

### Basic Course Information

Semester	Fall 2016	Instructor's Name	Celeste Armenta, Ida Obeso, Carlos Ramirez
Course Title & #	Nurs 217 MS II & Clinical	Instructor's Email	Celeste.armenta@imperial.edu Carmen10@msn.com
CRN #	10762	Webpage (optional)	Blackboard
Room	2150	Office	
Class Dates	M-T Clinical	Office Hours	
Class Days	Wednesday Theory	Office Phone #	760-355-6574
Class Times	1000-1500	Who should students contact if emergency or other absence	Instructor first, if not assessable, contact the Dept Secretary
Units			

### Course Description

CurricUNET course outline of record: <http://www.curricunet.com/Imperial/>

This course focuses on the care of the adult patients with medical and /or surgical health alterations. Emphasis is placed on the care of the patients with alterations in selected body functions. Concepts of health promotion, health education, evidence based practice, and interdisciplinary collaboration will be integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in a variety of settings.

### Student Learning Outcomes

CurricUNET <http://www.curricunet.com/Imperial/>

1. Understand nursing theory to plan, implement and evaluate nursing care for adult with acute and chronic body system stressors in the hospital setting. Demonstrate integration of knowledge in the areas taught by passing biweekly theory exams with an individual score of 75% or above. (ILO2,3,5)
2. Integrate nursing that is patient centered, caring, culturally sensitive and based on the physiological and psychosocial and spiritual needs of patients. Demonstrate integration of knowledge in medical surgical nursing by passing the final 70% or above. (ILO2,3,5)
3. Implement critical thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary healthcare systems.
  - a. Assessed by simulation competency. (ILO2,3,5)
4. Demonstrate proper use of delegation, team leading, and the use of interdisciplinary model to manage and /or coordinate the health care of selected patients.
  - a. Assessed by clinical evaluation tool. (ILO2,3,5)
5. Use evidence based research to provide quality health care, initiate change and improve nursing practice.
  - a. Assessed by clinical concept maps.

### Course Objectives

CurricUNET <http://www.curricunet.com/Imperial/>

1. Perform a comprehensive health assessment on adult clients with medical and/or surgical alterations, and identify deviations from normal as well as related health risks.
2. Develop an individualized, evidence based plan of care that demonstrates an appreciation of a client's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.
3. Participate as a member of the interprofessional health care team and client advocate while providing quality care that promotes client safety for adults with medical and/or surgical health alterations.
4. Demonstrate clinical judgment and participate in the evaluation of outcomes when providing care to adult clients experiencing health alterations.
5. Apply knowledge of pharmacology, pathophysiology, and nutrition as well as evidence based practice to the care of adult clients

with medical and/or surgical health alterations.

6. Use verbal and nonverbal communication that promotes therapeutic relationships with adult clients and their families, as well as professional relationships with members of the interprofessional health care team.
7. Use information technologies to access evidence based literature and client information as well as communicate
8. Identify, plan and provide health and safety related education to adult clients and their families in conjunction with members of the interprofessional health care team.
9. Use organizational and priority setting skills when providing care to adult clients with medical and/or surgical health alterations.
10. Acknowledge the importance of the nurse’s role in measuring client outcomes, reporting client safety and quality care concerns and participating in activities that promote performance improvement.
11. Adhere to ethical, legal, and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families.

**Textbooks & Other Resources or Links**

Books for NS 217

Author	ISBN	Title	Edition	Year	Publisher
Osborn, Wraa, Watson & Holleran	13:978-0-13-270669-8	Medical-Surgical Nursing Preparation For Practice	2nd	2014	Pearson
Lehne,P	978-1-4377-3582-6	Pharmacology for Nursing Care	8th	2013	Elsevier

**Course Requirements and Instructional Methods**

Hours

NS 217 is an 4unit theory and clinical course. Lectures are held total of 4.0 hours per week and clinical hours are 13 per week. **Clinical hours may be adjusted to meet the required assignment locations; this may include a clinical rotation at a different time than posted or on a different day. Students are responsible for transportation to clinical sites and attendance at all scheduled clinical rotations.**

Assignments:

Reading, CD/video, Internet, and writing assignments are required. Students will be expected to read, understand, and critique information from college level textbooks, nursing journals, or equivalent. The reading list will include texts used in prior nursing courses and those required of this course (see text book list). Additional reading assignments will be required to supplement textbook material. Writing assignments will reflect the objectives listed and may include, but not be limited to, short essays, posters, and/or professional papers. Outside assignments including but not limited to nursing lectures, independent exercises, and learning center activities may be assigned and are required.

Clinical pre-assignments will include preparing for clinical by practicing skills, obtaining patient data, reviewing medication information, and completing pre-assignments as designated for each clinical area. Clinical hours will be spent demonstrating proficiency, providing professional nursing care to assigned patients, observations in various clinical departments, and participating in simulation. Written post-assignments will relate to the clinical experience and may include but not be limited to care plans, case studies, professional papers/posters, and journal entries. Clinical sites may include hospitals, clinics, simulation lab, schools, home health agencies, public health agencies and social service agencies.

It is each student’s responsibility to complete all facility requirements, i.e., BLS training, immunizations, background checks, drug screening, specific hospital orientation, etc., prior to clinical rotations (please see the student handbook for more information). A student will not be allowed to attend any clinical hours until this is done. If over the maximum hours of absenteeism because of this, the student will be dropped from the class. Simulations are a safe learning environment where all students will have the opportunity to interact within a structured scenario. Simulations will be utilized during this class and simulation materials will be handed out during the semester. All advance assignments must be completed before the start of class. Failure to complete the pre-assignment will prevent the student from attending the class for the day and results in a clinical absence.

Plagiarism and cheating policies noted in the student handbook and IVC policies will be strictly enforced. Students are expected to develop original work for this course. It is recommended that students visit the college library to become acquainted with research tools available.

### **Methods of Instruction**

The methods of instruction will be determined by each instructor and may include, but not be limited to the following: small group discussions, student presentations, demonstration, simulations, classroom lecture, CD or online assisted instruction, audiovisuals, textbooks, handouts, and required reading and writing assignments.

During all classroom and clinical instruction time, every person will be respected within the group and it is expected that all interactions between students, faculty, and other staff will take place professionally and courteously. It is expected that students will come prepared for class by completing reading assignments and skills practice on their own time.

### **Course Grading Based on Course Objectives**

#### **Methods of Evaluation:**

Students must maintain a “C” average grade as determined by the scale below:

- A = 92-100%
- B = 83-91%
- C = 75-82%
- D = 68-74%
- F = Below 68%

Grades will not be “rounded”. To advance, a “C” or better is required in this course and the co-requisite courses.

All of the following must be attained to successfully pass this course:

- A. **Final Theory Exam score must be passed at a 70%.**
- B. **Clinical grade must total equivalent of 75% or greater based on all points accumulated.**
- C. **Theory (exams) grade must total equivalent of 75% or greater.**
- D. Pharmacology math quiz must be passed as described below.
- E. Attendance requirements as noted below must be met.
- F. Less than 3 unsatisfactoriness in clinical work must occur.
- G. Final clinical evaluation must show all categories as “Adequate” or “Satisfactory”.

Testing will include no more than 8 examinations in addition to written, demonstration, and oral assignments, and a final examination. Pop quizzes may be included. EXCEPT FOR UNDER EXTREME CIRCUMSTANCES, THERE WILL BE NO MAKE-UPS FOR TESTS OR QUIZZES MISSED DUE TO ABSENCE.

Clinical evaluation will be done on an ongoing basis with a student required to meet “adequate” or “satisfactory” in all areas to pass the course. Evaluation is based on written assignments, adherence to nursing standards of care, QSEN competencies, and professional performance. An unsatisfactory in clinical may be given based on the same standards of care and professional performance and will require remediation in the learning center. Three unsatisfactory grades given in clinical or failure to meet the clinical objectives will result in failure of this class regardless of the overall grade.

As a measure of clinical safety, a dosage calculation exam will be given. The student must obtain a score equivalency of 92% or better to pass the test and continue in the class. The score will not be included in the grade point average for this class; it is a pass/fail assignment. If the student is unsuccessful on the third attempt taking the math exam, the student will not be allowed to progress to the next semester. The student will receive a grade of “F” in the current nursing course if the third attempt occurs after the last day to drop with a “W”. The first exam will be given during clinical hours. Any follow-up exams will take place outside of regularly scheduled clinical hours.

Schedule may change at the discretion of the instructors, taking into account the progress of students with the materials. Any change will be announced in class or via email through Blackboard. Students are held responsible for all materials covered in the syllabus and for any changes that are announced in class or by email.

ATI testing in Pharmacology is a part of the theory graded section of the NS 217 course. Students are responsible for reviewing all material in the ATI books prior to the assigned test date.

To evaluate a student's ability to provide for patient safety and to demonstrate clinical competence, students must be present in clinical. Absenteeism and/or tardiness beyond the maximum allowed will result in being dropped from NS217. This will result in a "W" grade if before the drop date and "F" if after that date.

It is recommended that if a grade falls below 78% that the student will arrange to meet with the faculty member. Faculty can be reached in person, by email, or during office hours to discuss grades or other classroom or clinical matters.

The student is responsible for withdrawing (W) from the class before the deadline as outlined on your registration forms. Failure to pass this class will affect your ability to progress to the next semester. Students failing or withdrawing must complete a Petition to Re-Enter.

### Attendance

#### Attendance:

It is the responsibility of each student to attend all classroom and clinical hours and to contact the faculty person before the start of class of any need to be excused from class. If a student does not contact the faculty member and is absent, a clinical unsatisfactory for unprofessional behavior will be given. Students are expected to attend all classes. **Absences are limited to 17 hours throughout the semester (equivalent to number of hours class meets in one week).** A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor.

Acceptance of absenteeism excuses is at the discretion of the faculty member and may result in failure of the class. A student who reaches the maximum allowable number of hours absent and is not allowed to continue may file a petition to re-enter the nursing program. The teaching team will meet with the student to discuss remediation and the possibility of reentry.

### Classroom Etiquette

**During all classroom and clinical instruction time, every person will be respected within the group and it is expected that all interactions between students, faculty, and other staff will take place professionally and courteously.** It is expected that students will come prepared for class by completing reading assignments and skills practice on their own time.

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- **Food and Drink** are prohibited in all classrooms. Water bottles with lid/caps are the only exception additional restrictions will apply in labs. Please comply as directed.
- **Disruptive Students:** Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- **Children in the classroom:** Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Academic Honesty

- **Plagiarism** is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly "cite a source" you must ask for help.
- **Cheating** is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using material, or assisting others in using material, which are prohibited or inappropriate in the context of the academic assignment in question.
- Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

### Additional Help – Discretionary Section and Language

- Material and testing will be done on Blackboard and you should learn the Blackboard System. Go into Blackboard and use the help for any assistance.
- Learning Center: There is the Nursing Learning center on campus to assist you through the use of computer, tutors or a combination. You will need to take the initiative to set up time with the tutors.
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

#### Disabilities

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisin/arts-and-letters/library-department/info-lit-tutorials/>

### Student Counseling and Health Services

#### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Imperial Valley College Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisin/arts-and-letters/library-department/info-lit-tutorials/>

### Course Objectives

#### Content Units:

#### **Unit 1: Alterations in Hematology**

##### Unit Objectives:

1. Explain how the hematologic system functions in an adult.
2. Describe appropriate nursing assessment responsibilities related to the hematologic system in the adult patient.
3. Analyze laboratory tests used to evaluate the hematologic system.
4. Distinguish between normal and abnormal test results for the hematologic system.
5. Explain the pathophysiology alterations in erythropoiesis, thrombopoiesis, and hemostasis that give rise to specific hematologic disorders.
6. Compare and contrast the causes, clinical presentation, and therapeutic management of the various types of anemias and hemostasis disorders.
7. Compare and contrast the hallmark clinical presentation of bleeding disorders and clotting disorders.f. Pathophysiology: Hematologic disorders/RBC and platelets (anemias, polycythemia, thrombocytopenia, DIC)

##### a. Pathophysiology:

Hematologic disorders/WBC and lymphatic (agranulocytosis, multiple myeloma, lymphedema, lymphomas)

##### b. Pathophysiology:

Hematologic disorders/RBC and platelets (anemias, polycythemia, thrombocytopenia, DIC)

c. Pharmacology:

(Ferrous Iron Salts, Iron Dextran, Sodium-Ferric Gluconate Complex, Iron Sucrose, Ferumoxytol)

d. Pharmacology:

(Vitamin B12-Cyanocobalamin, Folic Acid)

e. Pharmacology:

(Epoetin Alfa, Darbepoetin Alfa)

f. Pharmacology:

(Filgrastin, Pegfilgrastim, Sargramostim)

g. Pharmacology:

(Oprelvekin, Romiplostim, Eltrombopag)

## **Unit 2: Alterations in Cardiac Output**

### Unit Objectives:

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in cardiac output and tissue perfusion.
2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in cardiac output and tissue perfusion.
3. Identify priority actions for adults who have an alteration in cardiac output and tissue perfusion.
4. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in cardiac output and tissue perfusion.
5. Recognize alterations in pulse oximetry and other laboratory values related to alterations in cardiac output and tissue perfusion.
6. Discuss the correct use and functioning of therapeutic devices that support cardiac output and tissue perfusion.
7. Describe the role of the nurse in providing quality care to adults who have an alteration in cardiac output and tissue perfusion.
8. Identify health care education and safety needs for adults who have an alteration in cardiac output and tissue perfusion.

### Content Topics:

a. Pathophysiology:

Ischemic disorders (angina, coronary artery disease, myocardial infarction)

b. Pathophysiology:

Decreased cardiac output disorders (heart failure, pulmonary edema, cardiomyopathy, valvular disorders)

c. Pathophysiology:

Electrical conduction of the heart (Basic Conduction of the heart)

e. Pathophysiology:

Peripheral vascular disorders (peripheral vascular disease, peripheral arterial disease)

h. Pathophysiology:

Decreased arterial pressure disorders (postural hypotension)

i. Pharmacology:

Organic Nitrates, Antihypertension

j. Pharmacology:

Antilipemics

k. Pharmacology:

Antiplatelets

l. Pharmacology:

Anticoagulants

m. Nutrition/ Dietary Approaches to Stop Hypertension (DASH) diet

n. Nutrition/ Therapeutic Lifestyle Changes (TLC) diet

**Unit 3 Acid Base Imbalances Respiratory/Metabolic Acidosis/Alkalosis**

Unit Objectives:

1. Recognize alterations in the laboratory values of arterial pH, CO<sub>2</sub>, HCO<sub>3</sub> and O<sub>2</sub> indicative of respiratory and metabolic acidosis or alkalosis.
2. Differentiate between the clinical manifestations indicative of respiratory and metabolic acidosis or alkalosis.
3. Apply knowledge of pathophysiology when planning care for patients with respiratory or metabolic acidosis or alkalosis.
4. Identify priority actions for clients with respiratory and metabolic acidosis or alkalosis.
5. Recognize the indications for administration of potassium supplements, kayexalate and sodium bicarbonate.

Content Topics:

- a. Pathophysiology of acid base imbalances.
- b. Planning care of patients with acid base imbalances.
- c. Evidence based practice.
- d. Standards of care.
- e. Pharmacology relating to potassium supplements, kayexalate, and sodium bicarbonate.

**Unit 4 Alterations in Excretion**

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on adults who have complex alterations in excretion.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for adults who have complex alterations in excretion.
3. Ascertain priority actions for adults who have complex alterations in excretion.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex alterations in excretion.
5. Interpret diagnostic tests and perform related nursing intervention when providing care to adults who have alterations in excretion.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support excretion.
7. Ascertain the role of the nurse when providing quality care to adults who have an alteration in excretion.
8. Provide health and safety-related education to adults who have an alteration in excretion.
9. Integrate cultural, ethical, and legal tenets into the plan of care for adults who have alterations in excretion.

Content Units:

a. Pathophysiology:

Infectious and inflammatory disorders (pyelonephritis, glomerulonephritis, acute and chronic renal failure)

b. Pathophysiology:

Renal calculi (kidney stones, urolithiasis)

c. Pathophysiology:

Abnormal cell proliferation (kidney cancer, bladder cancer)

d. Pharmacology:

Antibiotics (penicillins, macrolides)

e. Pharmacology:

Erythropoetics growth factors

f. Nutrition:

Low sodium, low potassium, low protein diet

g. Nutrition:  
Low purine diet

### **Unit 5 Alterations in Gastrointestinal**

#### Unit Objectives:

1. Analyze the pathophysiology, clinical manifestations, and treatment with related nursing care of patients with peptic ulcer disease (PUD) and gastroesophageal reflux disease (GERD), Esophageal Cancer, Stomach Cancer, Celiac Disease, Lactose Intolerance, Pancreatic Insufficiency, and Short Bowel Syndrome.
2. Compare and contrast mode of transmission, pathophysiology, clinical manifestations, and treatment with related nursing care of patients with hepatitis.
3. Analyze the similarities and differences between acute and chronic pancreatitis including nursing care.
4. Generate a teaching plan for a patient with celiac disease.

#### Content Units:

- a. Pathophysiology:  
Gastroesophageal Disease
- b. Pathophysiology:  
Esophageal Cancer
- c. Pathophysiology:  
Peptic Ulcer Disease
- d. Pathophysiology:  
Stomach Cancer
- e. Pathophysiology:  
Celiac Disease
- f. Pathophysiology:  
Pancreatic Insufficiency
- g. Pathophysiology:  
Short Bowel Syndrome
- h. Pharmacology:  
Prokinetic Agent, Antacids, Proton Pump Inhibitors, Histamine<sub>2</sub>-Receptor Antagonists (H<sub>2</sub>Blockers)
- i. Pharmacology:  
Anti-infective agents (Amoxil, Biaxin, Flagyl, Tetracycline, Helidac)
- j. Pharmacology:  
Digestive Enzymes (Pancrelipase)
- k. Pharmacology:  
Antidiarrheal Agents (Lomotil, Imodium, Paregoric, Codeine, Bismuth)
- l. Pharmacology:  
Antiviral Agents (Interferon), Noninterferons (Adefovir, Epivir, Ribavirin).



## **Unit 6 Alterations in Cognition and Sensation**

### Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on adults who have complex alterations in cognition and sensation.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for adults who have complex alterations in cognition and sensation.
3. Ascertain priority actions for adults who have complex alterations in cognition and sensation.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have complex alterations in cognition and sensation.
5. Interpret diagnostic tests and perform related nursing intervention when providing care to adults who have alterations in cognition and sensation.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support cognition and sensation.
7. Ascertain the role of the nurse when providing quality care to adults who have an alteration in cognition and sensation.
8. Provide health- and safety-related education to adults who have an alteration in cognition and sensation.
9. Integrate cultural, ethical, and legal tenets into the plan of care for adults who have alterations in cognition and sensation.

### Content Topics:

a. Pathophysiology:

Cerebral Vascular Accident

b. Pathophysiology:

Multiple etiological factor disorders (migraines, tension headaches, Trigeminal Neuralgia, Bell's Palsy)

c. Pathophysiology:

(Meningitis, Encephalitis)

d. Pathophysiology:

(Brain Abscess, Brain Tumors)

e. Pathophysiology:

(Guillain-Barre Syndrome)

f. Pathophysiology:

( Hydrocephalus)

g. Pathophysiology:

(Seizures)

h. Pharmacology:

Osmotic diuretics

i. Pharmacology:

Centrally acting muscle relaxants

j. Pharmacology:

Disease modifying drugs for MS (immunomodulators, immunosuppressants, glatiramer acetate)

k. Pharmacology:

Migraine Drugs (ergot alkaloids, serotonin reuptake antagonists, beta blockers)

l. Nutrition:

Dysphagia diets (pureed, ground, soft, modified general diets)

m. Nutrition: Nutritional supplements and tube feedings

**Anticipated Class Schedule / Calendar**

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<b>Week 1</b> August 17	Syllabus & Introduction Alterations in Hematology Skills Blood /Sims Anemia (Group 1&2)	Ch 55 & 56 Ch 54, 55, 56
<b>Week 2</b> August 24	Alterations in Cardiac Output Sims Chest Pain(Group 3&4) <b>Quiz # 1 Hematology/Med Math Test #1</b>	Ch 29, 32,34,35 Ch 43,47, 48, 50, 51, 52
<b>Week 3</b> August 31	Alterations in Cardiac Output Sims CHF (Group 5&1)	Ch 29, 32,34,35 Ch 43, 47, 48, 50, 51, 52
<b>Week 4</b> September 7	Alterations in Excretion/Acid Base Sims Renal Failure (Group 2&3) <b>Quiz# 2Cardiac</b>	Ch 36, 39, 15 Ch 89, 47,44
<b>Week 5</b> September 14	Alterations in Excretion/Acid Base Cont <b>Quiz #3 Renal/Acid Base</b> Alterations in GI Sims Abdominal Pain (Group 4&5)	Ch 36, 39, 15 Ch 89, 47, 44 Ch 37, 1119-1136 Ch 38, 1163-1172 Ch 78, 80
<b>Week 6</b> September 21	Alterations in Cognition/Sensation Sims CVA/Seizure (Group Medley) <b>Quiz #4 GI</b>	Ch 20 Ch 21, 526-546 Ch 22 Ch 24, 34, 52,
<b>Week 7</b> September 28	<b>Final</b>	

**Black reading assignments are out of Osborn, Wraa, Wtson, & Holleran. Medial-Surgial Nursing**  
**Green reading assignments are out of Burchum & Rosenthal, Lehne's Pharmacology for Nursing Care**  
 (Sept 5th Labor Day-Holiday)