



# DESCRIPTION OF COURSES

ST. ELIZABETH COLLEGE OF NURSING

# STATE UNIVERSITY OF NEW YORK INSTITUTE OF TECHNOLOGY (SUNYIT)

## **ENG 101: Freshman Composition (4 credit hrs.)**

An introductory expository writing course. Students will write a variety of short essays, culminating in a research essay. Emphasis is on close reading, discovering worthwhile topics, drafting and revisiting, and evaluation and presentation of evidence. Students will also be evaluated on the development and implementation of an oral presentation. Meets new General Education Basic Community Requirements.

## **PSY 100: Principles of Psychology (4 credit hrs.)**

Surveys the field of psychology, emphasizing issues of current importance. Topics covered include research methodology and the influence of biological, social, and environmental factors on behavior. No credit will be given to students who have previously taken an introductory psychology course. Meets new general Education Social Science requirement.

## **SOC 100 : Introduction to Sociology (4 credit hrs.)**

Introduces the sociological perspective in understanding the everyday lives of a society. Emphasizes the influence of socialization, culture inequality, institutionalization, conflict and collective behavior. Focuses primarily on the United States. Meets new General Education Social Science requirement.

## **BIO 215: Human Anatomy & Physiology I (4 credit hrs.)**

The study of the various systems of the human body. The anatomy and physiology of the cell, the skin, skeletal, muscular, respiratory and urinary systems will be emphasized. The cat is the primary dissection specimen in the laboratory. Three hours of lecture per week and one three-hour laboratory session per week.

## **BIO 216 - Human Anatomy & Physiology II (4 credit hrs.)**

The study of the various systems of the human body. The anatomy and physiology of the circulatory, digestive, endocrine, reproductive and nervous systems and senses will be emphasized. The cat is the primary dissection specimen in the laboratory. Three hours of lecture per week and one three-hour laboratory session per week.

## **BIO 275: General Microbiology (4 credit hrs.)**

A survey of microbial life with special emphasis on those organisms of clinical interest. Laboratory exercises emphasize the isolation, identification and control of microorganisms. Three hours of lecture per week and three hours of laboratory per week.

## **PSY 220: Developmental Psychology (4 credit hrs.)**

Provides students with a general introduction to the study of psychological development from conception through death. The emphasis is primarily on normal development, although aspects of abnormal development will be discussed when appropriate. The course is designed to consider development within the contexts of home, work and school and integrates theory and research with real world issues and experiences.

*Prerequisite: PSY 100 or permission of the instructor*

*C - Class Hours*

*P - Lab Hours*

*CR - Credit Hours*

# ST. ELIZABETH COLLEGE OF NURSING COURSES

## **Nursing 1000**

Nursing 1000 facilitates transition from the role of Practical Nurse to that of a learner preparing for the role of Registered Nurse. The course is designed to validate the learner's achievement of affective, psychomotor, and cognitive skills consistent with the delivery of safe client-centered care. The learner's knowledge of safety, caring, thinking, teaching, assessment, and professionalism is enhanced to promote the practice of thinking like a professional nurse.

All phases of the nursing process are introduced with the focus on holistic assessment of the client along the continuums of development, wellness-illness, and health care settings. Jean Watson's theory of caring is used to guide the application of the nursing process to promote positive health practices and optimal client outcomes.

The concepts of professional nursing assessment and the principles of teaching/learning are addressed. The learner is introduced to the role of evidence in determining best clinical practice. The learner is required to demonstrate competency in the performance of a head to toe assessment, insertion of an indwelling catheter, parenteral administration of drugs, and a procedure incorporating sterile technique. A dosage-calculation exam will be administered to validate prior knowledge of the learner.

*15 Theory Hours*

*Summer Session*

*15 Nursing Laboratory Hours*

*1 Credits*

*Prerequisites: Graduate of a Practical Nursing program or a Licensed Practical Nurse. Successful completion of the Nursing Acceleration. Challenge Examination (ACE) with raw score of 75% or higher*

## **Nursing 001: College Survival Skills**

### ***FOCUS: Essential Skills for College Success***

Nursing 001 is a one-credit course designed to assist the three-year track learner in gaining the confidence that comes from self-knowledge and achievement to meet the challenges of college, life, and work. Vital study skills, critical thinking strategies, self-discovery techniques, and self-management tools are explored and practiced throughout the course.

The course is designed to help learners develop the affective strategies and practical skills they need to immediately see a positive difference in both academic performance and the life choices they make. Learners will learn to create and use study systems, think critically, concentrate, read with understanding, and manage their learning to achieve successful outcomes.

*15 Theory Hours*

*Fall Semester*

*1 Credit*

## **Nursing 119: Fundamentals of Professional Nursing Practice**

Nursing 119 is designed to prepare the learner with a sound basis for the practice of professional nursing. The essential elements of safety, caring, thinking, teaching, assessment, communication, and professionalism are addressed. Systems theory concepts are used to promote understanding of the holistic nature of man. The nursing process is taught as a framework for application of critical thinking to the delivery of client-centered care for adults along the developmental continuum. Care strategies taught reflect the role of evidence in determining best clinical practice.

The learner is introduced to the integrated roles of the associate degree nurse as determined by assessment of client needs along the wellness-illness continuum. The importance of working competently within the scope of nursing practice as a member of the health care team is stressed. The responsibility of nurses to strive for continuous improvement in quality and safety along the continuum of health care settings is considered. Opportunities are provided for the learner to practice the components of information literacy.

Nursing laboratory demonstrations and practice sessions allow the learner to develop cognitive, affective, and psychomotor skills essential for nursing care. During focused clinical experiences, the learner is guided in the application of these skills when caring for the adult client.

75 Theory Hours

*First Year: First Semester*

60 Nursing Laboratory Hours

9 Credits

90 Clinical Instruction Hours

Corequisites: BIO215, PSY100, ENG101

### **Nursing 120: Medical-Surgical Nursing I**

Nursing 120 emphasizes the essential elements of safety, caring, and thinking as the learner is introduced to experiences that showcase the client's physiological needs along the continuums of development, wellness-illness, and health care settings. Areas of study include metabolic, tissue perfusion, oxygenation, excretory and mobilization needs.

The nursing process is the modality for the application of Watson's carative factors in the delivery of holistic client-centered care. Learners are taught to individualize care strategies reflective of best current practice and human diversity.

The interfusion of experiences in the classroom, lab, and clinical settings stimulates the learner to think from multiple perspectives. Multipedagogical approaches are used to encourage further development of the learner's affective, cognitive, and psychomotor skills in the settings where learning takes place.

37.5 Theory Hours

*First Year: Second Semester*

15 Nursing Laboratory Hours

4.5 Credits

67.5 Clinical Instruction Hours

Prerequisite: NUR119, BIO215, PSY100, ENG101

Corequisites: NUR121, BIO216, PSY220

### **Nursing 121: Psychiatric/Neuromuscular Nursing**

Nursing 121 emphasizes the essential elements of safety, caring, and thinking as the learner is introduced to experiences that showcase the needs of clients with cognitive, emotional, and/or physical alterations that present barriers to their interaction with the environment. The learner is afforded opportunities to practice holistic assessment with further emphasis on mental status and neurological functioning of clients along the continuums of development, wellness-illness, and health care settings.

The nursing process with emphasis on the therapeutic use of self is the framework for the application of Watson's carative factors when interacting with a diverse client population.

Care strategies reflective of best current evidence are explored in order to foster delivery of culturally competent client-centered care. Learners are guided in the analysis of interpersonal communication based on goal-directed interactions with clients to enhance their ability to apply therapeutic communication skills.

The interfusion of experiences in the classroom and clinical settings stimulates the learner to think from multiple perspectives. Multipedagogical approaches are used to encourage further development of the learner's affective, cognitive, and psychomotor skills in the settings where learning takes place.

45 Theory Hours

*First Year: Second Semester*

0 Nursing Laboratory Hours

4.5 Credits

67.5 Clinical Instruction Hours

Prerequisites: NUR119, BIO215, PSY100, ENG101

Corequisites: NUR120, BIO216, PSY220

**Nursing 122: Clinical Practicum in Nursing**

Nursing 122 provides the learner with an intensive clinical experience in the acute care setting. This practicum fosters the ability to unify and apply caring concepts central to safe nursing practice.

During this clinical experience, the learner is challenged to further develop critical thinking skills in the effective delivery of holistic client-centered care. The facilitator guides the learner in practicing the roles of teacher, critical thinker, communicator, caregiver, and professional. An emphasis is on the use of best practice evidence as essential constructs in the provision of nursing care to a culturally diverse client population.

Throughout this course, Jean Watson's carative factors are explored as the learner develops a plan of care to assist clients in achieving health goals. Clinical preparation, guided by the educator, assists the learner to interfuse the interdisciplinary approach into the delivery of quality care, promoting positive client outcomes. Additional teaching strategies and learning activities enhance the learner's creative inquiry and ability to correlate theory with clinical practice.

*0 Theory Hours*

*First Year: Summer Session*

*0 Nursing Laboratory Hours*

*2 Credit*

*90 Clinical Instruction Hours (2 cr. hrs.)*

*Prerequisites: NUR119, NUR120, NUR121*

**Nursing 230: Nursing and Women's Health**

Nursing 230 provides the learner with the opportunity to apply fundamental caring concepts to the woman and her family. Emphasis is on health promotion for the maturing woman along the continuums.

The major component of this course is the incorporation of family-centered caring concepts within levels of prevention. Caring processes for the pregnant woman and her neonate are applied to facilitate systems balance throughout the perinatal experience. The learner is privileged to share in the uniqueness of the perinatal experience with the family. The needs of women across the lifespan are studied, with the inclusion of strategies to promote wellness based on best current evidence and an understanding of diverse client values and preferences.

Clinical experiences in acute care and community settings stimulate the learner to think from multiple perspectives in order to meet the diverse needs of women and childbearing families. The learner is expected to apply critical thinking skills when delivering safe, holistic care to women with varied health needs. Multipedagogical approaches are used to interfuse the experiences in the classroom lab and clinical settings.

*37.5 Theory Hours*

*Second Year: First Semester*

*0 Nursing Laboratory Hours*

*4 Credits*

*67.5 Clinical Instruction Hours*

*Prerequisites: NUR119, NUR120, NUR121, NUR122, BIO215, BIO216, PSY100, PSY220*

*Corequisites: NUR231, BIO275, SOC100*

**Nursing 231: Nursing and the Childrearing Family**

Nursing 231 provides the learner with the opportunity to apply fundamental caring concepts to children and their families. Major developmental theorists are discussed and utilized as the basis for understanding the affective, social, cognitive, and spiritual development of the child along the continuums. The achievement of physical competencies is incorporated as an important measure of the child's attainment of optimum systems balance.

Emphasis is on family-centered caring concepts within levels of prevention. The learner is guided in the understanding of health promotion needs from infancy to adolescence. Thinking activities call upon the learner to apply a foundation of developmental theory when planning and imple-

menting care strategies for the childrearing family, based on best current evidence and awareness of cultural diversity. Caring processes for select physiologic disorders of childhood are studied.

Clinical experiences in acute care and community settings involve the learner in activities designed to meet the diverse needs of the childrearing family. The learner is expected to apply critical thinking skills when delivering client care to promote, maintain, or restore wellness.

*37.5 Theory Hours*

*Second Year: First Semester*

*0 Nursing Laboratory Hours*

*4 Credits*

*67.5 Clinical Instruction Hours*

*Prerequisites: NUR119, NUR120, NUR121, NUR122, BIO215, BIO216, PSY100, PSY220*

*Corequisites: NUR230, BIO275, SOC100*

### **Nursing 240: Medical-Surgical Nursing II**

Nursing 240 charges the learner with the opportunity to integrate the concepts of caring, safety, multiperspectival thinking, teaching, communication, assessment, and professionalism when caring for clients exhibiting select physiologic disorders resulting in multisystem imbalance. The interfusion of experiences in the classroom, laboratory, and clinical settings stimulates the learner to think from multiple perspectives to promote optimal client wellness, incorporating nationally established client health and safety goals. The major emphasis of this course is the holistic care of these clients with complex needs who may require intensive care strategies to promote systems balance. Exemplars are chosen to correlate with the areas of study inclusive of: complex tissue perfusion, oxygenation, cellular maturation, cognition and perception, metabolism, excretion, immunity and protection needs as they impact on clients along the continuums. Multipedagogical approaches are used to encourage further development and emulation of characteristics of the professional nurse, reflective of best practice models. Evidence based practice is utilized to promote quality improvement during the delivery of collaborative care measures. Additionally, the professional nurse's role in the protection of the community and emergency preparedness is explored.

Laboratory experiences provide an opportunity for the demonstration and practice of caring strategies that correlate with theory content. Clinical simulations are integrated throughout this course to provide the learner with opportunities to apply theory and critical thinking while experiencing the interrelationship among members of the healthcare team. Through varied clinical experiences within the acute care setting, the learner practices critical thinking when collaborating with the health care team to promote optimal client wellness.

A culminating clinical experience provides the learner with the opportunity to be socialized into the profession of nursing, under the guidance of a registered nurse preceptor. The educator and preceptor support the learner in the internalization of the roles of critical thinker, citizen, caregiver, manager, learner, collaborator, communicator, teacher, and professional. The learner is supported in synthesizing all educational experiences in preparation for the practice of nursing inclusive of the nursing process and across the continuums of development, wellness-illness, and health care settings.

*67.5 Theory Hours*

*Second Year: Second Semester*

*15 Nursing Laboratory Hours*

*9 Credits*

*180 Clinical Instruction Hours*

*Prerequisites: NUR119, NUR120, NUR121, NUR122, NUR230, NUR231, BIO215, BIO216, ENG101, PSY100, PSY220, BIO275, SOC100*

*Corequisites: NUR241, NUR242*

### **Nursing 241: Pharmacotherapy**

Nursing 241 is a nursing pharmacology course designed to enhance the learner's understanding of the role of pharmacologic agents in restoring and maintaining human systems balance while promoting a culture of safety. The course emphasizes pharmacotherapeutics for selected drugs, as they relate to the nursing process, while the learner is taught to apply pharmacologic concepts based on current research in order to meet educational and therapeutic needs. Areas of study include

pharmacokinetics, pharmacodynamics, pharmacotherapeutics, adverse drug reactions and interactions.

Throughout the course, pharmacologic information related to client care and the nurse's critical role in drug administration is discussed. Promotion of the responsible use of chemicals to enhance systems balance, while at the same time minimizing the detrimental effects, is emphasized.

*15 Theory Hours*

*0 Nursing Laboratory Hours*

*0 Clinical Instruction Hours*

*Prerequisites: NUR119, NUR120, NUR121, NUR122, NUR230, NUR231, BIO215, BIO216, ENG101, PSY100, PSY220, BIO275, SOC100*

*Corequisites: NUR240, NUR242*

*Second Year: Second Semester (Weekday)*

*1 Credits*

### **Nursing 242: Professional Issues**

Nursing 242 provides the learner with opportunities to gain enhanced understanding of the independent and collaborative role of the professional nurse. The major emphasis of this course is on best practice strategies to facilitate role transition from learner to graduate nurse utilizing principles of safety and client-centered care.

Leadership styles and strategies are explored in order to foster the application of multiperspectival thinking to the management of client-centered care. Bioethical theories are explored to assist the learner in analyzing ethical dilemmas related to client systems imbalance. Multipedagogical activities are used to facilitate ongoing study of the legal responsibilities of the nurse across the continuums. The learner is guided in creative inquiry regarding issues and trends that impact on nursing as a caring profession, which includes monitoring data to evaluate outcomes of care in order to continually improve the quality and safety of healthcare.

*30 Theory Hours*

*0 Nursing Laboratory Hours*

*0 Clinical Instruction Hours*

*Prerequisites: NUR119, NUR120, NUR121, NUR122, NUR230, NUR231, BIO215, BIO216, ENG101, PSY100, PSY220, BIO275, SOC100*

*Corequisites: NUR240, NUR241*

*Second Year: Second Semester*

*2 Credits*