Catalog Course Description: Health promotion and risk assessment of individuals and families during pregnancy and birth. Therapeutic communication and assessment skills for providing holistic care to culturally diverse childbearing families during the prenatal, intrapartum, and postpartum periods. Caring for mother and baby in utero and after birth.

Course Objectives: At the end of this course, students will:
1. Competently engage in interpersonal relationships with the childbearing family (Communication)
2. Use clinical decision making to evaluate the interrelationships among physiological, psychological, social, spiritual, ethical and cultural factors and their impact on the normal and at risk childbearing experience. (Clinical decision making)
3. Demonstrate competency in the nursing process to facilitate and optimum health of the contemporary childbearing family. (Nursing therapeutics)
4. Utilize concepts of health promotion and risk reduction in providing a family-centered approach in caring for clients and their families. (Health promotion/risk reduction)
5. Apply theories and principles in coordinating the care necessary for the management of complicated, complex childbearing process. (Illness and disease management)
6. Formulate professional leadership approaches to promote optimal health outcomes for the childbearing family in varied care settings (professional leadership).
7. Define ethical, social and health care policy issues that impact the health care of the childbearing family. (Ethical practice)
8. Critically evaluate concepts from theory and research when providing care for the childbearing family. (Evidence-based practice)
9. Analyze the influence of diversity culture and ethnicity of clients’/families’ perspective of the childbearing experience and how this affects nursing interventions with these clients and their families.
10. Analyze the role of the professional nurse in caring for the childbearing family.
11. Identify professional nursing standards necessary for the provision of care to the childbearing family.
12. Explain normal and at-risk physiological, psychological, social, spiritual, ethical and cultural factors and their interrelationships which impact the childbearing experience.
13. Discuss and demonstrate an appreciation of cultural diversity in the childbearing experience.

Prerequisites: NUR 360 and NUR 370
Co-requisites: NUR 440 concurrently and NUR 450 concurrently

Course Faculty:

Faculty and Course Coordinator: Judy Strunk, DNP, RN

Contact Information: W127 Owen Graduate Hall (office)

E-mail: judy.strunk@hc.msu.edu

Office Hours: Fridays 10:30 – 12:30

Note: Times can be arranged to accommodate student schedules.

Faculty: Karen Lake, Ph.D., WHNP, RNC,

Contact Information: W-124 Owen Graduate Hall (Office)

E-mail: karen.lake@hc.msu.edu

Office Hours: Mondays 10-12

Note: Times can be arranged to accommodate student schedules.

Faculty: Debra Nault, MSN, CNM, RNC

Contact Information: W-145 Owen Graduate Hall (Office)

E-mail: debra.nault@hc.msu.edu

Office Hours: by appointment

Note: Times can be arranged to accommodate student schedules.

Faculty: Marilyn Slivensky, MSN, RN

E-Mail: marilyn.slivensky@hc.msu.edu

Office Hours: by appointment

Note: Times can be arranged to accommodate student schedules.

Faculty: Susan Godfrey, MPA, RNC

E-Mail: susan.godfrey@hc.msu.edu

Office Hours: by appointment

Faculty: Kristen Maki, MSN, RN

E-Mail: Kristenmaki@gmail.com
Instruction:

a. Methodology:
Presentation of course content is accomplished through two scheduled class hours weekly, accompanied by weekly clinical assignments. The theory portion of the course incorporates class discussion, small group activities, case examples, and lecture presentations. **Active learning by the student is emphasized.** Completion of required reading, activities, and media prior to class is essential in order to facilitate comprehension and synthesis of content. You must receive a passing grade in both the theory and the clinical components of the course in order to pass the course.

b. Writing Requirements: Written assignments are graded by clinical faculty and rubrics located in the Nursing 435 Course Pack are used to guide the instructors’ grading of assignments. APA format is required for all assignments.

c. Required Texts:


NUR 435 Course Packet – available online through Angel website.

American Nurses Association Electronic Books (E-books)


*American Nurses Association (2010). Nursing Scope and Standards of Practice* [http://catalog.lib.msu.edu/record=b8270966%7ES39a%20]. (2nd ed.). Silver Spring, MD


(*Note to Students: Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: [http://libguides.lib.msu.edu/nursingebooks](http://libguides.lib.msu.edu/nursingebooks). These e-books allow unlimited concurrent users.)*

a. **Required Resources, References, Supplies:** Group work is required for this course. The indicator for this course is a teaching project involving a vulnerable population, either directed at the vulnerable population, or those caring for them. Participation in this project is mandatory, could involve a presentation off campus/hospital and may require group preparation time outside of regular clinical hours.

Desire to Learn/ Distance Learning and Technology Help Line  
1.800.500.1554 (24 hrs, 7 days/week)  
517.355.2345 (24 hrs, 7 days/week)  
http://help.d2l.msu.edu/  
Always check with the Help Line first!  
http://help.d2l.msu.edu/students/quick-start-guide

b. **Frequently Called Telephone Numbers**  
Simulation Lab, Life Sciences; 355-5765 (with answering machine)  
Media Lab (Andy Greger) Life Sciences, 353-9020  
College of Nursing Student Support Services A117 Life Sciences 353-4827.

c. **Outcome, Competencies and Indicators: Level III**  
**LEVEL OBJECTIVES, COMPETENCIES, AND INDICATORS BY CURRICULAR CONCEPT ACROSS THE CURRICULUM**

<table>
<thead>
<tr>
<th>LEVEL III</th>
<th>Concept</th>
<th>Level III Outcome</th>
<th>LIIII Competency</th>
<th>LIIII Indicator</th>
</tr>
</thead>
</table>
| COMMUNICATION III (COMM) | Effectively communicate and collaborate with individuals, families, and health professionals in person, in writing and using technology. | 1. Initiates effective written and verbal communication with persons, populations, and colleagues to affect patient care.  
2. Evaluate group communication skills. | NUR435 Vulnerable Population Teaching Project  
NUR 440 Grand Rounds Presentation |
| CRITICAL THINKING III (CT) | Apply critical thinking processes to nursing practice. | 1. Critique and value the impact of her/his critical thinking process used in their nursing practice  
2. Formulates and defends an argument | NUR 440 Grand Rounds Presentation |
| NURSING THERAPEUTICS III (NT) | Utilize data to competently deliver targeted nursing care to individuals, families and groups. | Uses evidence and outcomes critically evaluates effectiveness of the Nursing Care Plan and revises care to improve outcomes | NUR 440 Grand Rounds Presentation |
| HEALTH PROMOTION AND RISK REDUCTION III (HPRR) | Implement appropriate health promotion plans for individuals, families, and groups. | 1. Uses National and State datasets to examine the health of a vulnerable population  
2. Applies strategies to a special and vulnerable populations | NUR435 Vulnerable Population Teaching Project |
| **ILLNESS AND DISEASE MANAGEMENT III (IDM)** | Apply theories and principles to competently provide high quality, safe and efficient management of illness and disease for individuals, families and groups. | 1. Anticipates and manages complexities of patient care and health care system that impact coordinated and efficient care 2. Promote achievement of client outcomes by coordinating delivery of care | NUR 440 Grand Rounds Presentation |
| **PROFESSIONAL LEADERSHIP III (PL)** | Assumes leadership responsibility for the effective delivery of nursing care for individuals, families, and groups in varied care settings. | Coordinates care in collaboration with faculty and agency staff including supervision of ancillary staff in providing care to a selected group of patients | NUR435 Vulnerable Population Teaching Project |
| **ETHICAL PRACTICE III (EP)** | Articulate ethical practice and advocate for individuals, families and groups. | 1. Analyze ethical problems related to the health care for vulnerable population 2. Engage in respectful and reasoned dialog with colleagues related to the health care needs for a vulnerable populations | NUR 450 Ethics Case Study |
| **EVIDENCE-BASED PRACTICE III (EBP)** | Value the use of theory, research based evidence, and patient preferences in the provision of care to individuals, families, and groups. | Evaluate selected research and theory as relevant to a client and family of choice. | NUR 440 Grand Rounds Presentation |
| **GLOBAL AND CULTURAL COMPETENCE III (GCC)** | Delivers care with consideration of the impact of global, cultural, societal, and policy factors affecting the health and wellness of individuals, families and groups. | 1. Systematically investigate the interaction between social and cultural determinants 2. Using culturally specific data, develop plan for care of culturally diverse vulnerable populations. | Combined with Professional Leadership, Health Promotion Risk Reduction, and Communication. |

Evaluation:

a. Learning Assessments and Grading:

Lecture notes will be available through Angel. **Students are responsible for announcements and information sent electronically.** Students are encouraged to make use of electronic data resources, such as the internet, as well as library resources and outside study group activities in order to meet the course objectives.

ATI – 10 per cent  
Quizzes – 10 per cent  
Exams - 50 per cent
Theory quizzes and exams:

<table>
<thead>
<tr>
<th>Quiz</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1</td>
<td>10</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>10</td>
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<tr>
<td>Quiz 3</td>
<td>10</td>
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<tr>
<td>Quiz 4</td>
<td>10</td>
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<td>Quiz 5</td>
<td>10</td>
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<td>Quiz 6</td>
<td>10</td>
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<tr>
<td>Quiz 7</td>
<td>10</td>
</tr>
<tr>
<td>Quiz 8</td>
<td>10</td>
</tr>
<tr>
<td>Exam I</td>
<td>50</td>
</tr>
<tr>
<td>Exam II</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam (non-cumulative)</td>
<td>50</td>
</tr>
</tbody>
</table>

The theory portion of this course will be evaluated using exams and quizzes and ATI. There will be 3 exams including the final exam, and 9 quizzes each worth 5 points (lowest score is dropped) which will cover content from reading assignments. **The OB ATI exam will be given Dec. 5, 2013.** Quizzes will be in class. They will be timed. Each student will have only one attempt for each quiz. If a student has any special requests for exams and quizzes, such as family emergency, illness or religious holiday, the student will present documentation to support this request.

The clinical portion of this course will have an evaluation of performance and written assignments. Please see NUR 435 course pack for further grading information.

**The theory component of this course is worth 70% of the final grade.** Individual appointments for appropriate guidance throughout the semester with theory faculty are encouraged and may be arranged by contacting the course faculty. **It is an expectation that all students who have less than 80% on any exam shall seek guidance from the theory instructors.**

**The clinical component of this course is worth 30% of the final grade.** A clinical evaluation tool and a clinical grading form (review of assignment grades) will be available during the first week of clinical for you to review. Grading of clinical papers is completed by the clinical faculty.

Student/faculty conferences are held only with clinical faculty for this course. **All requirements for this course must be achieved with a passing grade in order to pass the course.**

**Examinations**

Examinations will be given during course periods. Students arriving late will have the scheduled time for completion of the exam.Assigned seating may be required. All students are expected to take examinations on the date scheduled, unless prior arrangements are made with the course faculty. For emergency situations, students are to contact faculty prior to the exam or as soon as possible. If unable to contact faculty, call the College of Nursing office and leave a message regarding the reason for the absence. It is the student’s responsibility to reach faculty as soon as possible following the examination. Arrangements to take an alternate examination will be made at that time. Alternate exams may use additional formats (essay, fill in the blank, etc.). Make-up exams are routinely scheduled within one week of the original exam date. Health provider statement may be required. Questions regarding examination grades will be put forward within two weeks of the exam date (see exam grade appeal in course pack). Alterations will not be considered after this time.
Information presented in the syllabus and the accompanying assignment schedule is subject to change. The instructor will announce any deviations from the syllabus in class or via email through Angel. The student is held responsible for all materials covered in class and for any changes in the syllabus that are announced in class/email. The student is also responsible for obtaining the scheduled time, date, and location of each exam and the due dates for all assignments. It is the student’s responsibility to inform the instructor if there are any special arrangements to be made for testing, etc.

All post-examination reviews will be done on an individual basis, by appointment only.

b. Course Grading Scale: The standard College of Nursing grading scale will be utilized.

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94 %</td>
<td>4.0</td>
</tr>
<tr>
<td>93.99-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>88.99-84%</td>
<td>3.0</td>
</tr>
<tr>
<td>83.99-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>78.99-75%</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>(Minimum passing grade)</td>
</tr>
<tr>
<td>74.99-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>69.99-65%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
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</tbody>
</table>

*For specific information regarding grading related to student progression through the curriculum, please reference the “Progression through the Major Policies” section of the Baccalaureate Student Handbook.

c. Proctor Process if necessary: A suitable proctor will be assigned by faculty as needed. **Professionalism:** Preparation for the professional practice of nursing requires that students demonstrate certain essential behaviors in addition to acquisition and application of knowledge. To progress in the undergraduate major in the College of Nursing, the student must show evidence of continuing development in inter-personal relations and communication with clients, peers, faculty and other health care personnel; demonstrate sensitivity to the effect of his/her behavior on others; demonstrate responsible fulfillment of class and practicum obligations; provide safe nursing care in the practicum setting; and demonstrate honesty and integrity in all academic and professional matters. These expectations are reflected in the Professional development Objectives identified for each nursing clinical course. The student must meet each Professional Development Objective or the student will receive a 0.0 for the practicum course. The student is referred to the BSN Student Handbook for the CON Professional Development section.

Students are expected to read and understand the grading system and to keep a record of their quiz and exam grades for their own use. Students are expected to study for exams comprehensively, therefore no study sessions/review questions will be provided by faculty prior to exams.
Students are referred to the BSN Student Handbook of the CON for policies and professionalism related to HIPAA, CPR, and Health policies. Students who do not comply with the policies will be restricted from attending clinical and/or other experiences.

Students are expected to behave professionally during all class and clinical activities. Examples of non-professional behavior in class include: Facebook, online shopping, surfing the web, texting and or being disruptive to other students by talking. Students who fail to follow these guidelines may be asked to leave the classroom and will be referred to the Undergraduate Program Coordinator (Dr. Scheckel).

Students Responsibility to submit prior to start of the semester:

1. Submit completed **Student Immunization Record** and all copies of immunizations and record to the Office of the University Physician.
2. Form and requirements are available online at: [http://www.uphys.msu.edu/hcpimmunize/index.html](http://www.uphys.msu.edu/hcpimmunize/index.html)
3. Submit to the Office of Student Support Services as part of the College of Nursing (CON)
   Compliance Requirements the following CON Customize Requirements:
   a. Completed Blood Borne Pathogen (BBP) Training form [www.orchbs.msu.edu](http://www.orchbs.msu.edu) (annual requirement);
   b. Card indicating completion and currently certified in Basic Life Support for Healthcare Providers (BLS) Training (required every two years);
   c. Completed Background Check (admission requirement);
   d. Completed Drug Screening (admission requirement)
   e. Copy of Personal Medical/Health Insurance coverage (annual requirement).
   f. Complete and document HIPPA and Safety Training with each clinical experience

4. Submit to Clinical Faculty on the first day of clinical
   a. Office of the University Physician’s letter stating student is **compliant** in all areas (immunizations, BBP, TB skin testing, BLS)

   b. Office of the University Physician’s College of Nursing Customized Requirement documentation form, indicating that BBP training, BLS training, HIPPA training, Drug Screening, Background Check, proof of medical/health insurance, and in **compliance**.

**Compliance with immunizations, CPR, and HIPPA regulations.** All students must be compliant with immunizations, BLS, ACEMAPP, etc. Exclusion from clinical is required if these items are expired. This is a professional responsibility and your clinical grade may be affected by noncompliance. Compliance records and the associated letter (signed by the University Physician) are available at [www.hcpimmunize.msu.edu](http://www.hcpimmunize.msu.edu). Note. If you have problems accessing your records or have updates or questions about the content of your immunization report, please contact Paula Guss guss@msu.edu or the University Physicians Office at occhealth@ht.msu.edu.

No taping of lectures or presentations without instructor consent. Refer to the Student Handbook of the CON regarding Communication Devices.
Social Media Policy: There is no appropriate use of social media by students in the (NUR 435) clinical rotation, including pictures by cell phones, insta-grams, text messages, tweets, or posts on Facebook. This also includes information and data regarding patients, cases, clinical situations, and clinical assignments before, during or after the OB clinical rotation.

a. Communication
   Faculty can be reached through email and phone. Faculty responses to email may take up to 3 days. Urgent/emergency contacts may be made by phone. The following is an example of urgent/emergency calls: unexpected personal or serious family illness requiring absence, including missing an exam. Phone messages may also be left on the office phone answering system in the College of Nursing.

b. It is expected that students will complete the SIRS evaluation at the end of the term.
   This is a private evaluation designed for your input into the course. Your input is very valuable to faculty, administration and upcoming students for purposes of yearly course and faculty evaluation.

Honors Option [undergraduate only]: Honors option is available upon request. Interested students must make arrangements with faculty for honors option learning activities during the first two weeks of the semester. Refer to the BSN Student Handbook for CON Policy related to Honors Options in Nursing Courses.

University & College Policies:

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON MSN Student Handbook: http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm
- Information for MSU Students: http://www.msu.edu/current/index.html
- Academic Programs: http://www.reg.msu.edu/AcademicPrograms
- Code of Teaching Responsibility and Student Assessments and Final Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514
- Integrity of Scholarship and Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534
University Policies:

**Academic integrity:** Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide http://splife.studentlife.msu.edu/ and/or the MSU Web site: www.msu.edu). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR 370. Students who violate MSU rules may receive a penalty grade, including—but not limited to—a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work.
(See also https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations)

**Accommodations for students with disabilities:** Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu. Students with disabilities that require longer time for testing or a separate room must present the instructor with a Visa well before the first assessment so accommodations can be arranged. **Disruptive behavior:** Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

**Attendance:** Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

**College of Nursing Policies:** Professional Development Guidelines found in CON Student Handbooks at CON website http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm. Students are responsible for the information found in the CON BSN Student Handbook. **Course Calendar:** Final Exam, Wednesday, December 10, 2014 7:45 - 9:45 AM
<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 8/28  | Course Introduction  
Overview and History of Health Care for the Childbearing Family  
Antepartum: Nutrition, Physiologic Adaptations to Pregnancy, Fetal Growth  
Antepartum: Nursing Care During Pregnancy  
Introduction to Labor | Textbook chapter 1, 2, 12, 13, 14, 15 Lake  
Review of physiology and antenatal testing materials in course pack /ppt on Angel  
Read assigned chapters, review ppt before class  
Video When the Bough Breaks (media lab) |
| 9/4   | Intrapartum: Labor and Birth Processes, Management of Discomfort During Labor and Nursing Care During Labor, Fetal Monitoring | Textbook chapters 16, 17, 18, 19 Lake  
Read assigned chapters, do workbook chapters, & review ppt before class  
Quiz 1 in class |
| 9/11  | Continue intrapartum and fetal monitoring | Ch 16, 17, 18, 19 Lake  
Read assigned chapters, do workbook chapters, & review ppt before class  
Quiz 2 in class |
| 9/18  | Newborn-physiological adaptation and nursing management | Textbook Chapters 23, 24, 25 Lake  
Read chapters, do workbook, & review ppt before class  
Quiz 3 in class |
| 9/25  | Exam I-50 questions | Review key concepts at back of chapters/review ppt notes |
| 10/2  | Normal Postpartum-physiological adaptation and nursing management  
Breastfeeding | Textbook Chapters 20, 21, 22, 25 Strunk  
Read chapters, do workbook & Review ppt before class |
| 10/9  | Postpartum complications-risks, nursing management and interventions of hemorrhage, infection, coagulapathies, and psychological disorders | Textbook Chapters 32, 34 Lake  
Read chapters/do workbook & Review ppt before class  
Quiz 4 in class |
| 10/16 | Antepartum: Assessment for Risk Factors  
Complications of Pregnancy: Hypertensive Disorders, Hemorrhagic Disorders | Chapters 26, 27, 28 Strunk  
Quiz 5 in class |
| 10/23 | Diabetes, Medical-Surgical Problems in Pregnancy, Coagulapathies | Chapters 29, 30, 31 Strunk  
Read chapters/do workbook & Review ppt before class  
Quiz 6 in class |
| 10/30 | Exam II-50 questions | |
| 11/6  | Intrapartum High Risk | Ch. 33 Guest |
| 11/13 | High Risk Newborn-physiological adaptation and nursing interventions | Chapter 35, 36, 37 Guest  
Read chapters/do workbook & Review ppt before class  
Quiz 7 |
| 11/20 | Reproductive & Women’s Health Sexually Transmitted Diseases-viral and bacterial; signs and symptoms; treatment and nursing | Ch. 6 & 7 Lake  
Quiz 8  
Read chapters/do workbook  
Review ppt before class |
Classes end 12/5/2014. There is OB clinical this last week as there are no makeup weeks in OB.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/27</td>
<td>Happy Thanksgiving!</td>
<td></td>
</tr>
<tr>
<td>12/4</td>
<td>IPV, Contraception, risks and advantages</td>
<td>Ch. 5, 8</td>
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<td></td>
<td></td>
<td>Lake</td>
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<td></td>
<td></td>
<td>Quiz 9</td>
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<td></td>
<td></td>
<td>Read chapters/do workbook &amp; Review powerpoint before class</td>
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<tr>
<td></td>
<td>OB ATI Friday December 5th 10-12</td>
<td></td>
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<tr>
<td></td>
<td>Final Exam, December 10th, 0745-0945</td>
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</table>

FINAL EXAM, Wednesday, December 10, 2014 7:45-9:45 Non-cumulative