, mechanisms, and treatment. <i>Journal of Pain Research</i>, 6, 121-136.</p>
<p style="text-align: center;">WEEK 2 January 11th</p> <ul style="list-style-type: none"> • Common Chronic Conditions Rehabilitation (cont) 	

<p style="text-align: center;">WEEK 3 January 18th</p> <ul style="list-style-type: none"> • Common chronic cardio-vascular and respiratory conditions & symptoms. Fatigue 	<p>Iggy –Resp. conditions 493-626; Cardiac conditions 678-692.</p> <p>ATI med/surg manual - Resp. conditions 178-293; Cardiac conditions 293-394.</p> <p>Britz, J. & Dunn, K. S. (2010). Self-Care and quality among patients with heart failure. <i>Journal of the American Academy of Nurse Practitioners</i>, 22, 480-487.</p> <p>Pere, K. (2012). Developing nursing expertise in caring for older advanced stage heart failure patients and their families—Palliative and end-of-life care. <i>Canadian Journal of Cardiovascular Nursing</i>, 22(3), 12–17.</p> <p>Fatigue Chapter</p> <p>Biedrzycki, B.A. (2003). Could fatigue become the sixth vital sign? <i>ONS News</i>, 18(4), 1-5.</p>
<p style="text-align: center;">WEEK 4 January 25</p> <ul style="list-style-type: none"> • Hepatic and Biliary disorders • Endocrine disorders <p style="text-align: center;">EXAM # 1</p>	<p>Iggy-Hepatitis 1203-1208, Cirrhosis 1192-1203, Pituitary 1255-1273, Adrenal 1273-1283 Thyroid/parathyroid 1285-1299.</p> <p>ATI med/surg manual - Hepatitis and Cirrhosis 610-628, Endocrine System 843-911.</p>
<p style="text-align: center;">WEEK 5 February 1</p> <ul style="list-style-type: none"> • Neurological disorders • End of life care 	<p>Iggy: Parkinson’s 867-871, Alzheimer’s 871-881; MS 904-910, ALS 910-911, Seizure disorders 858-863; End of Life 91-104.</p>

	<p>ATI med/surg manual - Parkinson's 72-82, Alzheimer's 82-91; MS & ALS 100-113, Seizure disorders 62-72.</p> <p>Volker, D.L., & Limerick, M. (2007). What constitutes a dignified death? The voices of oncology APNs. <i>Clinical Nurse Specialist</i>, 21, 241-47.</p> <p>Horowitz, S. (2009). Complementary therapies for EOL care. <i>Alternative & Complementary Therapies</i>, 15, 226-30.</p> <p>Hermann, C., & Looney, S. (2001). The effectiveness of symptom management in hospice patients during the last 7 days of life. <i>Journal of Hospice and Palliative Nursing</i>, 3, 88-96.</p>
<p style="text-align: center;">WEEK 6 February 8</p> <ul style="list-style-type: none"> • Chronic Pain • Rheumatic disorders <p style="text-align: center;">ATI PROCTORED ASSESSMENT</p>	<p>Iggy – 24-50.</p> <p>ATI med/surg manual – SLE & RA 964-981; Cancer Pain management 1069-1082.</p> <p>Dunn, K. S. (2005). Testing a middle-range theory of adaptation to chronic pain. <i>Nursing Science Quarterly</i>, 18(2), 146-56.</p> <p>Jouini, G., et al. (2014). Pharmacotherapeutic management of chronic noncancer pain in primary care: lessons of pharmacists. <i>Journal of Pain Research</i>, 7, 163-173.</p> <p>Wallace, L. S. (2014). Voices that may not otherwise be heard: A qualitative exploration into the perspectives of primary care patients living with chronic pain. <i>Journal of Pain Research</i>, 7, 291-299.</p> <p>Carod-Artal, F. J. (2014). Tackling chronic migraine: Current perspectives. <i>Journal of Pain Research</i>, 7, 185-194.</p>

	Henshaw, J., Walker, J., Geraghty, D. (2013). The effect of transdermal opioid use on breakthrough opioid and sedative prescribing for rural patients with chronic pain in Northwest Tasmania: A longitudinal study.
WEEK 7 February 15 EXAM #2	
SECOND GROUP: WEEK 8 March 1st Class will be held in 5045 HHB from 10:40am until 1:10 pm <ul style="list-style-type: none"> • Orientation to this Section • Illness Roles • Quality of life: Conceptual model • Common Chronic Conditions Rehabilitation 	<p>Gurland, B.J., Gurland, R.V., Mitty, E., & Toner, J. (2009). The choices, choosing model of QOL: Clinical evaluation & intervention. <i>Journal of Interprofessional Care</i>, 23, 110-20.</p> <p>Ignatavicius (Iggy) – DM & peripheral neuropathy 1300-1341; HTN 637-638, 709-718; Amputation 1069-1075; Brain Attack 931-946; SCI 967-976; SCA 892-902; Rehabilitation 74-90.</p> <p>ATI med/surg manual - DM & peripheral neuropathy 912-934; HTN 409-420, Amputation 769-778; Brain Attack 155-166; SCI 166-178; SCA 458-467</p> <p>Hsu, E. & Cohen, S. P. (2013). Post-amputation pain: Epidemiology, mechanisms, and treatment. <i>Journal of Pain Research</i>, 6, 121-136.</p>

<p style="text-align: center;">WEEK 9 March 8th</p> <ul style="list-style-type: none"> • Common Chronic Conditions Rehabilitation (cont) 	
<p style="text-align: center;">WEEK 10 March 15th</p> <ul style="list-style-type: none"> • Common chronic cardio-vascular and respiratory conditions & symptoms. Fatigue 	<p>Iggy –Resp. conditions 493-626; Cardiac conditions 678-692.</p> <p>ATI med/surg manual - Resp. conditions 178-293; Cardiac conditions 293-394.</p> <p>Britz, J. & Dunn, K. S. (2010). Self-Care and quality among patients with heart failure. <i>Journal of the American Academy of Nurse Practitioners</i>, 22, 480-487.</p> <p>Pere, K. (2012). Developing nursing expertise in caring for older advanced stage heart failure patients and their families—Palliative and end-of-life care. <i>Canadian Journal of Cardiovascular Nursing</i>, 22(3), 12–17.</p> <p>Fatigue Chapter</p> <p>Biedrzycki, B.A. (2003). Could fatigue become the sixth vital sign? <i>ONS News</i>, 18(4), 1-5.</p>
<p style="text-align: center;">WEEK 11 March 22nd</p> <ul style="list-style-type: none"> • Hepatic and Biliary disorders • Endocrine disorders <p style="text-align: center;">EXAM # 1</p>	<p>Iggy-Hepatitis 1203-1208, Cirrhosis 1192-1203, Pituitary 1255-1273, Adrenal 1273-1283 Thyroid/parathyroid 1285-1299.</p> <p>ATI med/surg manual - Hepatitis and Cirrhosis 610-628, Endocrine System 843-911.</p>

<p style="text-align: center;">WEEK 12 March 29th</p> <ul style="list-style-type: none"> • Neurological disorders • End of life care 	<p>Iggy: Parkinson's 867-871, Alzheimer's 871-881; MS 904-910, ALS 910-911, Seizure disorders 858-863; End of Life 91-104.</p> <p>ATI med/surg manual - Parkinson's 72-82, Alzheimer's 82-91; MS & ALS 100-113, Seizure disorders 62-72.</p> <p>Volker, D.L., & Limerick, M. (2007). What constitutes a dignified death? The voices of oncology APNs. <i>Clinical Nurse Specialist</i>, 21, 241-47.</p> <p>Horowitz, S. (2009). Complementary therapies for EOL care. <i>Alternative & Complementary Therapies</i>, 15, 226-30.</p> <p>Hermann, C., & Looney, S. (2001). The effectiveness of symptom management in hospice patients during the last 7 days of life. <i>Journal of Hospice and Palliative Nursing</i>, 3, 88-96.</p>
<p style="text-align: center;">WEEK 13 April 5th</p> <p style="text-align: center;">PROCTORED ATI EXAM</p>	
<p style="text-align: center;">WEEK 14 April 12th</p> <ul style="list-style-type: none"> • Chronic Pain • Rheumatic disorders 	<p>Iggy – 24-50.</p> <p>ATI med/surg manual – SLE & RA 964-981; Cancer Pain management 1069-1082.</p> <p>Dunn, K. S. (2005). Testing a middle-range theory of adaptation to chronic pain. <i>Nursing Science Quarterly</i>, 18(2), 146-56.</p> <p>Jouini, G., et al. (2014). Pharmacotherapeutic management of chronic noncancer pain in primary care: lessons of pharmacists. <i>Journal of Pain Research</i>, 7, 163-173.</p>

	<p>Wallace, L. S. (2014). Voices that may not otherwise be heard: A qualitative exploration into the perspectives of primary care patients living with chronic pain. <i>Journal of Pain Research</i>, 7, 291-299.</p> <p>Carod-Artal, F. J. (2014). Tackling chronic migraine: Current perspectives. <i>Journal of Pain Research</i>, 7, 185-194.</p> <p>Henshaw, J., Walker, J., Geraghty, D. (2013). The effect of transdermal opioid use on breakthrough opioid and sedative prescribing for rural patients with chronic pain in Northwest Tasmania: A longitudinal study.</p>
<p style="text-align: center;">WEEK 15</p> <p style="text-align: center;">EXAM 2/TBA</p>	

Oakland University School of Nursing GRADE CONVERSION

Note: 70% = 2.5

<u>PERCENTAGE</u>	<u>GPA</u>
<u>100.00</u>	<u>4.0</u>
<u>98.00 – 99.99</u>	<u>3.9</u>
<u>96.00 – 97.99</u>	<u>3.8</u>
<u>94.00 – 95.99</u>	<u>3.7</u>
<u>92.00 – 93.99</u>	<u>3.6</u>
<u>90.00 – 91.99</u>	<u>3.5</u>
<u>88.00 – 89.99</u>	<u>3.4</u>
<u>86.00 – 87.99</u>	<u>3.3</u>
<u>84.00 – 85.99</u>	<u>3.2</u>
<u>82.00 – 83.99</u>	<u>3.1</u>
<u>80.00 – 81.99</u>	<u>3.0</u>
<u>78.00 – 79.99</u>	<u>2.9</u>
<u>76.00 – 77.99</u>	<u>2.8</u>
<u>74.00 – 75.99</u>	<u>2.7</u>
<u>72.00 – 73.99</u>	<u>2.6</u>
<u>70.00 – 71.99</u>	<u>2.5</u>
<u>68.00 – 69.99</u>	<u>2.4</u>
<u>66.00 – 67.99</u>	<u>2.3</u>
<u>64.00 – 65.99</u>	<u>2.2</u>
<u>62.00 – 63.99</u>	<u>2.1</u>
<u>60.00 – 61.99</u>	<u>2.0</u>
<u>58.00 – 59.99</u>	<u>1.9</u>
<u>56.00 – 57.99</u>	<u>1.8</u>
<u>54.00 – 55.99</u>	<u>1.7</u>
<u>52.00 – 53.99</u>	<u>1.6</u>
<u>50.00 – 51.99</u>	<u>1.5</u>
<u>48.00 – 49.99</u>	<u>1.4</u>
<u>46.00 – 47.99</u>	<u>1.3</u>
<u>44.00 – 45.99</u>	<u>1.2</u>
<u>42.00 – 43.99</u>	<u>1.1</u>
<u>40.00 – 41.99</u>	<u>1.0</u>

Approved Faculty Assembly 2/20/03
Updated WI 05