

The Marjorie K. Unterberg School of Nursing and Health Studies

DEAN: Janet Mahoney, Ph.D.

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 under-

graduate nursing courses concurrently with graduate 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.

NURSING

The Bachelor of Science in Nursing program is designed for graduate nurses from associate degree and/or diploma schools of nursing. The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Because this program is designed for the working R.N., whenever possible classes are scheduled to meet in one three-hour block of time, one day per week. All courses except the senior-level laboratory class are offered during both day and evening hours in alternating semesters or years. Students can therefore complete the entire B.S.N. program in

the evenings with the exception of the senior-level laboratory course that will require attendance during one day/week for one semester. Many nursing courses have an online component. Students may attend on either a part-time or full-time basis.

Every applicant must submit transcripts from all previous educational institutions attended. Each one will be individually evaluated. The University accepts all previously earned college course credits, with grades of "C" or higher, regardless of when they were earned, provided that they fulfill requirements of the program. If a course already completed is not required, it may be accepted as a free elective, or if applicable, as a guided elective. Students whose science courses were taken in diploma schools of nursing for which they received no college credit may choose to take either Excelsior or CLEP exams, as appropriate, to gain the college credit for their knowledge or they may choose to repeat the course.

Once accepted, all students will be individually advised by a faculty member from the School of Nursing and Health Studies.

Requirements for Admission to the Upper-Division B.S.N. Program: Applicants for admission must have been graduated from an approved associate degree or diploma school of nursing; be a graduate nurse who has sat for, or is eligible to sit for, the NCLEX Examination (students must have the R.N. license to enroll for Nursing 312); submit a copy of a liability and malpractice policy with minimum limits of \$1,000,000–\$3,000,000; and have achieved a grade point average of at least 2.00 in lower-division work.

After acceptance, and prior to starting classes, a student must submit to the School of Nursing and Health Studies a certificate of good health from a primary care practitioner, including a complete health history and physical exam. Before beginning clinical laboratory experiences, students will be expected to have a physical examination, with associated laboratory studies, immunizations, and criminal background checks, in accordance with the special requirements of affiliation contracts with clinical agencies.

The University will follow its normal procedure with regard to the transfer of general education credit. University policy permits credits to be brought to Monmouth by transcript evaluation or by Excelsior or CLEP tests. Monmouth University Credit by Examination is also available. The University will accept 30 transfer credits for nursing courses com-

pleted in an associate degree program. Graduates of diploma programs earn 30 credits for their lower-division nursing courses upon completion of 9 credits in nursing courses (including NU 312) with a GPA of at least 2.5.

Specific general education courses required in the program do not have to be completed before acceptance. Those that have been successfully completed at accredited institutions will be transferred, and the rest may be completed at Monmouth University concurrently with the upper-division nursing courses.

OF SPECIAL INTEREST TO NURSING STUDENTS

College-Level Examination (CLEP)	Monmouth University Course Equivalent	Credits
General Psychology	PY 103, Introduction to Psychology	3.0
Human Growth and Development	PY 151, Life-Span Development	3.0
Introductory—Sociology	SO 101, Introduction to Sociology	3.0
Western Civilization	HS 101–102, Western Civilization I–II	3.0

For General Exams: See pages 20-21.
 Local testing center: Brookdale Community College, 732-224-2583 or 732-224-2229.

RN to MSN Direct Program

The School of Nursing and Health Studies offers an RN to MSN Direct Program. This program is designed to allow nurses to more quickly attain a Master of Science in Nursing degree. Registered nurses who presently hold an associate degree or diploma in nursing will be able to earn an MSN degree without earning a baccalaureate degree. The RN to MSN program is a combination of undergraduate and graduate courses. Students will need to complete a total of 150 credits. Students may be able to complete the program in as little as three years. When a student completes at least 22 credits of the baccalaureate-level courses and a minimum of 90

credits overall, the student will apply for matriculation into the MSN program. The criterion that is currently used to accept students into the MSN program will be used for students for the RN to MSN Direct Program. Once accepted in the MSN component as a matriculated graduate student, the student will be charged graduate tuition.

BACHELOR OF SCIENCE IN NURSING

Please refer to the following curriculum chart for program requirements. All curriculum charts are detailed and displayed in Appendix “B”.

- Bachelor of Science in Nursing

CERTIFICATE IN GERONTOLOGY

Interdisciplinary program, 15 credits, coordinated by Professor Janet Mahoney. Includes designated courses in Anthropology, Nursing and Health Studies, Psychology, Social Work, and Sociology. Please refer to the following curriculum chart for program requirements. All curriculum charts are detailed and displayed in Appendix “B”.

- Undergraduate Certificate in Gerontology

All students are expected to maintain membership in the A.N.A./N.J.S.N.A. The faculty of the School of Nursing and Health Studies at Monmouth University reserve the right to dismiss a student from the program regardless of cumulative grade point average if, in the opinion of the faculty, the student fails to meet acceptable professional standards of behavior.

HEALTH STUDIES

The Bachelor of Science in Health Studies degree at Monmouth University focuses on developing professionals who desire to promote health and prevent disease across diverse areas in medical, community, non-profit, corporate, or government settings. The curriculum also offers a broad and intensive education in the relationship between lifestyle and health. Monmouth University is the only private university in New Jersey to offer an undergraduate health studies major.

The health studies major has been designed to allow students the flexibility to add a second major or a minor that can be combined with preparation for a health studies career. For example, a student could combine a major in health studies with a major or a minor in communications or journalism and pursue a

career as a writer of health and health-related topics. Many health care agencies seek to have college graduates with knowledge about health in many areas of employment.

The health studies program can also be used as a baccalaureate completion program for graduates of associate degree programs. For example, graduates with associate degrees in radiologic technology or respiratory therapy can complete their bachelor's degree in health studies. Students may also choose to pursue graduate study in a variety of areas such as public health, community health education, hospital or healthcare administration, or holistic health. In addition, the health studies major may be used as pre-medical or pre-dental preparation, provided the student identifies an interest in applying to medical school early and connects with a Monmouth University pre-health advisor for guidance.

The Bachelor of Health Studies is designed to:

- Increase knowledge about health and health-related topics;
- Enable students to communicate how lifestyle choices may be related to the cause or prevention of disease;
- Expand interdisciplinary and comprehensive understanding of health issues;
- Facilitate internships in health-related agencies and corporations.

The field is as broad as it is diverse, with excellent career options.

Employment settings may include:

- Hospitals and other healthcare agencies
- Community health agencies
- Social service agencies
- Private industry (e.g., pharmaceutical companies, consulting firms)
- Health insurance companies
- Non-profit and government health agencies (local, state and federal)
- Active adult communities
- Assisted living agencies
- Commercial wellness/fitness centers
- Adult education settings
- Colleges and universities

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

- Bachelor of Science in Health Studies

MINOR IN HEALTH STUDIES

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

- Minor in Health Studies

PHYSICAL EDUCATION

Offerings in physical education are overseen by Dean Marilyn M. Lauria, Ed.D. See Appendix "A" of this catalog for a listing of the various physical education courses. Note that a maximum of four credits of physical education will be applied toward degree requirements.