

The Marjorie K. Unterberg School of Nursing and Health Studies

DEAN: Janet Mahoney

The Marjorie K. Unterberg School of Nursing and Health Studies was established in 1998. The school offers an upper-division Bachelor of Science in Nursing (B.S.N.) program for registered nurses; an RN to MSN Direct Program for registered nurses; a Master of Science in Nursing (M.S.N.) degree for nurses seeking preparation as an adult or family nurse practitioner, nurse administrator, nurse educator, school nurse, adult psychiatric and mental health advanced practice nurse, or forensic nurse, as well as a post-master's certificate for master's degree-prepared nurses seeking preparation as an adult or family nurse practitioner; nurse administrator, adult psychiatric and mental health advanced practice nurse, or nurse educator; and graduate certificates to prepare school nurses and forensic nurses; a health studies major for non-nursing majors; a health studies minor for non-nursing majors; and an interdisciplinary certificate in gerontology.

A bridge program is offered for registered nurses with a bachelor's degree in a field other than nursing. This program requires the student to take only three-upper division nursing courses prior to matriculating in the M.S.N. program of his or her choice. Students are allowed to take those undergraduate nursing courses concurrently with gradu-

ate courses when scheduling allows. The school also houses the Lambda Delta Chapter of Sigma Theta Tau, the International Nursing Honor Society.

The School of Nursing and Health Studies reflects in its philosophy the mission of Monmouth University: to provide a learning process and environment that enables students to realize their full potential and enhance the quality of life for individuals, families, groups, and the community. Advanced nursing practice facilitates cost-effective consumer access to healthcare services of high quality and fosters consumer responsibility for informed decision-making with respect to self care.

The mission of the B.S.N. program at Monmouth University is to prepare registered nurses for professional practice through integration of a general, liberal education with professional learning and activity. The professional component of this education is designed to prepare professional nurses to promote, restore, and maintain health for individuals, families, groups, and the community.

The faculty believes that nursing is a learned profession with a unique body of knowledge. Nursing is not only a science arrived at through scientific research but also an art which reflects the performance of skilled tasks and human interaction. Such breadth of professional knowledge can only be

attained within the system of higher education. The baccalaureate is the first professional degree in nursing. It prepares a generalist and is the basis for graduate study and continuing education in nursing.

Professional nursing education focuses on the development of an accountable practitioner and responsible citizen. Professional nurses need knowledge of the liberal arts and sciences in order to understand the interrelating factors that influence the health of individuals and society. This knowledge facilitates their special obligation to promote a healthy environment for all persons. Further, this knowledge enriches the conceptual base that supports both critical thinking and ethical decision-making expected of the professional nurse.

Education for nursing is idealistic and future-oriented yet sufficiently realistic to provide students with an opportunity to develop justifiable confidence in their intellectual, as well as clinical, proficiency in the practice of nursing. This preparation can occur only within an environment that allows for individual differences and fosters personal integration, healthy self-esteem, vital social awareness, enjoyment of leisure, and a sense of commitment to the attitudes and values of the nursing profession.

The faculty believes that education is an active, ongoing process involving student-teacher collaboration and that learning is an experiential activity. They believe that the teaching-learning process involves not only the teacher and the student but also the social system within a framework of dynamic relationships that promotes the change and growth of individuals. It is recognized that students have the ultimate responsibility for their own learning and professional growth.

Students are viewed as unique individuals with varying learning styles. Therefore, a variety of experiences and teaching strategies are used within the program to enhance the development of cognitive, affective, and psychomotor abilities within the student.

In the belief that professional nurses must possess the capacity to modify their roles and responsibilities as health care continues to change, the faculty looks to baccalaureate education to provide students with knowledge of nursing science, enabling them to develop their personal philosophy and framework for nursing practice. This framework encompasses an understanding of the past, the present, and the emerging roles of the professional nurse. To fulfill the expanding role of professional nursing, baccalaureate education is essential.

The M.S.N. program was established in 1995 and was designed to meet the needs of clients in the Central New Jersey area for nurses with advanced nursing degrees and/or certifications. In addition, it strives to serve the needs of nurses seeking advanced education. Specializations are offered in: Adult Nurse Practitioner, Family Nurse Practitioner, Adult Psychiatric and Mental Health Advanced Practice Nursing, Nursing Administration, Nursing Education, School Nursing, and Forensic Nursing. Graduates of the program are prepared to take the appropriate certification exam.

Student Honor Society: Sigma Theta Tau, Lambda Delta Chapter - Theta Tau, the International Nursing Honor Society.

Bojana Beric, Assistant Professor. M.D., University of Novi Sad, medical faculty; Ph.D., New York University. Specialty areas and interests include methods of communication of health information, health promotion and disease prevention, global health issues and teaching.

Marianne Darden, Specialist Professor. M.S., Salve Regina University; M.S.N., Syracuse University. Specialty areas include legal nurse consulting, nursing administration, and staff development.

Tresa Dusaj, Assistant Professor. B.S., Johns Hopkins University, M.S. New York University, Ph.D., Rutgers University

Andrea Hope Forsman, Assistant Professor. Ed.D., CHES, Teachers College, Columbia University. Specialty areas and interests include physical activity and nutrition, childhood obesity prevention, development of worksite health promotion programming and women's health.

Cira Fraser, Associate Professor and Coordinator of the B.S.N. program. Ph.D., Adelphi University. Specialty interest areas include nursing research, chronic illness, and Multiple Sclerosis.

Laura T. Jannone, Associate Professor. Ed.D., Teachers College, Columbia University. Certified School Nurse. Specialty areas and interests are tobacco prevention and cessation, school nursing.

Barbara Johnson, Professor and Hess Chair. Ph.D., RN, CNE, Hofstra University. Specialty areas and interests include gerontological topics, pharmacology and distance education.

Laura Kelly, Associate Professor. Ph.D., Rutgers University. Psychiatric Clinical Nurse Specialist. Specialty areas include sexually transmitted diseases and lesbian health concerns.

Susan Kohl Malone, Specialist Professor. M.S.N., University of Pennsylvania. Specialty areas and interests include school nursing issues and diabetes management.

James F. Konopack, Assistant Professor. Ph.D., candidate, University of Illinois, Health Studies. Specialty interest areas include physical activity, aging, and health problems.

Janet Mahoney, Professor and Dean of the School of Nursing and Health Studies. Ph.D., New York University. Specialty areas and interests include nursing research, nursing administration, and gerontological nursing.

Kathleen Maher, Assistant Professor. M.S.N., University of Pennsylvania. Specialty areas include nursing education, nursing administration, and performance improvement.

Marta Neumann, Lecturer. B.A., M.A., College of Physical Education, Wroclaw, Poland, Ph.D., Academy of Physical Education, Wroclaw, Poland.

Sue Polito, Specialist Professor. M.S.N., Monmouth University. Adult Nurse Practitioner. Specialty areas include healthy aging and palliative care.

Sharon W. Stark, Associate Professor. D.N.Sc., Widener University. Adult Nurse Practitioner. Specialty areas and interests are adult nursing, health education, and forensic nursing.

Mary Ann Troiano, Assistant Professor. M.S.N., Wagner College. Family Nurse Practitioner. Child Care Health Consultant. Specialty areas include women's health, adolescents, and child care.

MASTER OF SCIENCE IN NURSING (M.S.N.)

The faculty of the School of Nursing and Health Studies believe that the Monmouth University graduate programs in nursing prepare the graduate for advanced nursing practice and extend the values of autonomy, leadership, and professionalism that are stressed in the undergraduate nursing program to the nurse prepared at the graduate level. The function of the graduate is to promote, restore, and maintain health and/or allow for a peaceful, dignified death. Advanced nursing practice requires master's preparation and, where available, certification in a specialty area of practice by a recognized nursing

certification program. Advanced nursing practice is based on a unique body of knowledge derived from scientific research and clinical practice. This knowledge base enhances the graduate's ability to synthesize interrelating factors that influence the health of individuals and populations in their environment. The faculty believes that the nurse in advanced practice is proficient in a defined body of knowledge and a selected area of nursing practice. The nurse in advanced practice may work in an independent setting or in collaborative practice with others.

The nurse in advanced practice implements the roles of educator, researcher, advocate, clinician, consultant, collaborator, and manager of systems through independent nursing assessment, diagnosis, treatment, referral, and evaluation of individuals, families, groups, communities, and healthcare systems in a variety of settings.

The M.S.N. program is composed of three major areas:

1. A graduate nursing core that provides the theoretical and research foundation necessary for advanced nursing practice;
2. An advanced nursing practice concentration that provides the student with the skills necessary to have a positive impact on healthcare;
3. Detailed study and practice in the selected area of specialization.

The faculty believe that education for the nurse in advanced practice must be a realistic, idealistic, future-oriented, teaching-learning process that promotes the development of the cognitive, affective, and psychomotor abilities contributing to professional growth and ultimate personal responsibility for continued learning. This education helps the graduate to develop justifiable confidence in the intellectual and clinical proficiency necessary for advanced practice. This process enriches the conceptual base that supports both the critical thinking and ethical decision-making expected of the nurse in advanced practice. It strengthens the sense of commitment to the attitudes and values of the nursing profession.

The faculty believe that education at the graduate level is essential to provide students with an expanded and enhanced knowledge of nursing science. This level of education enables students to perfect their personal philosophy for advanced nursing practice, to understand the emerging roles of the professional nurse, and to modify their roles and respon-

sibilities as healthcare continues to change. Students may transfer a maximum of nine credits to be applied toward the master's degree, provided the courses were completed with a grade of B or better and that the courses are appropriate for the graduate track.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B".

- M.S.N.: Adult Nurse Practitioner
- M.S.N.: Family Nurse Practitioner
- M.S.N.: Nursing Administration
- M.S.N.: School Nursing
- M.S.N.: Nursing Education
- M.S.N.: Forensic Nursing
- M.S.N.: Adult Psychiatric and Mental Health Advanced Practice Nursing

GRADUATE CERTIFICATE IN SCHOOL NURSING, SCHOOL NURSING NON-INSTRUCTIONAL, AND FORENSIC NURSING

The Monmouth University Graduate Certificate in School Nursing is intended for registered nurses interested in completing the requirements for the New Jersey School Nurse Certificate and/or the New Jersey School Nurse Certificate Non-Instructional. The program includes 11 foundation credits (three undergraduate courses NU 312, NU 413, NU 414) that are usually included as part of a B.S.N. program. (Students with a baccalaureate degree in nursing will generally receive transfer credits for the foundation courses.)

The Monmouth University Graduate Certificate in Forensic Nursing is intended for registered nurses interested in providing direct services to individuals and consultation to healthcare and law-related agencies. The program will prepare graduates to work in a variety of areas, including child/elder abuse assessment and evaluation, domestic violence intervention, sexual assault examination, mass disaster response, and death investigation.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B".

- Forensic Nursing
- School Nursing
- School Nursing-Non-Instructional

POST-MASTER'S CERTIFICATES

Monmouth's post-master's certificates are designed for nurses who have already completed a master's degree in nursing. The 26-credit nursing practitioner certificate program places advanced practice nurses in primary care or other relevant settings to work with persons in their environment through independent nursing assessment, diagnosis, and treatment or referral to another practitioner when necessary. The 21-credit Administration certificate program prepares nurses to function in management and executive positions. The 19-credit Nurse Educator certificate program prepares nurses to teach in the clinical or academic setting.

Students may transfer a maximum of six credits to be applied toward the certificate, provided the courses were completed with a grade of "B" or better and that the courses are appropriate for the certificate program. Students may select to specialize in the following clinical areas: Adult Nurse Practitioner, Family Nurse Practitioner, Nursing Administration, Nursing Education, and Adult Psychiatric and Mental Health Advanced Practice Nursing.

Please refer to the curriculum charts in the appendix for program requirements. All curriculum charts are detailed and displayed in Appendix "B".

- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nursing Administration
- Nursing Education
- Adult Psychiatric and Mental Health Advanced Practice Nursing