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

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Lecture hrs/week</th>
<th>Classroom Lab hrs/week</th>
<th>Clinical Lab hrs/week</th>
<th>Semester hrs of credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR</td>
<td>101</td>
<td>Foundations of Nursing Practice</td>
<td>(4-1-4.5-6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSY</td>
<td>121</td>
<td>Psychology</td>
<td>(3-0-3)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The remainder of the listing includes course title, course description and prerequisite(s).

### NUR 101
**Foundations of Nursing Practice**
*(4-1-4.5-6)*

This beginning nursing course introduces the student to concepts and procedures of nursing practice. It is designed to provide the foundation of knowledge for the professional nurse. It is the intention of this course to present a holistic and caring approach to patient care, so as to meet the needs of patients in all human dimensions. Emphasis is placed on introduction to and application of the curriculum progression objectives as a guide to learning. These objectives focus on use of the nursing process, evidence-based practice, patient centered nursing care; community/health resources and informatics, legal and ethical standards, safety and quality. The nursing simulation laboratory is used to provide an opportunity for the student to learn and demonstrate basic nursing procedures needed to care for the hospitalized adult patient. Supervised clinical practice allows the student to build upon these skills and gain competency in providing patient care.

**Semester Hours:** Theory 60, Classroom Lab 15, Clinical 67.5

**PR:** None

### NUR 102
**Medical-Surgical Nursing**
*(5-0-9-8)*

This course emphasizes the continued development of caring behaviors through the use of the nursing process evidence-based practice and critical thinking skills. The student focuses on providing safe, quality, patient centered care to the adult patient experiencing pathophysiologic alterations requiring medical and/or surgical intervention. Learning experiences introduce the student to pathophysiology, pharmacology and the nursing implications of medication administration, physical assessment skills, data analysis and the perioperative role of the nurse. Cultural, legal and ethical aspects of care are reinforced throughout. Clinical learning experiences are provided in both medical and surgical areas to assist the student in meeting course objectives. Community resources are utilized to enhance learning of course concepts.

**Semester Hours:** Theory 75, Clinical 135

**PR:** NUR 101, BIO 151
NUR 103
Psychiatric Mental Health Nursing
(6-0-11.25-5)
This course is designed to assist the student in the use of the nursing process, critical thinking skills and evidence-based practice when providing patient centered care for the adult experiencing psychiatric disorders. The student is introduced to psychopharmacology and related nursing implications. Clinical learning experiences are provided in behavioral health inpatient and outpatient areas, to assist the student to meet course objectives; with increasing emphasis on the students ability to apply the concepts of safety, quality and caring. Community resources are utilized to enhance the learning of psychosocial concepts, and time in the simulation laboratory is provided to strengthen psychomotor nursing skills.

Summer Session Hours: Theory 45, Clinical 90
PR: NUR 102, BIO 152, BIO 241, PSY 121

NUR 201
Advanced Medical-Surgical Nursing
(6-0-16-10)
This course focuses on skills and concepts related to advanced medical-surgical nursing, such as maintenance of cardio-pulmonary, neurologic, elimination and metabolic functioning for the complex medical-surgical patient. It is designed to assist the student to further utilize the nursing process with emphasis on clinical decision making, use of evidence-based practice, and the delivery of compassionate patient centered care. The student will demonstrate communication skills necessary for collaborating with the multidisciplinary team to promote positive patient outcomes. Identification of caring occasions/moments will be a component. Clinically, students will integrate the practice of caring with the knowledge of human behavior to implement health promotion and teaching strategies, problem solve, priority set and coordinate care for complex medical – surgical patients. Students will demonstrate safe supportive quality care, including informatics and the application of legal and ethical principles to patient situations. Theories of human caring and the nursing process will be utilized to provide culturally sensitive patient centered care. Clinical learning experiences in acute and community based settings enable the student to refine communication, cultural awareness, nursing process, clinical reasoning, teaching, psychomotor and collaborative skills. The clinical component requires the demonstration of advanced nursing/critical care skills, incorporating knowledge from previous nursing courses.

Semester Hours: Theory 90, Clinical 180
PR: NUR 103, ENG 123

NUR 202
Nursing Care of Women and Children
(6-0-16-10)
This course focuses on the nursing care of newborns, infants, children, and women of all ages within the context of family. Students are given the opportunity to develop the knowledge, skills and attitudes to meet the health care needs of these populations. It is designed to assist the student to further develop clinical reasoning skills to enhance culturally sensitive, compassionate nursing care. A holistic and caring approach to nursing practice guided by evidence-based practice, quality, safety and meaningful use of informatics is incorporated into classroom and clinical experiences. Therapeutic communication, health promotion genomics, health teaching growth and development are emphasized, while students apply the nursing process to both patient and family centered care. Social, political, legal and ethical issues that impact the nursing care of women and children are analyzed. Clinical experiences immerse students in key professional nursing roles: care provider, leader, multidisciplinary team member and collaborator. Emphasis is placed on attention to successful care transitions to home.

Semester Hours: Theory 90, Clinical 180
PR: NUR 103, ENG 123, PSY 222
COURSE DESCRIPTIONS

NUR 203  Co-requisite with NUR 201 or NUR 202
(3-0-3-3)
Transition into Professional Practice
This course is designed to prepare the student for transition into the role of the 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. Each student will participate in a quality improvement or evidence-based practice project. The student will exhibit the ability to move effectively into the professional nurse role, abiding by the American Nurse Association Registered Nurse scope of practice and the New York State Nurse Practice Act. Clinical learning experiences in acute care settings enable the student to expand communication skills as a member of an interdisciplinary team, and initiate actions to resolve conflict. The student will demonstrate communication skills necessary for collaborating with the multidisciplinary team to promote positive patient outcomes. The review of system wide strategies to promote quality and safety is an expectation of this course. Theories of human caring and the nursing process will be utilized to provide culturally sensitive patient centered care. Students will implement health promotion and teaching strategies, problem solve, priority set, and coordinate care for a group of patients. Identification of caring occasions/caring moments will be a component of this course. Students will articulate evolving issues in nursing, including informatics and the application of legal and ethical principles to patient care situations.

Semester Hours: Theory 30, Clinical 45
PR: NUR 103, ENG 123, PSY 122

BIO 151  Human Anatomy and Physiology I
(3-3-4)
This is the first course of a lecture-laboratory sequence for the students of the allied health fields. The lecture topics include anatomical medical terminology, cell structure, tissues, 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.
PR: BIO 112 OR BIO 141 and CHM 113 or CHM 121 (taken within the past three years)

BIO 152  Human Anatomy and Physiology II
(3-3-4)
This is the second course of a lecture-laboratory sequence designed for the students 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 the anatomy and physiology of the endocrine, circulatory, respiratory, digestive, urinary and reproductive systems. Emphasis is placed on both gross and microscopic work.
PR: BIO 151
BIO 154  
Introduction to Pharmacology  
(3-0-3)  
This course is a survey of the fundamentals of pharmacology and is designed for students in nursing or other health related fields. It will examine the basic understanding of drug actions, drug absorption, bioavailability, distribution, metabolism and excretion; the administration of therapeutic drugs; drugs that affect the nervous, cardiovascular, and renal systems; drugs with actions on smooth muscle; endocrine drugs; chemotherapeutic drugs; antimicrobials; cancer chemotherapy; immunopharmacology; special aspects of pediatric, geriatric, dermatologic and gastrointestinal pharmacology.  
PR: BIO 151 and BIO 152

NTR 161  
Introduction to Human Nutrition  
(3-0-3)  
This course is designed to explain the role of nutrition in health maintenance. The food sources, functions and the interrelationships of the six major nutrient categories are discussed as well as energy requirements and balance. The principles of nutrient needs throughout the life cycle are applied to nutritional assessment, menu planning and food preparation.  
PR: Two Years of High School Science

BIO 241  
Microbiology  
(3-3-4)  
This is a course in the fundamental principles of the biology of microorganisms. The topics include the morphology, physiology, and disease production capacity of microorganisms, protective mechanisms of hosts, control of microorganisms, genetic engineering and biotechnology, industrial microbiology and microbial ecology.  
PR: BIO 141 or 151 or permission of the department

ENG 123  
College Composition  
(3-0-3)  
This course provides a foundation in academic discourse by developing effective communication skills with an emphasis on expository writing. Students use electronic environments to write multiple essays, including a researched and documented paper; they also deliver an oral presentation.  
PR: Successful completion of CSS 123 or CSS 125 or CSS 127

PSY 121  
Introduction to 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 behavior, sensation and perception, learning and memory, consciousness, motivation and emotion, intelligence, personality, social psychology and mental illness.  
PR: None

NOTE: Studies have shown that students who are not proficient in reading comprehension and/or writing skills usually experience significant difficulty in coping with academic work. Therefore, students who receive inadequate scores on entrance tests administered by SCC are expected to take courses offered by the Department of Developmental Studies to bring their reading and/or writing skills to the appropriate level before registering for ENG 123.
PSY 222
Developmental Psychology
(3-0-3)
This course offers an overview of the process of development from prenatal development through aging. It provides an understanding of the developmental process by examining the areas of biological changes, personality and social development, cognitive and moral development, and psychosocial influences across the life span. The impact of cultural factors upon development are also explored.
PR: PSY 121

Provisions are made in the curriculum to meet the New York State requirements mandating completion of course work in Infection Control and Barrier Precaution, and Child Abuse and Maltreatment.