

UNIVERSITY OF MASSACHUSETTS DARTMOUTH
COLLEGE OF NURSING
RN-BS Online Program
Spring 2019
Second 7-week session (Mar 20 – May 4)

Course Number/Title: NUR 452: Nursing Care of Persons with Chronic Illness

Credits: Three (3) credits Theory – Online

Placement in Curriculum: Level IV

Pre-requisites: RN students; NUR 214 and 300 level courses OR with permission of faculty

Co-Requisites: None

Faculty: Ouida P. Dowd, MSN, RN, ACNS-BC, CCRN
Office: Dion 308 508-910-6444
Office hours: Monday 10-noon, Wednesday 12-2 pm, and by appointment
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Add/Drop Deadline: Last day to add or drop courses is March 21, 2019.

Withdrawal date: Last day to withdraw from courses is April 24, 2019.

Course Overview:

This course focuses on the nurse's role in guiding persons with chronic illness and their families through the health care experience. The course builds upon the RN student's knowledge from nursing theory, clinical practice, and research that supports a holistic perspective of the experience of chronic illness. Selected concepts of chronic illness such as quality of life, altered mobility, sexuality, body image, stigma, social isolation, compliance and chronic pain are the foundation knowledge for promoting health within the chronic illness experience. The challenges placed on chronically ill adults and their families in negotiating for care within the health delivery system are explored as they relate to patient outcomes. The ANA (2010) *Scope and Standards of Practice* guides nursing care as well as the AACN 2008 *Baccalaureate Essentials*.

Learning Outcomes:

The student:

1. Demonstrates professional responsibility, accountability, and ethical decision making as the basis for delivering health care.
2. Appraises the influence of multicultural, social, physical, psychological and spiritual factors on the chronic illness experience.
3. Analyzes evidence-based nursing interventions to plan, implement, and evaluate nursing care for individuals and families experiencing chronic illness.
4. Formulates advocacy and leadership behaviors in collaboration with the inter-disciplinary health care team.
5. Utilizes quality indicators and core measures to prevent errors in health care delivery.
6. Uses data information systems and patient care technology in planning and delivery of patient care.

Required books:

- Cohen, R. (2008). *Strong at the Broken Places*. New York: Harper Collins. ISBN: 978-0-06-076312-1
- Larsen, P. D. & Lubkin, I. M. (2016). *Chronic illness: Impact and interventions*. (9th OR 10th ed.). Boston, MA: Jones & Bartlett.
2016 9th edition ISBN: 9781284049008
2019 10th edition ISBN: 9781284128857

Strongly recommended books:

- American Nurses Association. (2010). *Nursing: Scope and Standards of Practice*. (2nd ed.). Silver Spring, MD: Author. ISBN: 9781558102828
- American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association. ISBN: 978-1-4338-0561-5

Books are available through any vendor of your choice or the UMD bookstore. Used editions are acceptable. Additional course readings will be posted on the course site.

Teaching Practices, Learning Methods, and Evaluation:

Teaching and learning are ongoing, dynamic processes. Core content will be presented to students using a variety of formats to promote learning:

- Narrated lecture presentations of key issues and topics
- Web links and videos
- Assigned readings, critical thinking exercises, and case study scenarios
- Discussion participation and reflection on knowledge, concepts, and topics
- Written assignments and group collaboration activities

Grading follows the University of Massachusetts Dartmouth grading system and the College of Nursing academic grading policies found in the Student Handbooks on the CON website.

The student's grade will be based on:

Methods of Evaluation	% of Final Grade	Course Outcomes Accomplished
Reflective Discussion Assignments	60%	1, 2, 3, 4, 5, 6
Concept Topic Paper	40%	1, 2, 3, 4, 5, 6

Please see the detailed overview of assignments further below and in the **Assignment Guidelines** folder on the course site. All written work in the College of Nursing is presented in APA (American Psychological Association) format. APA resources and tips for professional writing are posted on the course site. Students needing assistance with writing are encouraged to contact the Writing Center early. Students also have access to E-tutor services via myCourses.

Teaching-Learning Responsibilities of Faculty:

1. To guide the learner through assignments and discussions.
2. To construct assignments that foster critical thinking and support professional development.
3. To provide written guidelines for assessment of learner performance and timely feedback of discussions and assignments.
4. Faculty will be available for teleconference via virtual office hours weekly throughout the semester as indicated by designated times in the virtual office chat room or by appointment with students when necessary. Students may message faculty at any time or talk with faculty on line during office hours.
5. **How to contact faculty:**
Course-related questions should be posted in the Course Q&A Discussion on the course site as this allows everyone in the class to benefit from your question. If you have a **personal concern**

that you would like to keep private, please message faculty through myCourses. Faculty check messages daily Monday through Friday so students can expect a reply within approximately 24 hours Monday – Friday.

Responsibilities of the Student:

1. To demonstrate commitment to the exploration of ideas and issues related to course content.
2. To be self-directed and communicate learning needs, questions, and concerns.
3. To take accountability for reviewing course content and discussions on a regular basis, weekly or more often, throughout the semester.
4. To take responsibility to contact faculty when experiencing issues/concerns or difficulty related to course content and assignments.
5. To engage in the online class and actively participate in on-line discussions.
6. To complete all course assignments on the designated due date.
7. To treat peers and faculty with respect to promote a positive academic atmosphere, to communicate professionally and respectfully, and to use proper on-line etiquette when posting discussions.
8. To cite all references and sources used and to be mindful of plagiarism and academic dishonesty standards.
9. To submit assignments on time by midnight of each due date listed in the *Class Schedule*.
10. Due to the nature of on-line courses, students are highly encouraged to keep copies of all their discussion postings as well as assignments. CITS archives courses at the end of each semester so course postings aren't available.

Late Assignments:

Assignments not submitted by the due date will not be accepted, unless the student obtains faculty permission **prior** to the assignment due date.

Coursework Expectation

Because this is a 3-credit course, students can expect to spend a minimum of 9 hours per week engaged in course activities online, assigned class work, and reading.

Federal credit-hour requirements: one credit-hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- 1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (includes exam week) for one semester or the equivalent amount of work over a different amount of time.
- 2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Attendance:

This course is delivered in an online format that includes module assignments, narrated lectures, web links and videos, and engaging in lively on-line discussions. Learning is maximized through sustained weekly online participation. Students are expected to complete assignments on time as indicated in the class schedule (located in the **Course Information** folder on the course site). Students are encouraged to attend virtual office hours or make an appointment with the instructor early in the semester for any concerns.

Academic Integrity and Ethical Standards:

Academic dishonesty and plagiarism are serious academic offenses. Please review the *Student Handbook* for academic regulations and procedures for details and potential options open to the faculty, College of Nursing Dean, and university to address these infractions. The University and College of Nursing student handbook, policies and procedures, and academic policy on bullying can be found at:

<http://www.umassd.edu/studentaffairs/studenthandbook/>

<http://www.umassd.edu/media/umassdartmouth/collegeofnursing/NursingUndergradHandbook.pdf>

This course uses **Safe Assign** for assignment submissions to identify possible instances of plagiarism. Suspect assignments include those without references cited, with sections copied directly from sources without citing, or with writing styles not representative of college student work. Submitted assignments will be included in the UMass Dartmouth assignment database, which is used solely for detecting possible plagiarism during the grading process during current and future semesters. Students are advised to use the Safe Assign assignment practice module on the UMD myCourses Support Hub for Students.

Incomplete Policy:

In accordance with University and the College of Nursing policy, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F. The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. The student must communicate with faculty in writing via email as soon as possible **before the last 3 weeks of the course**.

Students with Disabilities:

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the **Center for Access and Success**. The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Liberal Arts, Room 016; phone: 508-999-8711. Information is also available at: <http://www.umassd.edu/dss/> Any student with a disability must contact faculty **at the beginning of the semester** if arrangements based on needs are desired.

Title IX Statement

The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics. If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor or seek out confidential resources available from the Counseling Center, <http://www.umassd.edu/counseling/>, 508-999-8648 or - 8650, or the Victim Advocate in the Center for Women, Gender and Sexuality, <http://www.umassd.edu/sexualviolence/>, 508-910-4584. In an emergency contact the Department of Public Safety at 508-999-9191 24 hrs./day. UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a “mandated reporter” of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email. These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University’s Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For confidential counseling support and assistance, please go to <http://www.umassd.edu/sexualviolence/>

TOPICAL OUTLINE of COURSE CONTENT

Chronic illness

1. Definition, trend of chronic illness
2. Impact on the health care system
3. Illness behavior
4. Impact of the disease
5. Shifting Perspectives Model of Chronic illness

Impact of Chronic Illness: The Illness Experience

1. Quality of Life
2. Cultural and spirituality as factors influencing perception of chronic illness
 - a. Social

- b. Stigma
- c. Social isolation
- d. Seeking normalcy
- 3. Physical
 - a. Self-care management
 - b. Health promotion
 - c. Symptom management (dyspnea, fatigue, chronic pain, anorexia, cachexia, wasting)
- 4. Psychological
 - a. Coping and adaptation
 - b. Uncertainty
 - c. Powerlessness
 - d. Body image
 - e. Sexuality
 - f. Adherence
- 5. Evidence- based interventions for all of the above

Impact on the Family and Significant Other

- 1. Family caregiving
- 2. Emotional effects of being a caregiver
- 3. Influence of public policy on family caregiving
- 4. Caregiving evidence-based interventions

Being Chronically Ill Within a Complex Health Care System

Characteristics of complex health care systems

Role of the nurse in guiding persons and families through the health care experience, nursing presence as an intervention

- 1. Models of illness management
- 2. Alternative / complementary therapies
- 3. The chronically ill within the larger system: systems perspectives (national and global issues, ethical, and policy issues).

DETAILED DISCUSSION of ASSIGNMENTS and GRADING CRITERIA

A. Reflective Discussion Assignments

60% of total course grade

This assignment assists students in achieving course outcomes 1, 2, 3, 4, 5, and 6. Students are expected to actively participate in five (5) reflective discussion assignments. Discussions are an opportunity for students to show their understanding of and to share their knowledge of concepts, topics, and issues of interest pertaining to pertinent topics regarding the person's lived experience of chronic illness.

- 1. Students will engage in reflective discussion of course module concepts and topics with each other. The course modules include directions, topics, and questions for discussion and additional readings.
- 2. Students will post their initial discussion, a minimum of 500 words, by 11:59 p.m. EST Thursday.
- 3. Students will respond to at least one initial post from another student by 11:59 p.m. EST Saturday; a minimum response of 150 words is required.
- 4. A grading rubric (see below) will be utilized for discussion assignments:

Initial post reflects depth of thought, insight, and knowledge of course content	50 %
Engages with peers on issues reflecting depth of thought and insight	40 %
Posts reflective responses to others that contribute to discussion	
Posts include references to module content and application to practice	
Logical writing style; correct grammar and APA format; cites 3 or more references	10 %
- 5. On-line discussion should be professional, demonstrate engagement in issues, and contribute to the development of knowledge among the students in your group. A minimum of 2 references are required (textbooks and peer-reviewed, scholarly nursing references from journal articles) to

support discussion. Discussion should include your reflection, insights, and knowledge learned related to the topic. Discussion should also include how topic relates to individual nursing practice and professional development.

B. Concept Topic Paper

40% of total course grade

This assignment assists students in achieving course outcomes 1, 2, 3, 4, 5, and 6. The student will explore the impact of person living with chronic illness. The student will select one concept issue that persons living with chronic illness experience that changes their lives profoundly. Concept topics may include any of the social issues and topics discussed in this course (see Topical Outline above) or identified in the textbook. Examples of past topics include symptom management, stigma, social isolation, altered body image, powerlessness, etc. The discussion is focused on the person's lived experience in relation to a specific illness but the focus is not on the chronic illness. The chronic illness is just the setting for the discussion of the topic. Examples include powerlessness in COPD, altered body image in ostomy patients, stigma in HIV, etc. There are more person-centered concepts in the textbook and course readings.

Students will need to search the scholarly nursing literature on the topic of interest in relation to the specific chronic illness to identify a minimum of five (5) scholarly articles or book chapters (NOT web sites). Students will notify faculty of their topic of interest and provide an initial reference list by the date on the class schedule.

The concept paper will include: an overview of what the concept/issue is and how it is defined, how persons with chronic illness view the issue (scope of the problem), summary of the topic knowledge in the literature, impact of the concept/issue as it relates to the identified chronic illness (including ways the concept/issue is measured in practice), evidence-based interventions, and outcome goals.

Students may ask peers for feedback on their paper prior to submitting the assignment. If a student needs faculty guidance, please schedule an online office appointment – see course website.

Grading criteria:

1. ***Identification of the concept/issue*** **10%**
Students will notify faculty of their identified concept/issue impacting persons living with chronic illness and the specific illness to frame the concept in. See class schedule for the due date for submitting proposed topic and the initial reference list.
2. ***Overview and definition of the concept/issue:*** **15%**
A detailed, concise definition and summary regarding the scope of the problem for persons with chronic illness is discussed.
3. ***Brief overview of the identified chronic illness:*** **10%**
Briefly describe and summarize the issue and impact of the chronic illness on the individual, family, and society and the person's lived experiences in 1-2 paragraphs.
4. ***Significance of issue/concept as it relates to the lived experience:*** **20%**
Significant factors and issues are discussed in detail. Describe and summarize the significance of the issue/concept as it relates to living with the specific chronic illness. Support discussion with citations from the nursing literature. References are cited to support concept issue discussion. A minimum of 5 scholarly nursing references are needed.
5. ***Evidence-based interventions, outcomes, model of illness management:*** **20%**
 - a. Identify ways that the concept/issue is measured and assessed in clinical practice. Include evidence-based interventions that need to be addressed in clinical practice. Summarize the evidence-based literature knowledge.
 - b. **Identify a model of illness management** that is appropriate for application to the concept/issue and the identified chronic illness. How would the model be applied to care of persons experiencing this issue? What nursing interventions would be appropriate to use?
6. ***Conclusion:*** **15%**
Summarize the concept/issue discussion and findings in 1-2 paragraphs. Summarize the impact of the concept issue as it relates to the identified chronic illness. What are the implications for nursing practice?

7. **Format, organization, literary style, and length:**

10%

- a. The paper follows APA guidelines, including correct grammar and spelling. It should be logically organized with an introduction and overview of the concept, discussion of the significance of the concept, discussion of a model of illness management and nursing interventions, implications for nursing, and conclusions sections. APA headings must be used.
 - b. Paper length must be between 5-6 pages, not including the title or reference pages. An abstract page is not required.
 - c. A minimum of 5 scholarly nursing references are required.
8. See class schedule for due date.
 9. See the grading rubric for the concept topic paper below.

Grading Rubric for Reflective Discussion Assignments				
	Performance Indicators			
Criteria	Low performance (0 points)	Below Average (50 %)	Acceptable (75 %)	Exemplary (100 %)
Quality of Discussion 50%	Initial post does not reflect depth of thought, insight, or knowledge of course content. Post consists of opinions, feelings, and impressions without discussion of module concepts or readings.	Comments are not clearly connected to assigned readings. Little reference to readings or reflection on clinical practice. Poor development of ideas.	Ideas need more development and linkage to the readings. Reflection needs more development.	Posts thoughtful analysis of readings. Reflects on readings in relation to clinical work experience. Effectively uses quotes and references to illustrate points, support position and reflection.
Engagement with Peers 40%	Very little or no engagement with peers. Student did not communicate respectfully to others.	Limited engagement with peers. Responses to others are brief, incomplete, and do not include reference to course concepts and application to practice. Poor development of ideas.	Engagement with peers could be further developed. Reference to course content and application to practice needs further work. Few examples given to support statements. Communicates effectively and respectfully.	Fully engages peers in discussion on issues reflecting depth of thought, insight. Significant contributing comments and detailed posts in response to other students' initial postings, including reference to course content and application to practice. Communicates effectively and respectfully at all times.
Grammar/Writing/ APA Format/ References 10%	APA Format was not used. 4 or more incomplete sentences and/or misspelled or improperly used words. Citations and/or references are missing.	The student used 2-3 incomplete sentences and/or 4-5 misspelled or improperly used words. APA format, citations, and references are incorrect. Citations and/or references are incorrect.	The student used 1-2 incomplete sentences and/or 2-3 misspelled or improperly used words. Citations and/or references have minor APA format errors.	The student used 1 incomplete sentence and/or 2 misspelled or improperly used words. APA format for citations and references is correct.
100 points possible				

Grading Rubric for Concept Topic Paper				
	Performance Indicators			
Criteria	Low performance (0 points)	Below Average (50 %)	Acceptable (75 %)	Exemplary (100 %)
Definition and Summary of Concept (25%)	Definition and discussion of the scope of the problem for persons with chronic illness is not developed or supported by readings.	Concept ideas not fully developed or supported by readings. Key concept issues are missing. Issues, concepts, and theories not fully developed.	Concept ideas need more development, discussion, and linkage to the readings. Reflection needs more development.	Concise, detailed definition and discussion of the scope of the problem for persons with chronic illness.

Overview of Identified Chronic Illness (10%)	Definition and statistics, impact of the disease on the individual, family and society are not discussed or supported by references. Key concepts are missing or incomplete.	Discussion of the definition and statistics, impact of the disease on the individual, family and society is not fully developed or supported by references. Key concepts missing or incomplete.	Definition and statistics, impact of the disease on the individual, family and society need more development and discussion. One or more components may not be fully developed.	Definition and statistics, impact of the disease on the individual, family and society is well developed and discussed.
Significance of Concept (20%)	The significance of the issue/concept as it relates to the specific chronic disease is not discussed or supported by citations and references. Reflection or insight into the significance of the concept is not developed. Key concepts are missing or incomplete.	Discussion of the significance of the issue/concept is missing several key concepts and needs more development. Concept understanding not fully developed. Citations and references are not well developed. Reflection or insight into the significance of the concept needs more development.	Discussion of the significance of the issue/concept needs more development. Concept understanding present. Citations and references are included but need more development. Reflection or insight into the significance of the concept is present. One or more components may not be fully developed.	Concept understanding is evident. The significance of the issue/concept as it relates to the specific chronic disease is discussed and summarized in detail. Discussion reflects the depth of student's nursing literature review and critical evaluation of key references. Reflected on readings in relation to clinical work experience. Effectively used quotes and references to illustrate points, support position, and reflection.
Evidence-based interventions, outcomes, model of illness management (20%)	Discussion on methods of measuring and assessing concept/issue in clinical practice is incomplete or missing. Evidence-based interventions are incomplete or missing. A model of illness management is not clearly identified or discussed. Key concepts are missing or incomplete.	Discussion on methods of measuring and assessing concept/issue in clinical practice is missing one or more key components. Evidence-based interventions are missing one or more key components. Discussion of a model of illness management is not well developed.	Discussion on methods of measuring and assessing concept/issue in clinical practice needs a little more development. Evidence-based interventions need a little more development. Discussion of a model of illness management needs a little more development.	Identified ways that the concept/issue is measured and assessed in clinical practice. Included evidence-based interventions that need to be addressed in clinical practice. Identified a model of illness management that would be appropriate for the patient with the concept/issue and the identified chronic illness. Described advantages and disadvantages of the model for the care of patient.
Summary/ conclusions and References (15%)	Summary or conclusions is missing. Citations/references are missing. Key concepts are missing or incomplete.	Summary or conclusions are missing several key components or discussion is incomplete.	Summary or conclusions need more development. Citations need more development. Less than 5	The summary or conclusions are discussed in concise detail. 5 or more scholarly nursing references present and cited to support
Grammar/Writing/ APA Format 10%	APA format not used. More than 5 incomplete sentences and/or more than 6 misspelled or improper words used. Discussion is not communicated effectively, concisely, or in logical format. Discussion is too brief or incomplete.	Communicated ineffectively in some of assignment. APA format, citations, and references are incorrect. 3 – 5 incomplete sentences and/or 4 – 6 misspelled or improper words used.	Communicated in an effective, concise, and logical format in most of assignment. Paper format, citations, and references in APA format with minor errors. 2 - 4 incomplete sentences and/or 3-5 misspelled or improper words used.	Communicated fully in an effective, concise, and logical format. APA format is correct. Citations and references in APA format. May have 1 incomplete sentence and/or 2 or more misspelled or improperly used words. Paper is logically organized with an introduction, body, and conclusions.
TOTAL	100 points			

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for faculty to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes will be made with advance notice to the students.

NUR 452
Class Schedule

Spring 2019
Second 7 week session
Mar 20 – May 4

Class	Content	Learning Activities
Module One		
Week 1 3/20 – 3/23	<i>Introduction to the course</i> <i>Overview of chronic illness</i> Course site opens March 17, 2019	Review course site and all materials. Read Cohen Ch. 1–3; Lubkin & Larsen Ch.1, 2 & 8 Complete module activities & assignments Introduction assignment
Last day to add/drop courses is March 21, 2019		
Week 2 3/24 – 3/30	<i>The Illness Experience</i>	Read Cohen Ch. 4–5; Lubkin & Larsen Ch. 3, 4, 6 & 13 Complete module activities & assignments Identify a topic for your concept topic paper Do brief literature search for articles for your topic Reflective Discussion 1 and response to peers due
Module Two		
Week 3 3/31 – 4/6	<i>Illness Experience: Physical Phenomena</i>	Read Cohen Ch. 6–7; Lubkin & Larsen Ch. 14, 15 & 16 Complete module activities & assignments Submit topic proposal & references Reflective Discussion 2 and response to peers due
Week 4 4/7 – 4/13	<i>Illness Experience: Psychological Phenomena</i>	Read Lubkin & Larsen Ch. 7, 9 & 12 Complete module activities & assignments Reflective Discussion 3 and response to peers due
Last day to withdraw from courses is April 24, 2019		
Module Three		
Week 5 4/14 – 4/20	<i>Illness Experience: Psychological Phenomena</i>	Read Lubkin & Larsen Ch. 10, 11 & 20 Complete module activities & assignments Reflective Discussion 4 and response to peers due
Week 6 4/21 – 4/27	<i>Impact on Family and Significant Others</i>	Read Lubkin & Larsen Ch. 18 & 19 Complete module activities & assignments Reflective Discussion 5 and response to peers due
Module 4		
Week 7 4/28 – 5/4	<i>Being Chronically Ill within a Complex System</i> <i>Chronic Illness Environments of Care</i>	Read Lubkin & Larsen Ch. 21, 22 & 24 Complete module activities & assignments Complete required course & faculty evaluation Concept topic paper due Saturday 5/4/19

Any changes to the Class Schedule will be made with advance notice to students