



### Basic Course Information

Semester:	<b>Fall 2024</b>	Instructor Name:	<b>Teresa Vea Santos</b>
Course Title & #:	<b>NURS 223 MS &amp; Geriatrics</b>	Email:	<b>teresa.santos@imperial.edu</b>
CRN #:	<b>10954</b>	Webpage (optional):	CANVAS, <a href="https://tvsantos.youcanbook.me">https://tvsantos.youcanbook.me</a>
Classroom:	<b>2110</b>	Office #:	<b>2103</b>
Class Dates:	<b>8/13/24-10/15/24</b>	Office Hours:	M0700-0800 T 1300-1400 W/TH 0900-1000 via Pronto <a href="https://tvsantos.youcanbook.me">https://tvsantos.youcanbook.me</a>
Class Days:	<b>Theory: T Clinical: S/SU</b>	Office Phone #:	<b>760-355-6574</b>
Class Times:	T 1400-1800/ 0700-1900	Emergency Contact:	<b>Nursing Department</b>
Units:	5.0	Class Format/Modality:	In-person

### Course Description

This course focuses on the health alterations of adults and the geriatric population. Emphasis is placed on the unique alterations of adults and those progressing in age including the oldest old in the adult life span. Evidence based practices related to changes in physiological status, psychosocial needs, health promotion, health education, safety, end-of-life-care, and interdisciplinary collaboration are integrated throughout the course. Clinical experiences provide an opportunity to apply theoretical concepts and principles of geriatric nursing while implementing safe care in a variety of health care and community settings. (CSU)

### Student Learning Outcomes

1. Understand nursing theory to plan, implement and evaluate nursing care for adult and geriatric patient 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)]

### Course Objectives

1. Perform a comprehensive health assessment on adult patients and geriatric patients 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 patient'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 patient advocate while providing quality care that promotes patient 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 patients experiencing health alterations.
5. Apply knowledge of pharmacology, pathophysiology, and nutrition as well as evidence-based practice to the care of adult and geriatric patients with medical and/or surgical health alterations.
6. Use verbal and nonverbal communication that promotes therapeutic relationships with adult patients 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 patient information as well as communicate
8. Identify, plan and provide health and safety related education to adult patients 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 and geriatric patients with medical and/or surgical health alterations, or in the community setting.
10. Acknowledge the importance of the nurse's role in measuring patient outcomes, reporting patient 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 and geriatric patients and their families.

### **Textbooks & Other Resources or Links**

#### *Required:*

Brunner & Suddarth's Textbook of Medical-Surgical Nursing 15<sup>th</sup> edition ISBN: 9781975161033

Gerontological Nursing 10<sup>th</sup> edition ISBN: 9781975161002

Lehne's Pharmacology for Nursing Care 11<sup>th</sup> Edition ISBN: 9780323825221

ATI

#### *Recommended:*

Atlas of Pathophysiology, 3<sup>rd</sup> Edition ISBN: 1496370929

### **Course Requirements and Instructional Methods**

#### **Hours**

NS 223 is a 5-unit 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.

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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 via zoom meetings. 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: zoom meetings with 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 zoom meetings 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 via zoom meetings by completing reading assignments and skills practice on their own time.

What if I need to borrow technology or access to WIFI?

To request a loaner laptop, MYFI device, or other electronic device, please submit your request here:

<https://imperial.edu/students/student-equity-and-achievement/>

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

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

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

A = 93-100%

B = 92-85%

C = 84-78%

D = 77-70%

F = Below 69%

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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 78%
- B. Clinical grade must total equivalent of 78% or greater based on all points accumulated.
- C. Theory (exams) grade must total equivalent of 78% or greater.
- D. Attendance requirements as noted below must be met.
- E. Less than 3 unsatisfactory in clinical work must occur.
- F. 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. Calculator will not be used for exam. The score will not be included or averaged for this class; it is a pass/fail assignment. Please refer to RNP1020 Medication Calculation Competency Test Policy.

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 IVC student email and/or 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. Students are responsible for reviewing all material in the ATI books prior to the assigned test 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.

### **Academic Honesty (Artificial Intelligence -AI)**

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to

do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

- 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.

## Course Policies

### *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. A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor. **If the student is tardy 3 times for any reason this will constitute a full day absence.** 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 via online). A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor.

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 NS223. This will result in a "W" grade if before the drop date and "F" if after that date.

## Course Objectives

### *Content Units*

#### **Alterations in Hematology& Immunology Unit Objectives:**

1. Explain how the hematologic system functions in an adult and geriatric patient.

2. Describe appropriate nursing assessment responsibilities related to the hematologic system in the adult patient and geriatric 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.

**Alterations in Cardiac Output & Tissue Perfusion Unit Objectives:**

1. Recognize components of a focused assessment that should be included when collecting data on adults and geriatric patients 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.
9. Discuss sleep apnea in relation to cardiovascular alterations in adults and geriatric patients.

**Acid Base Imbalances & 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 metabolic acidosis or alkalosis.
2. Differentiate between the clinical manifestations indicative of metabolic acidosis or alkalosis.
3. Apply knowledge of pathophysiology when planning care for adult and geriatric patients with metabolic acidosis or alkalosis.
4. Identify priority actions for patients with metabolic acidosis or alkalosis.
5. Recognize the indications for administration of potassium supplements, kayexalate and sodium bicarbonate.

**Alterations in Excretion Unit Objectives:**

1. Perform a comprehensive assessment with a focus on collecting data on adults and geriatric patients who have complex alterations in excretion.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for adults and geriatric patients who have complex alterations in excretion.
3. Ascertain priority actions for adults and geriatric patients who have complex alterations in excretion.

4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults and geriatric patient 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.
10. Identify alterations in sexual, intimacy, and reproductive capacities in the geriatric population.

**Alterations in Gastrointestinal Unit Objectives:**

1. Analyze the pathophysiology, clinical manifestations, and treatment with related nursing care of adult and geriatric patients with Hepatic and Biliary Disorders, Celiac Disease, Irritable Bowel Disease, Crohn's Disease and Ulcerative Colitis, Pancreatic Insufficiency, Bowel Obstructions, and Short Bowel Syndrome.
2. Compare and contrast mode of transmission, pathophysiology, clinical manifestations, and treatment with related nursing care of patients with hepatic disorders
3. Analyze the similarities and differences between acute and chronic pancreatitis including nursing care.

**Alterations in Cognition and Sensation Unit Objectives:**

1. Perform a comprehensive assessment with a focus on collecting data on adults and geriatric patients 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 and geriatric patients who have complex alterations in cognition and sensation.
3. Ascertain priority actions for adults and geriatric patients 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 and geriatric patients who have complex alterations in cognition and sensation.
5. Interpret diagnostic tests and perform related nursing intervention when providing care to adults and geriatric patients 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 and geriatric patients who have an alteration in cognition and sensation.
8. Provide health- and safety-related education to adults and geriatric patients who have an alteration in cognition and sensation.
9. Integrate cultural, ethical, and legal tenets into the plan of care for adults and geriatric patients who have alterations in cognition and sensation.
10. Perform a comprehensive assessment to ascertain comfort and pain level of adults and geriatric patients, and perform pain management interventions.



## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1  <i>Hematology</i>	Syllabus & Introduction  <a href="#">Blood Transfusion Skill</a>  Hematology: Hematologic disorders/WBC and lymphatic: agranulocytosis, multiple myeloma, lymphedema, lymphomas  Hematologic disorders/RBC and platelets: anemias, polycythemia, thrombocytopenia, DIC  Pharmacology: ferrous iron salts, iron dextran, sodium-ferric gluconate complex, iron sucrose, ferumoxytol, Vitamin B12, folic acid, epoetin alfa, darbepoetin alfa, filgrastin  <u><b>Canvas:</b></u> Module PowerPoints Videos: Blood transfusion, blood products and transfusions	<u><b>ATI:</b></u> Health Assess 3.0- Virtual Clinical Experience- Timothy Lee  Pharmacology Made Easy 5.0- The Hematologic System  Video Case Studies RN 3.0- Immunity: Blood Transfusion Reaction  Engage Adult Medical Surgical RN- Alterations in Hematologic Function  Skills Module 3.0- Virtual Scenario: Blood transfusion
Week 2  <i>Alterations in Cardiac Output</i>	Ischemic disorders: angina, coronary artery disease, myocardial infarction  Decreased cardiac output disorders: heart failure, pulmonary edema, cardiomyopathy, valvular disorders  Electrical conduction: basic conduction of the heart  Peripheral vascular disorders: peripheral vascular disease, peripheral artery disease  Decreased arterial pressure disorders: postural hypotension  Pharmacology: nitrates, antihypertensives, antilipemics, antiplatelets, anticoagulants, statins, nutrition/dietary approaches  <a href="#">Central line/mediport demonstration</a>	<u><b>Test #1 Hematology Med Math #1</b></u>  <u><b>ATI:</b></u> Real Life RN Medical-Surgical 4.0- Myocardial Infarction Complications  Engage Adult Medical Surgical RN- Alterations in Cardiovascular Function and Perfusion  Pharmacology Made Easy 5.0- The Cardiovascular System





IMPERIAL VALLEY COLLEGE

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<p><b>Canvas:</b> Module PowerPoints Videos: Level Up RN Cardiovascular System Playlist</p>	
<p>Week 3</p> <p><i>Continue Alterations in Cardiac Output</i></p>	<p><b>NSTEMI Cardiac Simulation</b> <b>MONA, EKG</b></p> <p><b>Canvas:</b> Module PowerPoints Videos: Simple Nursing</p>	<p><b>Med Math #2</b></p> <p><b>ATI:</b> Video Case Studies RN 3.0- Acid-Base Balance: Fluid &amp; Electrolyte Balance: Heart Failure</p>
<p>Week 4</p> <p><i>Alterations in Kidney and Urinary Function</i></p>	<p>Infections/inflammatory disorders: pyelonephritis, glomerulonephritis, acute and chronic renal failure</p> <p>Renal calculi: kidney stones, urolithiasis</p> <p>Abnormal cell proliferation: kidney cancer, bladder cancer</p> <p>Pharmacology: penicillins, macrolids, erythropeotics growth factors</p>	<p><b>Test# 2 Cardiac</b></p> <p><b>ATI:</b> Real Life RN Medical-Surgical 4.0- Urinary Tract Infection</p> <p>Video Case Studies RN 3.0- Acid-Base Balance: Fluid &amp; Electrolyte Balance: Chronic Kidney Failure</p>
	<p><b>Canvas:</b> Module PowerPoints Videos: Kidney &amp; Urinary Function, Altered Renal and Urologic Function Part I Lecture</p>	<p>Engage Adult Medical Surgical RN- Alterations in Kidney Function and Elimination</p>
<p>Week 5</p> <p><i>Continue Alterations in Kidney and Urinary Function</i></p>	<p><b>Canvas:</b> Module PowerPoints Videos: Altered Renal and Urologic Function Part II Lecture</p>	<p><b>ATI:</b> Real Life RN Medical-Surgical 4.0- Chronic Kidney Disease</p> <p>Video Case Studies RN 3.0- Fluid and Electrolyte Balance: Chronic Kidney Failure and Hemodialysis</p>
<p>Week 6</p>	<p><b>AKI Simulation</b></p>	<p><b>Test #3 Kidney and Urinary Function</b></p>



<p><i>Alteration in Gastrointestinal</i></p>	<p>Hepatic &amp; Biliary Disorders Pancreatic Insufficiency</p> <p>Irritable bowel disease: celiac, Crohn’s ulcerative colitis</p> <p>Short bowel syndrome, bowel obstruction</p> <p>Pharmacology: prokinetic agents, antacids, proton pump inhibitors, histamine 2 receptor antagonists, antiemetics, bile sequestrants</p> <p>Anti-infective agents: Amoxil, biaxin, flagyl, tetracycline, helidac</p> <p>Digestive enzymes: pancrelipase</p> <p>Anti-diarrheal: Lomotil, Imodium paregoric, codeine, bismuth</p> <p>Anti-viral: interferon, Adefovir, Epivir, Ribavirin</p> <p><b>Canvas:</b> Module PowerPoints Videos: The GI System PicMonic Webinar, Simple Nursing Pharmacology GI &amp; Nutrition</p>	<p><b>ATI:</b> Engage Adult Medical Surgical RN- Alterations in Digestion and Bowel Elimination</p> <p>Pharmacology Made Easy 5.0- The Gastrointestinal System</p>
<p>Week 7</p> <p><i>Continue Alterations in Gastrointestinal</i></p>	<p><b>Canvas:</b> Module PowerPoints Videos: Hepatobiliary Disorders, Simple Nursing Pancreatitis</p>	
<p>Week 8</p> <p><i>Alterations in Neurologic Function</i></p>	<p><a href="#">GI (SBO) Simulation</a></p> <p>Cerebral vascular accident</p> <p>Multiple etiological factor disorders: migraines, tension headaches, trigeminal neuralgia, Bell’s palsy</p> <p>Meningitis</p> <p>Seizures</p> <p>Pharmacology: osmotic diuretics, central acting muscle relaxants</p> <p>Disease modifying drugs for multiple sclerosis</p>	<p><b>Test# 4 Gastrointestinal</b></p> <p><b>ATI:</b> Engage Adult Medical Surgical RN- Alterations in Cognition</p> <p>Engage Adult Medical Surgical RN- Alterations in Neurologic Function</p> <p>Pharmacology Made Easy 5.0- The Neurological System (Part I)</p>



IMPERIAL VALLEY COLLEGE

	Migraine drugs: ergot alkaloids, ersotonin reuptake  <b>Canvas:</b> Module PowerPoints Videos: Level Up RN Nervous System Playlist, Simple Nursing Neurological Medication	
Week 9  <i>Review</i>	<a href="#">Neuro/Seizure Simulation (ETOH Withdrawal)</a>  Comprehensive Review	<b>*Test # 5 Neurologic Function*</b>
Week 10 <i>Finals</i>	<b>Comprehensive Final Exam</b>  Final Exam 10/15/24 @ 1400 in Nursing Computer Lab	

**\*\*\*Subject to change without prior notice\*\*\***