



**St. Luke's School of Nursing  
at Moravian College**  
Bethlehem, Pennsylvania



**Nursing 313: Embracing the Challenged Family\***  
Fall, 2009

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Class: M & W: 1310-1420 (5b)  
Problem Solving: F: 1310-1420 (5b)  
Clinical Learning: Thursday

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Course Unit: 1 (4 credits)  
Theory: 3 hours / week  
Clinical Learning: 8 hours / week

**Catalog/Course Description:**

A course which emphasizes integration of nursing skills and knowledge to facilitate the individuals' and the families' meeting severe episodic and chronic health challenges across the life span. Students analyze these critical challenges to individual & family systems in order to provide holistic and comprehensive nursing care given the resources available to the family within their community. (Pre-requisites: NU 314, Co-requisite; NU 315).

**Course Objectives:**

1. Synthesize knowledge from the humanities, sciences, and nursing in meeting diverse needs of individuals and families in acute and complex practice environments.
2. Provide holistic nursing care to acutely challenged individuals and families in order to facilitate attainment of safe and quality outcomes.
3. Collaborate with other healthcare team members to foster optimal health outcomes for individuals and families in acute and complex practice environments.
4. Provide culturally competent care to individuals and families in acute and complex practice environments.

5. Incorporate theory-based and evidence-based nursing interventions into the care of acute and complex individuals and families.
6. Assume civic and leadership behaviors when providing care to individuals and families in acute and complex practice environments.
7. Demonstrate professional accountability and advocacy in making judgments and providing care for individuals and families in acute and complex practice environments.

**Required Texts:**

ATI Content Mastery Series: Adult Medical-Surgical Nursing 7.1, Pharmacology 4.2

Dillon, P. M. (2003). *Nursing health assessment*. Philadelphia: F. A. Davis.

Harkreader, H. (2004). *Fundamentals of nursing: Caring and clinical judgment*. (2<sup>nd</sup> ed). Philadelphia: W.B. Saunders.

Kee, J., Hayes, E., & McCuiston, L. (2006). *Pharmacology: A nursing process approach* (5<sup>th</sup> ed.). St. Louis: Mosby.

Lutz, C. A. & Przytulski, K. R. (2006). *Nutrition and diet therapy*. (4<sup>rd</sup> ed.). Philadelphia: F. A. Davis.

Smeltzer, S., Bare, B., Hinkle, J., & Cheever, K. (2008). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (11<sup>th</sup> ed). Philadelphia: Lippincott, Williams and Wilkins.

**Required Journal Readings:**

Brege, D. (2009). Recognizing and treating heatstroke. *Nursing Made Incredibly Easy*, 7(4) 13-18.

Breitenbach, J. (2007). Putting an end to perfusion confusion. *Nursing Made Incredibly Easy*, 5(3), 50-60.

Bruce, J. (2005). Getting to the heart of cardiomyopathies. *Nursing*, 35(8), 44- 47. (available on Blackboard course site)

Brush, K. (2007). Abdominal compartment syndrome the pressure is on. *Nursing*. 37(7) 36-40. (available on Blackboard course site)

Cotter, J., Bixby, M., & Morse, B. (2006) Helping patients who need a permanent pacemaker. *Nursing 2006*, 36(8) 50-54. (available on Blackboard course site)

Cranwell-Bruce, Lisa. (2008). Antihypertensives. *MEDSURG Nursing*. 17(5), 337-341. (available on Blackboard course site)

Coughlin, R. (2008). Recognizing aortic dissection: A race against time. *American Nurse Today* 3(4), 31-35. (available on Blackboard course site)

- Cowley, N., & da Silva, E. (2008). Prevention of secondary brain injury following head trauma. *Trauma, 10*, 35-42. (available on Blackboard course site)
- Dellacroce, H. (2009). Surviving sepsis: The role of the nurse. *RN, 72(7)*16-21.
- Ecklund, M., & Ecklund, C. (2007). How to recognize and respond to hypovolemic shock. *American Nurse Today, 2(4)*, 28-31. (available on Blackboard course site)
- Fournier, M. (2009). Perfecting your acid-base balancing act. *American Nurse Today, 4(1)*, 17-21. (available on Blackboard course site)
- Hayes, D. (2007). Combating infection – New guidelines for preventing infective endocarditis. *Nursing, 37(8)*, 22-23. (available on Blackboard course site)
- Horne, E. (2009). Taking aim at hypertensive crises. *Nursing, 39(3)* 48-53.
- Kallus, C. (2009). Building a solid understanding of mechanical ventilation. *Nursing, 39(6)*, 22-29.
- Kelso, L. (2008). Cirrhosis: Caring for patients with end-stage liver failure. *The Nurse Practitioner, 33(7)*, 24-30. (available on Blackboard course site)
- Martin, E., Lu, W., Helmick, K., French, L., & Warden, D. (2008). Traumatic brain injuries sustained in the Afghanistan and Iraq Wars. *Journal of Trauma Nursing, 15(3)* 94-99. (available on Blackboard course site)
- Miller, J & Mink, J. (2009). Acute ischemic stroke: Not a moment to lose. *Nursing, 39(5)* 37-43.
- McCormick, M. (2009). Recognizing the signposts for sepsis. *Nursing Made Incredibly Easy, 7(3)*, 40-51.
- Ogawa, M. (2007). Persevering against pediatric pulmonary hypertension. *American Nurse Today, 2(8)*, 41-46. (available on Blackboard course site)
- Powers, J. (2007). The five P's spell positive outcomes for ARDS patients. *American Nurse Today, 2(3)*, 34-39. (available on Blackboard course site)
- Radovich, P. (2008). Buying time for patients with acute liver failure. *American Nurse Today, 3(11)*, 10-12. (available on Blackboard course site)
- Sherwood, P., Crago, E., Spiro, R., & Okonkwo, D. (2007). Cervical spine injuries: Preserving function, improving outcomes. *American Nurse Today, 2(9)*, 26-29. (available on Blackboard course site)

- Soat, M. (2009). Aortic aneurysms: Causes, clues, and treatment options. *American Nurse Today*, 4(7), 7-9. (available on Blackboard course site)
- Solheim, Jeff. (2009). DIC: When the coagulation goes horribly wrong. *Nursing Spectrum*, 28(8A), 22-27.
- Taft, K. (2009). Are you aware of hemorrhagic stroke. *Nursing Made Incredibly Easy*, 7 (4), 42-53.
- Todd, B., & Higgins, K. (2005). Aortic and mitral valve disease. *Nursing*, 35(6), 58 – 63. (available on Blackboard course site)
- Wisniewski, A. (2009). Delirium – A disturbance of consciousness. *Nursing Made Incredibly Easy*, 7(1), 32-40.
- Zink, E., & McQuillan, K. (2005). Managing traumatic brain injury. *Nursing*, 2005, 35 (9), 36-44. (available on Blackboard course site)

### **Recommended Journal Readings**

- Barker, E. (2009). Battle plan for the brain. *RN*, 72(3) 30-35.
- Coughlin, A., & Parchinsky, C. (2006). Go with the flow of chest tube therapy. *Nursing*, 36(30), 36-41. (available online on Blackboard course site)
- Gibson, K. (2003). Caring for a patient who lives with spinal cord injury. *Nursing 2003*, 33(7), 36-41. (available online on Blackboard course site)
- Woodruff, D. (2006). HIT: Now you see ‘em, now you don’t. *Nursing Made Incredibly Easy*, 4(1), 53-55.

### **Additional Learning Resources: Websites:**

[http://www.michaeljfox.org/living\\_aboutParkinsons\\_parkinsons101.cfm#q1](http://www.michaeljfox.org/living_aboutParkinsons_parkinsons101.cfm#q1)

<http://www.survivingsepsis.org/Guidelines/Pages/default.aspx>

**\*\*Additional readings may be assigned as part of the course.**

### **Course Requirements:**

1. Class attendance is an expectation. Students are expected to be actively engaged in their learning processes which include, but is not limited to, preparation for class and active participation in classroom activities. Absences without written verification will be considered as unexcused and faculty members will use their discretion to penalize any

unexcused absence(s) or lateness. Deductions from the final course grade will reflect five tenths (.5) of a point for each unexcused absence, and three incidences of lateness will equate to 1 unexcused absence. Students are responsible for obtaining any notes, handouts, or other class items from classmates. College policy will be followed relative to inclement weather. Please check blackboard course site for any announcements relative to weather and the cancellation of class.

2. Plagiarism is the intentional use of another's words or ideas as your own. This can range from using another individual's direct words or changing the words slightly (paraphrasing) without the appropriate citation to purchasing a paper from the Internet or a professional writing service. Please note that the copying of information from the Internet to a powerpoint slide presentation without acknowledgement of source is plagiarism. Evidence of plagiarism or academic dishonesty will be handled according to the college policy on academic honesty. Copies of the statement on academic dishonesty are published in the Student Handbook.
3. All examinations are to be taken at the scheduled time, unless the instructor is notified of a competing previously scheduled scholastic or athletic activity. Any individual who is not at the scheduled examination based on a claim of illness is required to provide appropriate medical documentation of a valid medical reason for absence. An alternate examination may be determined by the course faculty.
4. Completion and satisfactory achievement of all course objectives in the laboratory and clinical settings, and curriculum requirements including standardized assessment tests (ATI Medical-Surgical Examination).
5. Learning activities stated on the topical outline section of this syllabus are to be completed prior to class time. The student can expect to work approximately 10-12 hours per week in preparing for this class.
6. Demonstrate expected professional behavior and appearance when in the classroom and clinical laboratory (both uniform and street clothing).
7. Maintenance of confidentiality for all assigned patients or clients as required by law (HIPAA). Students will be required to read and know agency policies on confidentiality and may be required to sign agency forms on confidentiality.
8. Communication between instructor & student can be facilitated through the use of email. Students are expected to check their email every 24-48 hours.
9. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Learning Services Office as soon as possible to enhance the likelihood that such accommodations are implemented in a timely fashion.
10. It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course.
11. The syllabus may be subject to change at the discretion of the faculty.

12. Students are expected to review anatomy & physiology, pathophysiology and assessment material as a prerequisite to readings assigned in this course.
13. Students are required to complete 5 medical-surgical focused reviews as part of Nursing 313: Respiratory, cardiovascular, acid/base balance, neuro/sensory, and perioperative. Students are required to earn a minimum score of 90%, with repeated testing no closer than 24 hour intervals.

**Methods of Evaluation:**

Some learning activities will be non-graded but designed to facilitate thought and/or processes involved in achieving learning outcomes.

**Graded learning activities are as follows:\***

**Total Percentage**

Classroom Learning:

1. Theoretical Examinations (4)	15% each	60%
2. Additional Learning Activities		10%
3. Final Examination (cumulative)		20%
4. Family Research Presentation		10%
	<b>TOTAL:</b>	<b>100%</b>

\*Extra credit will be offered for the successful completion of the proctored assessment.

**Extra credit will be awarded for the Medical – Surgical Assessment, points earned through extra credit will be added to the lowest examination grade.**

<b>Extra Credit</b>	
Completion of the ATI online practice assessments at 90% or better in Medical-Surgical Nursing prior to the proctored assessment test date. <b>(DUE DATE: 11/20/2009)</b>	1% of grade earned
Completion of the ATI proctored assessment Medical-Surgical Nursing (extra credit awarded is based on the earned proficiency level)	
Level 1 Proficiency Met	2.5% of grade earned
Level 2 Proficiency Met (program benchmark)	5% of grade earned
Level 3 Proficiency Met	7.5% of grade earned
Performance below Level 1 Proficiency	Demonstration of

successful focused review  
as described below

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*Students will be required to show proof of successful review / remediation in low performing areas. This may include reviewing content in modules or completion of case studies in review modules or through other strategies. In any case, students will be required to earn of score of 95% or better on the online practice assessment. The student may take the online practice assessment as many times as needed to achieve this outcome. **For all students earning less than a Level 1 proficiency on any proctored assessment, the student is required to earn a grade of 95% or better on the online practice assessment in order to fulfill program and graduation requirements.***

**Clinical Learning:**

Satisfactory achievement of each course objective and supporting criteria. Satisfactory completion of all clinical assignments and a grade of “satisfactory” in the clinical evaluation. **Students are required to earn a score of 90% in the drug calculation competency in order to administer medications and progress in the course.** If this score is not achieved, students will remediate by reviewing Kee (chapter 4) and be re-tested with a second drug calculation competency. Failure to achieve a score of 90% on second attempt will result in a grade of unsatisfactory for Objective I in the formative evaluation. A third and final drug calculation competency will be given to the student. If the student does not achieve the 90% benchmark required for practice, the student will be unable to administer medications during the first seven weeks of the course which will result in an unsatisfactory formative clinical evaluation. **STUDENTS WILL BE REQUIRED TO EARN A 90% SCORE IN THE DRUG CALCULATION COMPETENCY IN ORDER TO PROGRESS IN THE COURSE.**

Clinical attendance is mandatory. If a student is ill or unable to attend, s/he must contact the clinical unit and clinical instructor prior to the clinical experience. Alternative assignments may be required at the discretion of the course faculty. Failure to notify the instructor will result in one point off the final course grade.

Students are expected to adhere to the policies and procedures of the clinical agencies in which they are assigned.

**Portfolio Evidence should reflect the following areas:**

<b>Community</b>	<b>Holism</b>	<b>Inquiry</b>	<b>Professionalism</b>
Family Vulnerable Populations	Caring Health	Assessment Critical thinking Health Care Technology Research	Accountability Advocate

**Grading Policy:**

1. Where applicable, class assignments are to be typed and submitted according to APA style (5<sup>th</sup> Ed.). Use of a computer, Internet access, and electronic searches of CINAHL and other databases are required.
2. Assignments are expected on or before their due date. At the discretion of the instructor, five points per day may be deducted from the grade if assignments are handed in late. According to the academic policy in nursing for students entering the College in 2004, students are

required to maintain an overall cumulative GPA of 2.7 and a nursing cumulative GPA of 3.0 in order to progress in the nursing major.

The grading scale is as follows:

A = 93-100	C = 73-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62.99
C+ = 77-79	F = <60



TOPICAL OUTLINE			
Date	Prof	Topic	Learning Activities

Week 1  
8/31

Course Introduction

9/2 MAB

**Alteration in Exercise/ Activity Pattern:**

- Infectious Diseases of the Heart
- Valvular Heart Disease

Brunner.: 914-925; 933-941  
ATI/ MS: 321-329  
Review ATI/Pharm: 63-75  
Review Kee: 423-453  
Articles: Hayes, Todd

9/3 MAB/  
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**Alteration in Exercise/ Activity Pattern**

- Dysrhythmias
- Hemodynamic Monitoring
- Drug Calculation

Brunner: 823-843  
Review Brunner: 781-790  
ATI M/S: 181-198  
Kee: Chapter 4  
Article: Breitenbach

9/4 DK  
PS

Learning Circle:  
Care of the patient requiring cardiac pacing.

Brunner: 844-857  
ATI M/S: 199-208  
Article: Cotter

Week 2

9/7

NO CLASS: Labor Day Holiday

9/9 MAB

**Alteration in Exercise/ Activity Pattern:**

- Cardiomyopathies
- Pulmonary HTN

Brunner: 925-933  
ATI/Pharm: 249-251  
ATI/MS: 306-320  
Review - Kee: 644-646

Brunner: 659-661  
ATI/Pharm: 377-385  
Review Kee: 626-639  
Articles: Bruce, Ogawa  
**ATI CV focused review due**  
Brunner:1021-1034  
ATI/MS: 263 - 273  
ATI/Pharm : 241-280  
Review: Kee : 626-658, 919 -924  
Articles : Cranwell-Bruce, Horne

9/11 DK  
PS

**Case Study:**

- Hypertensive Crisis

Week 3

9/14 MAB

**Alteration in Exercise/ Activity Pattern:**

- Concept of Shock

Brunner: 355-379  
ATI/MS: 341 – 352  
ATI/ Pharm: 239-244  
Kee: 265-272  
Articles: Ahrens, Ecklund & Ecklund

TOPICAL OUTLINE			
Date	Prof	Topic	Learning Activities
9/16	DK	<b>Alteration in Exercise/ Activity Pattern:</b> <ul style="list-style-type: none"> <li>• Pulmonary Embolism</li> <li>• Aneurysms</li> <li>• Dissections</li> </ul>	Brunner: 662-667, 997-1003 ATI/MS: 274 – 283, 51-160 ATI/ Pharm: 298-305, 308-310 Kee: 660-671 <u>Article:</u> Soat <b>ATI Respiratory focused review due</b>
<b>9/17</b>	DK/ MAB	<b>REMEDICATION FOR DRUG COMPETENCY MUST BE COMPLETED</b>	ATI M/S: 23-36 Review Kee: Chapter 4
9/18		Learning Circle: Review of major concepts	
		PS	
		Week 4	
<b>9/21</b>		<b>EXAM 1</b>	
9/23	MAB	<b>Alteration in Exercise-Activity Pattern:</b> <ul style="list-style-type: none"> <li>• Acid-Base Disorders</li> <li>• ABGs</li> </ul>	Brunner: 334-340 ATI M/S: 22-27, 393-405 <u>Article:</u> Fournier <b>ATI Acid/Base focused review due</b>
9/25		Web Evaluation Library (for A – H last names) or Discussion of Environmental Health (I – Z)	Brunner : 2536- 2541 Review Kee et al.: 577 – 579 <u>Article:</u> Brege
		PS	
		Week 5	
9/28	DK	<b>Alteration in Exercise-Activity Pattern:</b> Acute Respiratory Disorders: <ul style="list-style-type: none"> <li>• ARDS</li> <li>• Pulmonary Edema</li> <li>• Ventilator Management</li> </ul>	Brunner: 652-659, 723-754, 964-965 ATI/MS: 161-171, 353-362 Review ATI/Pharm: 377-385 Review Kee: 626-639, 919 -924 <u>Article:</u> Powers, Kallus
9/30	DK	<b>Alteration in Exercise-Activity Pattern:</b> Trauma Overview and Principles <ul style="list-style-type: none"> <li>• Hypothermia</li> <li>• Hyperthermia</li> </ul>	Brunner: 2529-2531, 2533-2540 ATI M/S: 1-21 Review Kee et al.: 324-327
10/2		Web Evaluation Library (for I-Z last names) or Discussion of Environmental Health (A- H)	Brunner : 2536- 2541 Review Kee et al.: 577 – 579 <u>Article:</u> Brege
		PS	
		Week 6	
10/5	DK	<b>Alteration in Cognitive Perceptual Disorders:</b> Traumatic Brain Injury	Brunner: 2233-2250 ATI M/S: 845 – 852, 762-780 ATI/ Pharm: 176-182 Kee et al.: 767-773, 912 -915, 339-349 Articles: Zink, Martin <b>ATI neuro/sensory focused review due</b>
10/7	MAB	<b>Alteration in Cognitive Perceptual Disorders:</b> Spinal Cord Injury	Brunner: 2250-2267 ATI M/S: 853-861 Kee et al.: 912-915

TOPICAL OUTLINE			
Date	Prof	Topic	Learning Activities
10/9 PS Week 7	Guest	Learning Circle: Case Presentation on Trauma	Marie Dieter, RN, MSN
10/12		NO CLASS- FALL BREAK	
10/14	DK	<b>Alteration in Exercise Activity Pattern:</b> Trauma: • Chest, Abdominal, Eye, Crush	Brunner: 675-681, 2530-2533, 1595, 2073-2075 ATI/MS: 172-180
10/16 PS Week 8	DK	Abdominal Compartment Syndrome Wound Flaps	Brunner: 1986-1988 <u>Articles:</u> Brush
10/19	MAB	Brain/ Spinal Cord Tumors	Brunner: 2301-2311 ATI/MS: 806-813
10/21		<b>Exam #2</b>	
10/23	DK	<b>Alteration in Cognitive Perceptual Patterns:</b> Brain Attack (CVA)	Brunner: 2205-2231 ATI/MS: 862-871 Kee et al.: 668-671 <u>Articles:</u> Miller & Mink, Taft, Barker
Week 9			
10/26	MAB	<b>Alteration in Nutrition Metabolic Patterns</b> Hepatic Disorders	Brunner: 1340-1341 ATI/MS: 746-753 <u>Articles:</u> Radovich, Kelso
10/28	MAB	<b>Alteration in Nutrition Metabolic Patterns</b> Acute Renal Failure <i>Sipple Lectureship:</i> <i>Leadership for the 21<sup>st</sup> Century</i> <i>Dr Karen Morin</i> <u>Attendance Required</u>	Brunner: 1522-1527 ATI/MS: 504 - 517 ATI/Pharm: 444-446, 386-395 Review Kee: 234 -250, 912 <b><u>Wednesday October 28<sup>th</sup></u></b> <b><u>5:30 p.m. Foy Hall</u></b>
10/30 PS		<b>Alteration in Nutrition Metabolic Patterns</b> Burns Guest Speaker: Mindy Broschious RN	Brunner: 1994-2037 ATI/MS: 1085-1095
Week 10			
11/2	DK	<b>Alteration in Exercise Activity Pattern:</b> SIRS/ MODS	Brunner: 374-378 <u>Articles:</u> McCormick, Dellacroce
11/4	DK	<b>Alteration in Exercise Activity Pattern:</b> SIRS/ MODS	ATI/Pharm: 241-244, 63-69, 74-77, 84-100 Review Kee et al.: 261-274, 423-459 <u>Website:</u> <a href="http://www.survivingsepsis.org/Guidelines/Pages/default.aspx">http://www.survivingsepsis.org/Guidelines/Pages/default.aspx</a>
11/6 PS Week 11	DK/ MAB	Learning Circle: Review of major concepts	
11/9		<b>EXAM #3</b>	
11/11	MAB	Coagulopathies: ITP /TTP /DIC	Brunner: 1084-1098 Review: ATI/ Pharm: 298-305 Review: Kee: 660-667 <u>Article:</u> Solheim
11/13 PS		Learning Circle: Discussion of Delirium	Brunner: 2549-2550 <u>Article:</u> Wisniewski

TOPICAL OUTLINE			
Date	Prof	Topic	Learning Activities
Week 12			
11/16	DK	<b>Alteration in Nutrition and Metabolic Patterns:</b> DKA /HHNK/ SIADH	Brunner: 1412-1421, 315-318, 1440, 2180, 2187, 2244 ATI M/S: 542-550, 594-602 ATI Pharm: 390-397
11/18	MAB	<b>Alteration in Nutrition and Metabolic Patterns:</b> Metabolic Bone Disorders	Brunner: 2404-2413 ATI/MS: 962-970 ATI Pharm: 400-409 Kee et al: 766-767, 877-878
11/20 PS		Learning Circle: TBD	<b>Completion of ATI Med-Surg Practice</b>
Week 13			
11/23	MAB	<b>Alterations in Cognitive Perceptual Patterns:</b> Degenerative Neurological Disorders MS, MG	Brunner: 2277-2288 Kee et al: 351-371; ATI/MS: 814-821; 830-837 ATI/Pharm: 165-66; 170-75; 183-85
11/25 11/27		<b>Happy Thanksgiving – NO CLASS</b> <b>NO CLASS - THANKSGIVING</b>	
Week 14			
11/30 12/2	DK	<b>EXAM 4</b> <b>Alterations in Cognitive Perceptual Patterns:</b> Degenerative Neurological Disorders ALS, GB, PD	Brunner: 2288-2292, 2311-2323 Kee et al: 351-357; 363-371; ATI/MS: 797-805; 822-829; 838-844 ATI/Pharm: p. 165-66; 170-75; 183-85 <a href="http://www.michaeljfox.org/living_aboutParkinsons_parkinsons101.cfm#q1">http://www.michaeljfox.org/living_aboutParkinsons_parkinsons101.cfm#q1</a>
12/4		Transplantation	Brunner: 1336-1340 ATI/ MS: 442-449
Week 15			
12/7		Medical-Surgical ATI testing @1:10 pm MC campus	Room: TBA
12/9		FREE	
Week 16			
		<b>Final Exam Week</b> Final Exam: Monday, December 14 at 1:30PM	