COURSE DESCRIPTIONS

Courses are identified by an alphanumeric code, made up of three letters and three numbers, preceding the course title and course description. The three letters identify the subject field. The three numbers indicate course level.

Sample Course Listing

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<th>Course Prefix</th>
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<td>NURS 105</td>
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NURS 100

**Concepts of the Nursing Profession**

(2-0-0-2)

This course serves as the foundational course, introducing the nursing student to the philosophical and conceptual framework of Ellis Medicine, The Belanger School of Nursing. As the Continuum of Care conceptual framework is considered, concepts related to the integral nature of the nursing profession within the healthcare system will be discussed. Clinical reasoning and communication skills will be developed through the application of the nursing process. The student will be introduced to Quality and Safety Education in Nursing (QSEN), teaching and professional/legal roles of the nurse.

*Semester Hours: Theory 30, Online Pre-requisite None Co-requisite NURS 105*

NURS 105

**Foundations of Nursing Practice**

(2-2-6-5)

This course is designed to introduce and further develop the concepts within the three domains (themes) of the individual, health and nursing. Emphasis is placed upon the concepts of: cognitive processes, comfort, elimination, fluid and electrolyte balance, health, wellness, and illness, inflammation and infection, metabolism, safety, mobility, psychological adaptation, oxygenation, perfusion, sensory, thermoregulation and tissue integrity. This course will introduce the student to nursing skills and clinical practice within patient care settings while further developing clinical decision making.

*Semester Hours: Theory 30, Skills Lab 30, Clinical 90 Pre-requisite None Co-requisite NURS 100*
NURS 110  
**Transitions of Care Across the Continuum**  
(2-1-4.5-4)  
This course introduces the learner to health care delivery systems, how health care policy impacts the delivery of care, the management of transitions of care across healthcare settings, and the care processes that support patient and families’ management of health. Students will be expected to apply the care processes to the care of patients and families across the diversity of health care settings. Students will utilize evidence and information technology to identify hospital and community resources to safely meet the needs of patients and families. The student will recognize the role of the nurse as a patient advocate within and across care settings.  
*Semester Hours: Theory 30, Skills/Simulation Lab 15, Clinical 67.5  
Pre-requisite NURS 100, 105, BIO 151, PSY 121, ENG 123 - Co-requisite NURS 115*

NURS 115  
**Introduction to Biophysical and Psychological Concepts**  
(3.5-1-6-6)  
This course is designed to develop the concepts within four themes of the individual, health, nursing, and healthcare environment. This course will introduce the concepts of: cellular regulation, self, sensory and development. This course will continue to build upon the concepts of: comfort, elimination, fluid and electrolytes, metabolism, inflammation and infection, oxygenation, perfusion, cognitive processes, and psychological adaptation. Upon completion, students will be able to demonstrate the knowledge, and skills necessary to provide safe, quality, compassionate and individualized care to promote optimal level of functioning of the patient with a compromised health status.  
*Semester Hours: Theory 52.5, Skills/Simulation Lab 15, Clinical 90  
Pre-requisite NURS 100, 105, BIO 151, PSY 121, ENG 123 - Co-requisite NURS 110*

NURS 200  
**Health Promotion and Family**  
(8 week course)  
(5-1-12.5-5)  
This course is designed to introduce and further develop the concepts within the three domains (themes) of individual, health and nursing. Emphasis is placed on the concepts of cellular regulation, health, wellness, and illness, inflammation and infection, metabolism, perfusion, sexuality, oxygenation, thermoregulation, psychological adaptation, development, family, grief and loss, cognitive processes, and teaching and learning. This course will develop health promotion strategies and consider health concerns across the life span. A focused clinical component will include inpatient and outpatient settings.  
*Semester Hours: Theory 37.5, Skills/Simulation Lab 15, Clinical 90  
Pre-requisite NURS 110, 115, BIO 152, PSY 222*
COURSE DESCRIPTIONS

NURS 205
Advanced Biophysical and Psychological Concepts
(8 week course)
(5-1-12.5-5)
This course is designed to further develop the concepts within four themes of the individual, health, nursing, and healthcare environment. This course will emphasize advancing concepts of the complex patient. The clinical component is focused on the development of a broader perspective of the nurse’s role using evidence and sound judgment when implementing care to patients with changing situations. Upon completion, students will be able to demonstrate the knowledge, and skills necessary to provide safe, quality, and holistic care to patients with advanced alterations in health status. Students will function as a patient and family advocate providing teaching across various situations.
Semester Hours: Theory 37.5, Skills/Simulation Lab 15, Clinical 90
Pre-requisite NURS 110, 115, BIO 152, PSY 222

NURS 210
Transitions into Professional Practice
(3.5-1-9-7)
This course is designed to prepare the student for transition into the role of the registered professional nurse. The student will be prepared to work effectively within organizations by demonstrating core skills of leadership and management, managing resources responsibly, supporting safe quality care and utilizing evidence-based practice. The clinical component will focus on managing care for small groups of patients while collaborating with the multidisciplinary team, and will identify strategies to promote the safe transition of patients across care settings. The student will exhibit the ability to move effectively into the professional nurse role, abiding by the American Nurses Association Registered Nurse Scope of Practice and the New York State Nurse Practice Act.
Semester Hours: Theory 52, Skills/Simulation Lab 15, Clinical 135
Pre-requisite NURS 200, 205, BIO 241
Co-requisite NURS 215

NURS 215
Owning Your Practice
(3-0-0-3)
The Program Student Learning Outcomes provide the framework for this course and units. This course will require the student to analyze and apply a variety of high order concepts as they relate to the students current and future practice. In this course students will continue to build upon the curriculum concepts by formulating a variety of responses, plans and scenarios demonstrating the student’s ability to make sound, evidence-based clinical judgments. It is the expectation that the student will be also be able to interconnect concepts and evaluate how concepts work together to make holistic patient-centered plans of care. For this expectation, all of the concepts and exemplars will be included as part of the syllabus. Students will detail ways to improve their future clinical decisions and exact changes in culture and policy in their future roles as Registered Professional Nurses. Students will differentiate between the roles and responsibilities of the student nurse and the novice nurse, demonstrating a full understanding of their current and futures roles and the expectations and responsibilities of those roles.
Semester Hours: Theory 45, Online
Pre-requisite NURS 200, 205, BIO 241
Co-requisite NURS 210
COURSE DESCRIPTIONS

BIO 151
Anatomy and Physiology I
(3-3-4)
This is the first course of a lecture-laboratory sequence for the student of the allied health fields. The lecture topics include anatomical medical terminology, cell structure, tissue, the skin, skeletal system, muscular system and nervous system. The laboratory topics include cells, tissues, and an examination of the anatomy and physiology of the integumentary, skeletal, muscular and nervous systems. Emphasis is placed on both gross and microscopic work. Prior emphasis on cell Biology and Biochemistry, and chemistry required.
Pre-requisite BIO 112 or BIO 141 and CHM 113 or CHM 121 (taken within the last three years)

BIO 152
Anatomy and Physiology II
(3-3-4)
This is the second course of a lecture-laboratory sequence for the student of the allied health fields. The lecture topics include the cardiovascular, respiratory, endocrine, digestive, immune, lymphatic, urinary, and reproductive systems, and in addition, metabolism, and fluid and electrolyte balance. The laboratory work covers anatomy and physiology of the endocrine, circulatory, respiratory, digestive, urinary and reproductive systems. Emphasis is placed on both gross and microscopic work.
Pre-requisite BIO 151

BIO 241
Microbiology
(3-3-4)
This is a course in the fundamental principles of biology of microorganisms. The topics include the morphology, physiology, and disease productive mechanisms of hosts, control of microorganisms, genetic engineering and biotechnology, industrial microbiology and microbial ecology.
Pre-requisite BIO 151 or permission of the department

ENG 123
English
(3-0-3)
This course provides a foundation in academic discourse by developing effective communication skills with an emphasis on expository writing; an oral presentation is required.
Pre-requisite Successful completion of CSS 127

MAT 147
Statistics
(3-0-3)
This course focuses on the following topics: descriptive statistics, an introduction to probability, random variables and probability distributions, the binomial and normal probability distributions, sampling, estimation, hypothesis testing, chi-square distributions, linear correlation and regression.
Pre-requisite Eligible to enroll in a 100 level course
COURSE DESCRIPTIONS

PSY 121
Psychology
(3-0-3)
This course introduces students to the major theories and concepts in contemporary psychology. Topics covered include the approaches and research methods of psychology, the biological basis of behaviors, sensation and perception, learning and memory, consciousness, motivation and emotion, intelligence, personality, social psychology and mental illness.
Pre-requisite None

PSY 222
Developmental Psychology
(3-0-3)
The course provides a broad overview of human development from the lifespan perspective (prenatal development through the stages of aging). The major domains of development including physical, cognitive, emotional and social development are identified with an emphasis on the joint contribution of both biology and environment.
The course provides students with the opportunity to examine major theoretical perspectives and explore the impact of culture, and context on development.
Pre-requisite PSY 121