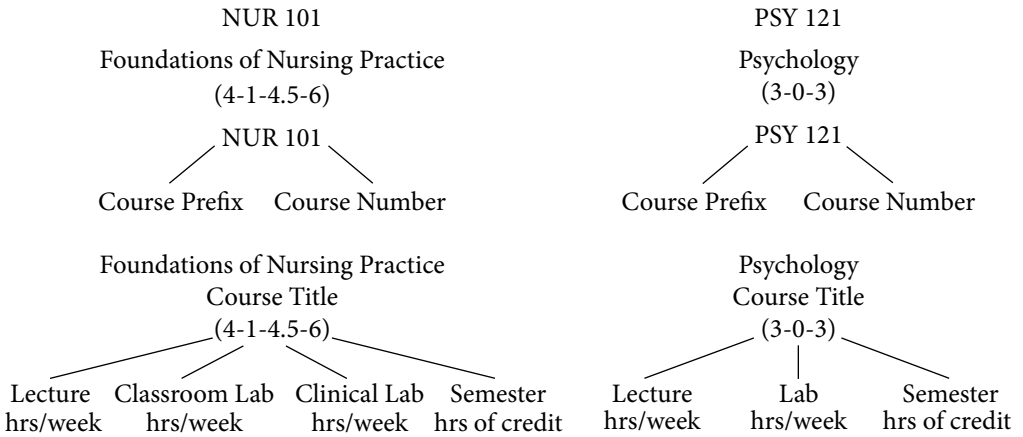


COURSE DESCRIPTIONS

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



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 intent of this course to present a holistic approach to patient care. Emphasis is placed on use of the nursing process to meet the physiological, social and psychological needs of patients. The nursing skills laboratory is used to provide an opportunity for the student to learn 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 is designed to assist the student in the use of the nursing process and critical thinking skills when caring for the adult patient experiencing pathophysiologic alterations requiring medical and/or surgical intervention. Clinical experiences introduce the student to pharmacology and the nursing implications of medication administration, and the perioperative role of the nurse. Clinical learning experiences are provided in both medical and surgical areas to assist the student to meet course objectives. Community resources are utilized to enhance learning of course concepts.

Semester hours: Theory 75, Clinical 135

PR: NUR 101, BIO 151, BIO 161

COURSE DESCRIPTIONS

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 caring for the adult patient experiencing psychiatric disorders. The student is introduced to psychopharmacology and the nursing implications. Clinical learning experiences are provided in psychiatric areas to assist the student to meet course objectives. Community resources are utilized to enhance learning of course concepts. Time in the skills lab is provided to enhance technical nursing skills.

Summer session hours: Theory 45, Clinical 90

PR: NUR 102, BIO 152, BIO 241, PSY 121

NUR 201

Advanced Medical-Surgical Nursing

(8-0-15-13)

This course focuses on advanced nursing theory, skills and concepts required in caring for the critically ill medical-surgical patient. It is designed to assist the student to further utilize the nursing process with emphasis on critical thinking, evidence based practice, management and teaching of the complex medical-surgical patient. Multiple and complex patient problems resulting in alteration of homeostatic mechanisms are studied. The clinical component requires the demonstration of advanced nursing/critical care skills, as well as skills from previous nursing courses. Nursing roles and responsibilities as they relate to patient care are integrated throughout the course. Clinical learning experiences in acute and community based settings enable the student to refine communication skills, cultural awareness, nursing process, critical thinking

skills, teaching skills, psychomotor skills and collaborative skills.

Semester hours: Theory 120, Clinical 225

PR: NUR 103, ENG 123

NUR 202

Nursing Care of Women and Children

(6-0-12-10)

This course focuses on the health care needs of women and children within the context of family. It is designed so the student will acquire knowledge, attitudes and skills required to meet the health care needs of children, women of childbearing age and women experiencing complications of the genitourinary and reproductive systems. Health promotion and illness prevention are stressed. Patient education, guided by evidence-based practice, is incorporated into classroom and clinical experiences. Clinical assignments allow for the care of women throughout the reproductive cycle and for children from birth through adolescence. Opportunities are provided to explore the nurse's role in the community. The concepts of genetics, family theory and growth and development are integrated throughout the course. In the development of critical thinking, social and political issues that impact on health care of women and children are discussed as the role of the nurse in family centered care.

Semester hours: Theory 90, Clinical 180

PR: NUR 103, ENG 123

COURSE DESCRIPTIONS

BIO 151

Anatomy and Physiology I

(3-3-4)

This is the first course of a lecture-laboratory sequence designed for students of the allied health fields. The lecture topics covered are 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. Both gross and microscopic work are emphasized.

PR: Three years of High School Mathematics, High School Biology, and High School Chemistry (all taken within the past three years) OR BIO 111 OR BIO 112 Human Biology and CHM 113 Fundamentals of Chemistry (both taken within the past two years) OR permission from instructor.

BIO 152

Anatomy and Physiology II

(3-3-4)

This is the second course of a lecture-laboratory sequence designed for students of the allied health fields. The lecture topics covered are: the cardiovascular, respiratory, endocrine, digestive, immune, lymphatic, urinary, and reproductive systems, and in addition, metabolism, fluid and electrolyte balance. The laboratory work covers the anatomy and physiology of the endocrine, circulatory, respiratory, digestive, urinary and reproductive systems. Both macroscopic and microscopic work are emphasized.

PR: BIO 151 Anatomy and Physiology I

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 and high school Chemistry or CHM 113 (Introduction to Chemistry), or equivalent; higher level of chemistry preferred.

BIO 161

Nutrition in Health and Disease

(3-0-3)

This is a one-semester course primarily for students in nursing and other allied health fields. Topics include definitions of nutrients and how body physiology handles them, nutrition during the life cycle, basics of diet therapy and patient care.

PR: one year high school science

COURSE DESCRIPTIONS

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)

Students will acquire a foundation on the writing process by developing effective communication skills with an emphasis on expository writing, particularly the essay. They will write a minimum of 24 evaluated pages, including a documented piece of writing. They will also deliver an oral presentation. Students will build on this foundation throughout college and career. Unless noted otherwise on the semester course schedule, this course is taught using computers in an electronic classroom.

PR: Adequate proficiency in English language skills or successful completion of CSS 123 and CSS 125

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 SCCC 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 121

Introduction to Psychology

(3-0-3)

This introductory course will offer students a range of approaches and concepts in contemporary psychology. The following topics are covered: research methods, biological basis of behavior, learning, motivation and emotion, perception, intelligence, personality, levels of consciousness, memory, and social psychology.

PR: None

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.

