

MARJORIE K. UNTERBERG
SCHOOL OF NURSING AND HEALTH STUDIES
NURSING STUDENT HANDBOOK
FALL 2011

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Dear Student:

Welcome to the Marjorie K. Unterberg School of Nursing and Health Studies at Monmouth University. We offer an upper division Bachelor of Science in Nursing program for registered nurses, Master of Science Degrees in Nursing, as well as graduate and post master's certificates for nurses. Starting in 2011, we offer the Doctor of Nursing Practice program. The DNP is the first doctoral program at Monmouth University. We have majors in Health Studies, Health Studies and Physical Education, and Health Studies, Physical Education and Education. The latter is for students interested in teaching K-12.

The undergraduate nursing program builds upon students' past educational experiences and helps continue your professional and personal development. Graduates of the program are prepared to practice professional nursing, to assume leadership positions in a variety of health care settings, and to pursue graduate education in nursing. The upper division BSN program at Monmouth University is designed to meet the needs of nurses and clients in the central New Jersey area. The faculty remains committed to maintaining a program of academic excellence and to providing as flexible a program as possible in order to facilitate completion by students attending either full or part time.

The RN to MSN Direct 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 a MSN degree without earning a baccalaureate degree. The RN to MSN program is a graduate program. Students will need to complete a total of 150 credits.

The M.S.N. program is designed to meet the needs of area nurses for advanced education. It was designed to educate nurses to provide high quality, cost effective care to clients in the central New Jersey area. Specializations are offered for: Adult Nurse Practitioner, Family Nurse Practitioner, Adult Psychiatric & Mental Health Advanced Practice Nursing, Nursing Administration, Nursing Education, School Nursing and Forensic Nursing. In addition, we offer Post Master's Certificates for nurses who already have a Master's degree in nursing in: Adult Nurse Practitioner, Family Nurse Practitioner, Adult Psychiatric & Mental Health Advanced Practice Nursing, Nursing Education and Nursing Administration as well as graduate certificates in School Nursing and Forensic Nursing. We have a program for RNs with a bachelor's degree in another field. Students take 9 undergraduate credits and are designated as graduate students.

The Marjorie K. Unterberg School of Nursing and Health Studies was named in honor of Marjorie K. Unterberg, a long time advocate for nursing. Mrs. Unterberg provided support to the Monmouth University nursing program for many years prior to her death.

In this student handbook, you will find information important to your career at Monmouth University as a nursing major. It is intended to supplement the Monmouth University Undergraduate and Graduate Catalogs and the Student and Residential Life Handbook. The information in this handbook is specific to nursing majors and is designed for use throughout your career at Monmouth University. You are expected to be familiar with its content and to abide by the rules and regulations that it contains.

If, at any time, you have either comments or questions regarding the nursing programs, courses, expectations, etc., feel free to discuss them with me or with Dr. Sharon Stark, Associate Dean. Please contact Diane Hansen, Administrative Assistant to the Dean, for an appointment to see one of us. I wish you much success in your educational and professional endeavors.

Sincerely,

Janet Mahoney, RN, Ph.D., APN-C, NEA-BC

Dean/Professor, Marjorie K. Unterberg School of Nursing and Health Studies

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PHILOSOPHY – SCHOOL OF NURSING AND HEALTH STUDIES

The Marjorie K. Unterberg School of Nursing and Health Studies faculty believe that health is a dynamic process influenced by the individual's holistic response to the environment. Health involves an interaction between the internal and external environments as the individual strives for harmonious balance.

Professional nursing is an art and a science that is concerned with human health and welfare. Nurses act individually and collaboratively by motivating persons to value health, promoting social change, and advocating for those in need. Nursing education at Monmouth University provides a learning environment which enables baccalaureate and graduate students to realize their full potential and to enhance the quality of life for individuals, families, groups and the community.

One important role of nursing is to provide health education to the general public. Through the Health Studies Minor, the nursing faculty provide education for the general University population on a variety of health issues.

MISSION OF THE SCHOOL OF NURSING AND HEALTH STUDIES

The mission of the School of Nursing and Health Studies includes:

1. The undergraduate program prepares 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 a professional nurse who promotes, restores, and maintains health for individuals, families, groups, and the community.
2. The graduate programs prepare nurses for advanced nursing practice by providing advanced professional learning and activity to help the nurse develop expertise in a defined body of knowledge. The professional component of these programs is based upon nursing science and focuses on the promotion, restoration, and maintenance of health and wellness for individuals, families, groups, and communities in a variety of health care settings. Students are prepared to participate at a leadership level in the process of delivery of health services and education.
3. The Health Studies program introduces non-nursing students to a variety of topics concerning personal health, nutrition, sexual health, women's health and the health of nations and cultures of the world. These topics contribute to the development of an understanding of health and its impact on individuals, families, groups and communities.

PHILOSOPHY OF THE UNDERGRADUATE NURSING PROGRAM

The faculty believe 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. We believe that the baccalaureate is the first professional degree in nursing, that it prepares a generalist, and that it 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 believe that education is an active, ongoing process involving student-teacher collaboration and that learning is an experiential activity. We 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. We recognize 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, this faculty looks to baccalaureate education to provide students with a 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.

MISSION

The mission of the undergraduate program at Monmouth University is to prepare a registered nurse 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 a professional nurse who promotes, restores, and maintains health for individuals, families, groups, and the community.

UNDERGRADUATE PROGRAM OBJECTIVES

- A. Synthesize knowledge from the humanities, the natural, behavioral and nursing sciences as a basis for professional nursing practice.
- B. Apply the nursing process at a professional level to promote, maintain and/or restore optimum wellness of individuals, families, groups, and the community.
- C. Contribute to the development of nursing science according to interest and ability.
- D. Demonstrate nursing leadership in a variety of settings.
- E. Demonstrate critical thinking, clinical decision making, communication skills and ethical behaviors in professional nursing.

CONCEPTUAL FRAMEWORK

The conceptual framework of the Monmouth University BSN Program is derived from the philosophy, mission and objectives of the program. The conceptual framework provides a structure for the organization and synthesis of nursing knowledge and for the selection of appropriate learning experiences.

Utilizing both a developmental and a holistic approach, this curriculum focuses on fostering high-level wellness among individuals, families, groups, and the community by promotion, restoration, and maintenance of optimum health.

DEVELOPMENT

The developmental approach is implemented by viewing the individual's unique journey from birth through death on the wellness/illness continuum. Human development is a continuous, irreversible and complex process that is influenced by genetic characteristics interacting with environmental factors and life events. The study of human development focuses on both the quantitative and qualitative changes in the life process. The spheres of investigation include biophysical, psychosocial, sexual, cultural, and spiritual influences.

Human existence is a dynamic process. In progressing from birth to death, humans pass through predictable stages. Inherent in each stage is a developmental crisis, that is, a critical time for mastering a particular task. The individual needs to resolve each crisis successfully in order to optimize future development. The growth and development of individuals and families and their impact on the development of communities is an ongoing process. Nurses with knowledge of the developmental patterns of the lifespan are able to interact with clients to foster task mastery, crisis resolution, and development of optimum potential. Monmouth University graduates are prepared to take strong leadership roles in workplace and community settings. The philosophy of the nursing program is congruent with this emphasis. The faculty believes that the educational program offered at Monmouth University facilitates the development of BSN students in their continuing personal as well as professional growth.

The major concepts that reflect the conceptual framework of the curriculum are the individual, the environment, health, and nursing. A holistic approach is reflected in faculty beliefs about these concepts.

THE INDIVIDUAL

Within each individual there is an innate potential that is actualized through constant interaction with the environment. Individuals are unique, holistic beings who have freedom of choice to shape their own destiny within the confines of their environment. We view individuals as open systems, greater than and different from the sum of their parts, who continuously exchange energy with the environment. Individuals use coping mechanisms as they strive toward full potential in their biophysical, psychosocial, sexual, cultural, and spiritual dimensions. Growth and development continue throughout the life span, and learning is a key factor in this process. As individuals evolve toward increasing complexity and diversity, a variety of learning styles is used to develop their optimum potential. Persons are, therefore, the result of their life experiences.

Each individual is viewed as an integral part of other systems, such as family, community, and society. Individuals join together into groups to maximize their potential within the environment. Groups are seen as being social, economic, religious, political, sexual, cultural, racial, and ethnic in nature. Patterns of behavior generated by the values, beliefs and perceptions of individuals, and of the groups to which they belong, influence the health of the individual.

THE ENVIRONMENT

The environment includes all of the internal and external experiences that influence the growth and development of the individual. Environmental experiences have physical, psychological, sociocultural, economic and political dimensions. For example, the groups with which the individual interacts become a part of the individual's environment. Individuals affect the environment in attempting to meet their own needs. In turn, the environment affects the individual. This ongoing process continually alters both the individual and the environment. Interplay between the individual and the environment is manifested in patterns of interactions that may be relevant to health.

HEALTH

Health is a dynamic process that is influenced by the individual's holistic response to the environment. Health involves an interaction between the internal and external environment as the individual strives for harmonious balance. The level of health that individuals achieve is influenced by the choices they make to meet their needs and drives as well as their ability to develop to their full potential. The optimum level of health is unique for each individual at birth and throughout the lifespan. Health is influenced by physical, mental, spiritual, sexual, emotional, cultural and social factors.

NURSING

Professional nursing is an art and a science that is concerned with human health and welfare. Nursing's unique function is to diagnose and treat human responses to actual or potential health problems. Nursing's purpose is to promote, maintain, and restore health and/or allow for a peaceful, dignified death. The focus of professional nursing is the individual, family, group, or community in constant interaction with the environment. Professional nursing is concerned as well with the quality of life and the preservation of human rights.

Nurses act individually and collectively to motivate persons to value health, to promote social change, and to advocate for those in need. Nurses work with consumers both independently and with other professionals to provide health care to all persons.

The nurse incorporates a variety of roles into professional practice. To the client, the nurse may be an advocate, collaborator, consultant, teacher, counselor, care giver and care systems manager. Within the health care system, the nurse is a leader, role model, collaborator and consultant. In all of these roles, the nurse demonstrates the accountability and responsibility that is characteristic of a professional. Professional nurses are independent practitioners who use critical thinking to make considered judgments upon which they act. They are responsible for their own professional growth and continued learning. They are accountable to their clients and to their profession for their practice.

Nursing seeks to advance its contributions to individuals and society through the nursing process, nursing leadership and nursing research.

NURSING PROCESS

The nursing process is a conceptual approach used to meet the health needs of clients. It is a systematic approach to problem solving used by professional nurses and expected of students throughout the nursing curriculum. The nursing process involves assessment, nursing diagnosis, planning, implementation, and evaluation. It starts with the individual and progresses to include families, groups, and the community. It recognizes both strengths and weaknesses of the client. The nursing process requires knowledge of the art and science of nursing, critical thinking, logical analysis, and ethical decision-making.

NURSING LEADERSHIP

The curriculum is structured to prepare professional practitioners. The faculty believes that leadership is an integral component of professional nursing practice. As part of the professional role, the development of leadership skills is essential. This requires an examination of the following topics: nursing issues and ethics, informed consent and patient's rights, accountability to and advocacy for the client, autonomy and independent practice, the legal and political influences on nursing practice, change theory, assertive behavior, and management of client care and population aggregates.

NURSING RESEARCH

Nursing research involves the identification, examination and expansion of the theoretical base of nursing. Baccalaureate nurses, as professionals, must interpret research, understand research methodologies, analyze findings, and utilize those results that will foster the optimum development of nursing practice. Logical and critical thinking is enhanced by the acquisition of knowledge about the research process and an appreciation of the rigor of the process.

Continuing development of a scientific body of knowledge is imperative for enhanced professionalism in nursing with the objective of improving client services. Therefore, understanding the scientific method of inquiry cannot be reserved for expert nurse researchers, alone. Practicing nurses, administrators and educators, who are the consumers of nursing research, must become familiar with the methods whereby the scientific body of knowledge grows. Decisions and actions which are based on scientifically documented knowledge bolster the professional accountability of nurses. Understanding and utilizing the methods and results of scientific inquiry are crucial to the development of both individual nurses and the profession of nursing.

300 LEVEL OBJECTIVES

1. Integrate knowledge from the sciences and humanities to promote the development of professional nurses' roles as the provider of care, coordinator of care and member of a profession.
2. Assess the biophysical, psychosocial, developmental, cultural, sexual, and spiritual factors that influence the individual.
3. Value the nursing process as the primary tool of professional practice in the care of individual clients.
4. Demonstrate an understanding of nursing theory and research.
5. Use and apply communication techniques.
6. Assess one's personal attitudes, values and beliefs and their impact on professional nursing practice.
7. Evaluate the effects of changing social issues on professional nursing.
8. Analyze the evolving scope of professional nursing practice.
9. Recognize the relationship between nursing theory, nursing research, nursing science, and professional nursing practice.
10. Develop critical thinking skills.
11. Develop a personal philosophy of nursing.

400 LEVEL OBJECTIVES

1. Communicate effectively.
2. Implement the nursing process in a variety of settings.
3. Utilize critical thinking to develop and implement plans of care to meet the health needs of individuals, families, groups, and the community.
4. Educate individuals, families, groups, and the community about health.
5. Implement a personal philosophy of nursing incorporating life long learning and professional accountability.
6. Prepare strategies for contemporary roles and future demands in professional nursing and the health care delivery system.

7. Demonstrate leadership in interaction with individuals, families, groups, and the community.
8. Apply knowledge from the sciences, humanities, and nursing science to improve professional practice.
9. Collaborate with other professionals to maximize the outcome of the nursing process.

The curriculum of the undergraduate program is derived from the program objectives listed above. These objectives provided clear guidelines to the faculty in the development of the undergraduate program. Furthermore the level objectives added to the clarity of what content is included in the 300 and 400 level courses. The outcomes of the undergraduate program are derived from the mission, philosophy and objectives of the nursing program.

UNDERGRADUATE OUTCOMES

1. One hundred percent of graduating students demonstrate writing proficiency.
2. One hundred percent of graduating students participate in course presentations to their peers utilizing current nursing literature, as well as literature from other disciplines.
3. One hundred percent of graduating students develop and present a research proposal to their peers.
4. One hundred percent of graduating students provide professional nursing care to individuals, families, groups, and populations.
5. One hundred percent of graduating students participate in assessment of various surrounding communities.
6. One hundred percent of graduating students present a teaching project in the community.
7. One hundred percent of graduating students participate in a leadership/community service project.
8. One hundred percent of graduating students will be able to identify cultural influences on health.
9. One hundred percent of graduating students will use technology to retrieve and present information.
10. Thirty percent of graduating students will have attended a continuing education program within a one year post graduation period.
11. Twenty five percent of graduating students will have enrolled in graduate education within a five-year post-graduation period.

B.S. in NURSING

ADMITTED: _____ STUDENT # _____

BSN 2011
Gen Ed 2010

Home Phone _____

STUDENT: _____

Cell Phone _____

ADDRESS: _____

Place of Employment _____

FORMER COLLEGE: _____

TOTAL TRANSFER CREDITS: _____

1. FOUNDATION STUDIES (15 cr.)

- EN 101-102. Eng. Comp. _____ | _____ (6)
- HS Historical Perspectives _____ (3)
- MA Mathematics (Excluding 050 & 101) _____ (3)
- AR Art or DA Dance or MU Music
or TH Theater _____ (3)

2. ADVANCED STUDIES (9 cr.)

- LIT English Literature _____ (3)
- ISP Interdisciplinary Studies _____ (3)
- TL Technological Literacy (HE100 or IT 100) _____ (3)
- RD Reasoned Oral Discourse _____ NU413 _____ (0)
- CD Cultural Diversity _____ NU365 _____ (0)
- GU Global Understanding _____ NU360 _____ (0)

3. REQUIREMENTS OUTSIDE MAJOR (22 cr.)

- BY 111-112 Anatomy & Phys _____ | _____ (8)
- BY 107 Microbiology Health/Dis. _____ (4)
- SO 101 Intro to Sociology _____ (3)
- PY 103 Intro to Psychology _____ (3)
- CE 109 Intro Gen., Organic & Biochem _____ (4)

4. GENERAL REQUIREMENTS

Fulfilled by Major Requirements
 Experiential Education _____
 Two Writing Intensive Courses _____

5. MAJOR REQUIREMENTS (60 Cr.)

30 Credits Lower Division Nursing Courses _____

- NU 311 Issues & Trends Prof. Nursing _____ (3)
- NU 312 Individ. Health Assessment _____ (3)
- NU 355 Nursing Research _____ (3)
- NU 360 Transcultural Health _____ (3)
- NU 365 Wisdom, Wellness & Aging _____ (3)
- NU 413 Nursing of Young Family _____ (3)
- NU 414 Nursing of Communities _____ (3)
- NU 415 Community Health Nursing Lab _____ (3)
- NU 440 Health Policy _____ (3)
- NU 450 Nursing for the Future _____ (3)

6. GUIDED ELECTIVES (Select three courses)

- NU 324 Human Sexuality _____ (3)
- NU 370 Alternative/Comp. Health _____ (3)
- HE 340 Environmental Health Issues _____ (3)
- HE 225 Mind/Body Connection _____ (3)
- PR 422 AIDS & Global Society _____ (3)
- PR 433 Death and Dying _____ (3)
- PY 203 Child Psychology _____ (3)
- PY 204 Adolescent Psychology _____ (3)
- NU/HE 330 Women's Health _____ (3)
- NU/HE 375 Health in Dev. Countries _____ (3)
- NU/HE 380 Nutrition and Health _____ (3)
- NU/HE 476 Interpersonal Violence _____ (3)

Or other courses as deemed appropriate by the student and advisor

_____ ()
 _____ ()
 _____ ()

7. FREE ELECTIVES (13 credits)

_____ ()
 _____ ()
 _____ ()
 _____ ()
 _____ ()
 _____ ()

TOTAL CREDITS REQUIRED

128

MONMOUTH UNIVERSITY SCHOOL OF NURSING COURSE DESCRIPTIONS

UNDERGRADUATE

NU 311/RN500A Issues and Trends in Professional Nursing (3 credits)

Utilizing the Monmouth University philosophy of nursing, the course explores the role of the nurse as a professional practitioner and as a member of the healthcare team. Course content includes: trends and issues affecting healthcare of consumers, nursing, nursing education, and the healthcare delivery system, professional accountability, legal and ethical concerns, client advocacy, and political and social issues related to healthcare.

NU 312/RN500B Individual Health Assessment (3 credits: 2 lec, 3 lab hrs)

Theory and practice of health assessment skills, identification of deviations from normal, and documentation of findings. Use of techniques in university laboratory to collect subjective and objective assessment data from a developmental, hereditary, environmental, and nutritional perspective. Relationship of health assessment to the role and responsibilities of the professional nurse in application of the nursing process. Application of these skills is expected in NU 415. Prerequisites: Biology 111 and 112, R.N. license and malpractice insurance, credit for lower-division nursing courses.

NU/HE 324/RN500C Human Sexuality: Implications for Health Professional (3 credits)

Human Sexuality is an introductory course designed to provide the student with a factual background as well as in-depth understanding of his or her own and other's sexuality and how it affects health. This course focuses on developing an understanding of the essential components of human sexuality and its interrelationship with human development. Social, cultural and developmental determinants will be examined for their influence upon human sexuality. The course will examine the relationship between human sexuality and professional nursing practice. Content will include: the use of a sexual history in the nursing assessment, sexually transmitted disease, effects of pregnancy and aging on sexuality, effects of medical, surgical and chronic health problems on an individual's sexual functioning and identity. The role of the nurse as an educator/counselor is then discussed.

NU/HE 330 Women's Health in Diverse Cultures (3 credits/elective)

Health care needs/concerns of women from diverse cultures will be examined. The focus will be on African, Asian, Caribbean and Latina perspectives of health beliefs, health practices, physical and psychological threats, and ethical issues. Body image, sexuality, marriage customs, reproduction, childbirth, parenting, lifestyle choices, menopause and aging will be examined within the context of culture and contrasted to those of Western women.

NU 355 Research Methods in Nursing (3 credits)

The course focuses on the nurse as a consumer of research. Emphasis is placed upon studying the steps of the research process as a basis for understanding investigation of nursing problems and the application of findings to practice. This course seeks to prepare students with an introduction to basic methodological and statistical concepts. Not open to students who have passed Nursing 350. Prerequisites: English 101 and 102 or permission of the instructor.

OR

NU 512 Nursing Research for Advanced Nursing Practice I (3 credits)

Critical appraisal of the role of nursing research and methods of inquiry in the development of nursing theory and practice. Qualitative and quantitative research methods; research design; measurement theory and strategies; methods of data analysis; reading, critiquing and writing research reports; ethics; application of research techniques for outcome evaluation and evidence-based practice. (Formerly Course Number NU520) Prerequisite: Nursing 509.

NU/HE 360/RN500D Transcultural Health (3 credits)

The course focuses on African, Asian, Caribbean, South and Latin-American, Middle-East and Indian beliefs, values and health practices, physical and psychological threats to health, and ethical issues. Differences of cultural beliefs related to health, illness and the impact on the delivery of healthcare will be examined. Not open to students who have passed Nursing 410.

NU/HE 365/RN500E Wisdom, Wellness & Aging (3 credits)

This course is designed to provide an understanding of the cross-cultural variations in the status of aging and health in older adults. Examples of various cultures include examining older adults from non-English speaking countries such as Korea, Iran, Mexico, China, and Brazil. It will examine factors that affect the economic, social and health care decisions made by the older adult from these diverse populations as well as other nations. In addition, topics to be covered include examinations of health implications on aging populations in non-English speaking countries. This course will also compare countries, such as Japan, India, Nigeria, in order to explore how their specific culture influences caregiving, social support networks, and community. Specific cultural views of love, intimacy and sexuality in older adults will be examined. Also listed as Health 365.

NU/HE 370 Alternative/Complementary Health Therapies (3 credits/elective)

Cultural origins of alternative/complementary (CAM) therapies will be discussed. Perspectives of health and healing through co-mingling Eastern Traditional Complementary and Alternative (TCAM) therapies and Western biomedical practices into an integrative strategy will be examined. Appropriate therapies for health promotion and specific illness contexts, potential risks/benefits, ethical issues addressing treatment choices and global entities that employ CAM therapies will be discussed. There will be an emphasis on choosing CAM therapies that are supported by research as safe and effective. Knowledge of reliable sources of information on the Internet will improve decision-making regarding therapies.

This course satisfies three credits of the Cross Cultural requirements.

NU/HE 375 Health in Developing Countries: A Cross Cultural Perspective (3 credits/elective)

This course is designed to introduce students to the concept of health as a cross-cultural issue. Students will examine their own health beliefs and practices and expand their understanding of health and health issues of the developing world. Contemporary health issues will be analyzed. Healthcare delivery systems in selected countries in Asia and Africa will be examined and compared to the American healthcare system. Students are expected to problem solve and postulate solutions to contemporary and emerging health issues. This course satisfies three credits of the Cross Cultural requirements.

NU/HE 380 Nutrition and Health (3 credits/elective)

This course is designed for students with or without a background in nutrition. An introduction to the physiology of nutrition, basic concepts of normal nutrition and nutrition in chronic disease (such as diabetes mellitus, cardiovascular disease and obesity) will be explored. The course will include a study of the basic nutrients and the gastrointestinal system in its role of digestion, absorption and metabolism. Food needs of an individual throughout life (birth to old age) will be considered along with necessary dietary modifications caused by decreased activity. Food fads and fallacies will be discussed as will factors to consider in choosing a healthy diet. Current concerns such as: how safe are the additives in our foods, the role of sugar, salt and highly processed foods, alternative therapies such as herbal remedies and phytochemicals and their potential roles in modern nutrition will be studied. Weight management will be addressed as it relates to medical nutrition therapy.

NU 398 Special Topics in Nursing (3 credits/elective)

An intensive study of a particular area of concern in nursing and health care delivery to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis.

NU 399 Independent Study in Nursing (1-3 credits/elective)

Guided research and in-depth study of an area of nursing and/or healthcare of particular interest to the student. Prerequisites: Permission of the directing professor and department chair.

NU 413/RN500F Community Health Nursing I: Nursing of the Young Family (3 credits)

The family as the basic unit of care in the community: a developmental approach to the nursing care of expanding families from conception through adolescence; the concept of health, environmental and genetic influences. Impact of political and economic policies, educational principles, ethics, health promotion, illness prevention and common deviations from health. Prerequisites: All required 300-level Nursing courses, English 101 and 102 or permission of the instructor.

NU 414/RN500G Community Health Nursing II: Nursing of Communities (3 credits)

Care of groups and communities: a developmental approach focusing on young adulthood through senescence. Community health and public health theories, epidemiology, health promotion, illness prevention, research, ethics, palliative care, vulnerable populations, and common deviations from health. Prerequisites: NU 413, English 101 and 102 or permission of the instructor. Corequisite: Nursing 415.

NU 415 /RN 500H Community Health Nursing Laboratory (3 credits, 12 clinical hours)

The 12 hour clinical laboratory for Community Health Nursing. The nursing process is applied in a variety of community settings to clients from the formation of the family through senescence. Application of principles of health education, health promotion, and illness prevention in a culturally sensitive manner. Prerequisites: 413. Corequisite: Nursing 414.

NU/HE 440/RN500J Health Policy (3 credits)

This course will delve into the core elements that define health policy. It will describe factors such as the healthcare delivery systems (public/non-profits vs. private/for profits), access to care, healthcare financing, quality of care issues, and social issues such as gender and culture and their impact on health and healthcare. The dynamics of the policy making process at different levels (federal, state and local) will be explored, along with policy analysis and how policy influences health care decisions. The complexities and challenges of health care reform will be identified. Also listed as Health Studies 440. Prerequisites: Health Studies 101, 160, 212, and 225; and English 101 and 102 or permission of the instructor. Corequisites: Health or Nursing 324, Health 335 and 380.

NU 450/RN500I Nursing for the Future (3 credits)

The acquisition of knowledge and skills necessary for personal and professional growth designed to address the elements of successful leadership in a manner which is practical and relevant for today's professional nurse. Prerequisites: All 300-level Nursing courses, English 101 and 102 or permission of the instructor.

NU/HE 476 /RN500K Interpersonal Violence (3 credits)

Examines the various types and patterns of violence related to cultural values, beliefs, biases and societal issues, as well as the historical perspective of violence. Content includes family, community, youth, and workplace violence, child, domestic, elder and sexual abuse. Theories concerning gender violence, gangs, bias and hate crimes, and terrorism are challenged. Public health and health care issues related to violence, and primary, secondary, and tertiary level interventions for victims and offenders of violence are

discussed. Individual responsibilities associated with identification and reporting violence are identified. Health care measures to identify and prevent violence are analyzed. Methods of treatment for victims and perpetrators of violence are evaluated.

NU 498 Special Topics in Nursing (1-3 credits/elective) An intensive study of a particular subject or problem in nursing to be announced prior to registration. The course may be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in course schedule booklet; satisfaction of the writing proficiency requirement.

NU 499 Independent Study in Nursing (1-3 credits/elective)
Guided research and in-depth study of an area of nursing and/or health care of particular interest to the student. Prerequisites: All 300-level Nursing courses; satisfaction of the writing proficiency requirement; permission of directing professor and school chair.

PR 422 AIDS and the Global Society (3 credits/perspective)
A global perspective on the HIV/AIDS pandemic using three major disciplinary approaches of biology, public health, and social anthropology. The impact of the disease on individuals, families, communities in western and non-western countries, associated social, psychological, ethical, economic, and health issues are explored.

PR 433 Death and Dying (3 credits/perspective)
A study of attempts to understand the meaning of death and the cultural practices that surround death and dying. The disciplines represented in this course include bioethics, literature and philosophy. Prerequisites: 90 credits and completion of all other general education requirements including the writing proficiency requirement

RN to MSN Direct

2011 Curriculum

SEMESTER ADMITTED: _____

STUDENT # _____

STUDENT: _____

Home Phone _____

ADDRESS: _____

Cell Phone _____

SCHOOLS ATTENDED: _____

TOTAL NUMBER FREE ELECTIVES (17 - 32)

FNP – 17 ANP - 20 Psych NP - 20

Forensic Nursing - 23

School Nursing (BSN) - 32 (No BSN) - 23

Nursing Educ. – 26 Nursing Admin. - 26

ADMISSION REQUIREMENTS (28 CREDITS)

English Composition I and II (6)

Microbiology (4)

Anatomy & Physiology I and II (8)

Chemistry (4)

Intro to Psychology (3)

Social Science (3)

FREE ELECTIVES TRANSFERRED IN _____

FREE ELECTIVES TAKEN AFTER ADMISSION

RN REQUIREMENTS (30 credits)

RN 500A (NU311) Issues/Trends Prof. Nurs. _____

RN 500B (NU312) Individ. Health Assess. _____

RN 500D (NU360) Transcultural Health _____

RN 500E (NU365) Wisdom/Wellness/Aging _____

RN 500F (NU413) Nurs. Of Young Family _____

RN 500G (NU414) Nurs. Of Communities _____

RN 500H (NU415) Com. Health Nurs. Lab. _____

RN 500I (NU450) Nursing for the Future _____

RN 500J (NU440) Health Policy _____

RN 500K (NU476) Interpersonal Violence _____

LOWER DIVISION NURSING (30 credits) _____

MSN TRACK

Adult Nurse Practitioner _____

Family Nurse Practitioner _____

Nursing Administration _____

School Nursing _____

Nursing Education _____

Forensic Nursing _____

Adult Psych. & Mental Health APN _____

GRADUATE CREDITS FOR CHOSEN TRACK

NU509 may be taken at any time _____

TOTAL CREDITS REQUIRED 150

RN TO MSN DIRECT PROGRAM

PROGRAM AND ADMISSION REQUIERMENTS

The RN to MSN Direct 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 on completion of a combination of preparatory RN graduate courses and graduate courses totaling 150 credits. Through full time or part time study, RNs are provided the opportunity to advance their professional careers.

Students are accepted into the RN to MSN Direct program as a graduate student. Successful completion of 30 credits of developmental RN graduate courses (RN 500 A-K) is a prerequisite to taking nursing graduate courses. Students need a minimum GPA of 2.75 in RN courses.

Prior to being accepted into the RN to MSN Direct program, registered nurse applicants need to have completed the required undergraduate courses, which include: English Composition I and II, Microbiology, Anatomy and Physiology I and II, Chemistry, Introduction to Psychology, and an additional 3 credits in Social Science, for example Introduction to Sociology. These courses with a grade of C or better will transfer in.

Students are able to transfer in 30 undergraduate lower division nursing courses, in addition to transferring in 28 credits for the required undergraduate courses. Additional transfer credits at the undergraduate level (17 to 32 credits) are needed depending on the MSN track. Students are required to complete 30 graduate RN credits and 36 to 45 graduate nursing credits depending on the selected MSN track. A total of 150 credits are needed to complete the RN to MSN Direct Program. Graduate tuition and fees apply. Should a student have less than 150 credits after completing the MSN degree, electives at the master's level will need to be taken to reach 150 credits.

RN TO MSN DIRECT

Students without a baccalaureate degree will be accepted as graduate students in the RN to MSN Direct Program. Graduate tuition and fees apply.

1. Possession of an associate's degree in nursing or diploma in nursing from an accredited program with a minimum of a 2.75 GPA.
2. GRE scores may be waived pending a minimum of a "B" (3.0) earned in each of the first four NU graduate courses of the graduate program. Satisfactory GRE scores will be required to continue if a "B" or better is not earned in each of the first four courses.
3. A personal statement (one to two pages) outlining professional goals.
4. Two letters of recommendation.
5. One year of clinical experience is necessary to begin the clinical specialty.
6. Possession of an RN license or is eligible to take the NCLEX examination to enroll in Individual Health Assessment.
7. A current New Jersey R.N. license and proof of current \$1,000,000 to \$3,000,000 liability and malpractice policy
8. Resume
9. After acceptance, 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 student are required 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.

10. Prior to being accepted into the RN to MSN Direct program, registered nurse applicants need to have completed the required undergraduate courses, which include: English Composition I and II, Microbiology, Anatomy and Physiology I and II, Chemistry, Introduction to Psychology, and three credits in Social Science. These courses with a grade of C or better will transfer in.

Students who do not meet the criteria to be accepted into the MSN program may apply to the BSN program and fulfill the baccalaureate requirements.

The Marjorie K. Unterberg School of Nursing and Health Studies is accredited by the Commission on Collegiate Nursing Education

CURRICULUM

Students are required to complete the following developmental nursing courses (30 credits):

RN 500A/NU311 Issues and Trends in Professional Nursing (3)

RN 500B/NU312 Individual Health Assessment (3)

RN 500D/NU360 Transcultural Health (3)

RN 500E/NU365 Wisdom, Wellness and Aging (3)

RN 500F/NU413 Nursing of the Young Family (3)

RN 500G/NU414 Nursing of Communities (3)

RN 500H/NU415 Community Health Nursing Lab. (3)

RN 500I/NU450 Nursing for the Future (3)

RN 500J/NU440 Health Policy (3)

RN 500K/NU476 Interpersonal Violence (3)

See undergraduate course descriptions

SEQUENCE CHART

RN to MSN Direct

Fall

RN 500A

RN 500B

RN 500D

Spring

RN 500E

RN 500J

RN 500K

Fall

RN 500F

RN 500I

RN 500K

Spring

RN 500G

RN 500 H

NU 509 is the only graduate level nursing course that can be taken before completing developmental nursing courses in the RN to MSN Direct program.

PHILOSOPHY OF THE GRADUATE NURSING PROGRAMS

The faculty of the School of Nursing 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 graduate 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 believe 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 implements the roles of educator, researcher, advocate, clinician, consultant, collaborator, and manager of systems. This is accomplished through independent nursing assessment, diagnosis, treatment, referral, and evaluation of individuals, families, groups, communities, and health care systems in a variety of settings. Advanced nursing practice facilitates cost effective consumer access to health care services of high quality and fosters consumer responsibility for informed decision making with respect to self-care. The nurse in advanced practice may work in an independent setting, or in collaborative practice with other professionals.

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 responsibilities as health care continues to change.

MISSION

The mission of the graduate program at Monmouth University is to prepare nurses for advanced nursing practice by providing advanced professional learning and activity to help the nurse to develop expertise in a defined body of knowledge. The professional component of this program is based upon nursing science and focuses on the promotion, restoration, and maintenance of health and wellness for individuals, families, groups, and communities in a variety of health care settings. Students are prepared to participate at a leadership level in the process of delivery of health care services and education.

GRADUATE PROGRAM OBJECTIVES

The graduate program objectives are an intensification of the BSN objectives and call for a higher level of performance appropriate for advanced nursing practice. They are:

- A. Synthesize knowledge from the graduate nursing core, concentration and specialty areas as a basis for advanced nursing practice.
- B. Apply the nursing process at an advanced level to promote, maintain and/or restore optimum health and wellness to individuals, families, groups, and communities in a variety of settings.
- C. Contribute to the development of nursing science according to interest and ability.
- D. Assume leadership roles, in their specialty, as appropriate for advanced nursing practice.
- E. Demonstrate critical thinking strategies, ethical decision making and advanced communication skills as appropriate for advanced nursing practice.

CONCEPTUAL FRAMEWORK

The conceptual framework of the graduate program in the Monmouth University School of Nursing is derived from the philosophy, mission and objectives of the program. The conceptual framework provides a structure for the organization and synthesis of expanded and enhanced nursing knowledge and for the selection of appropriate learning experiences to prepare the student for advanced nursing practice. This preparation enhances consumer access to cost effective health care services of high quality in all settings where nursing care is needed.

Based upon an eclectic philosophy that uses both a developmental and a holistic approach to understanding humans in their environment, this curriculum focuses on the development of skills that foster individual, family, group, and community responsibility for health, self care, and informed decision making.

The graduate program is composed of three major areas of study: 1) a graduate nursing core that provides the theoretical and research foundation necessary for advanced nursing practice, 2) a concentration that provides the student with the skills necessary to have a positive impact on health care, and 3) a detailed study and practice in the selected area of specialization.

GRADUATE OUTCOMES

1. One hundred percent of graduating students demonstrate synthesis of knowledge based on nursing science.
2. One hundred percent of graduating students apply the nursing process at an advanced level.
3. One hundred percent of graduating students present a teaching project to their peers.
4. One hundred percent of graduating students submit a concept analysis of a selected concept, develop and carry out a pilot study using the selected concept, and present their results to their peers.
5. Fifty percent of the graduate students submit proposals for poster sessions or paper presentations for research programs.
6. One hundred percent of graduating students demonstrate critical thinking and decision making skills.
7. One hundred percent of graduating students will be able to identify cultural influences on health.
8. One hundred percent of graduating students will use technology to retrieve and present information.
9. Seventy five percent of eligible graduates will take the appropriate certification exam.
10. Eighty percent of graduates who sit for advanced practice certification in their specialty will pass the examination.
11. Fifty percent of graduating students will have attended a continuing education program within one year post graduation period.

DOCTOR OF NURSING PRACTICE

The Doctor of Nursing Practice (DNP) is a post-master's degree program that addresses the complexity of healthcare systems and aims to produce clinical leaders who can excel in today's highly complex, and rapidly evolving, healthcare environments. DNP graduates will synthesize and integrate their learning in professional practice where they can advocate for, and deliver, quality healthcare to diverse populations.

The current information age has created a vast potential for dramatic healthcare improvements in procedures, medications, and behavioral change interventions, and more. Providing quality healthcare also requires an understanding of public policy, informatics, business practices, and consumer expectations.

By making use of advanced clinical skills and research, in tandem with Monmouth University's commitment to personalized education, the curriculum will focus on evidence-based practice, organizational and systems leadership, information technology, interprofessional collaboration, and emerging practice challenges. The DNP role implements translational research and science into practice.

Put yourself at the forefront of healthcare reform. Graduates of the DNP program are prepared as leaders who influence and improve healthcare infrastructure and outcomes by effectively administering quality care at the highest level. The program is for nationally certified advance practice nurses (APNs) and nurse executives and will be delivered primarily online with two weekend immersions on campus each semester.

Throughout the program, nurses will gain the knowledge and skills needed to influence healthcare, to promote safety standards, and to advocate on a local, regional, and national level for policy changes that improve healthcare delivery systems. The DNP program requires students to complete a capstone project.

REQUIREMENTS FOR ADMISSION

- Be a graduate of an accredited Master's in Nursing Program.
- Present an active RN license.
- Have national certification in a specialization of nurse practitioner or nurse executive.
- Have a cumulative graduate GPA of 3.2 or higher.
- Have completed a graduate research course with a working knowledge of graduate statistics.
- Submit a completed application.
- Submit a letter of intent indicating professional goals and a vision for improved healthcare.
- Submit a resume.
- Submit two professional and/or academic letters of recommendation.
- Submit official transcripts of all previous college work.
- Complete a personal interview (telephone interview when appropriate).

MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES

MSN CURRICULUM

ADULT AND FAMILY NURSE PRACTITIONER TRACKS

NURSING CORE

NU 508	Factors Affecting Healthcare	3 cr.
NU 509	Health Informatics	3 cr.
NU 512	Nursing Research for Advanced Nursing Practice	3 cr.
NU 514	Data Management for Advanced Nursing Practice I	3 cr.
NU 518	Education and Motivation of Nursing Client	<u>3 cr.</u>
		15 cr.

APN CONCENTRATION

NU 521	Pathophysiology & Histology *	3 cr.
NU 524	Pharmacology for Advanced Nursing Practice*	3 cr.
NU 535	Advanced Health Assessment *	3 cr.
NU 541	Primary Care *	3 cr.
NU 542	Primary Care Laboratory	1 cr.
NU 635**	Advanced Practice Nursing Pediatrics*	2 cr.
NU 635P**	Advanced Practice Nursing Pediatrics Practicum	<u>1 cr.</u>
		13-16 cr.

CLINICAL SPECIALTY

NU 621	Advanced Practice Nursing I: Adult*	3 cr.
NU 622P	Advanced Practice Nursing Practicum I: Adult	3 cr.
NU 622S	Advanced Practice Nursing Seminar I: Adult *	1 cr.
NU 623	Advanced Practice Nursing II: Adult *	3 cr.
NU 624P	Advanced Practice Nursing Practicum II: Adult	3 cr.
NU 624S	Advanced Practice Nursing Seminar II: Adult*	1 cr.
<u>OR</u>		
NU 631	Advanced Practice Nursing I: Family *	3 cr.
NU 632P	Advanced Practice Nursing Practicum I: Family	3 cr.
NU 632S	Advanced Practice Nursing Seminar I: Family*	1 cr.
NU 633	Advanced Practice Nursing II: Family*	3 cr.
NU 634P	Advanced Practice Nursing Practicum II-Family	3 cr.
NU 634S	Advanced Practice Nursing Seminar II: Family*	<u>1 cr.</u>
		14 cr.

TOTAL: 42-45 credits

*Must be passed with a grade of B or better.

** NU 635 and NU 635P are only required for students in the Family Nurse Practitioner track

MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES

ADULT AND FAMILY NURSE PRACTITIONER POST MSN CERTIFICATE

APN CONCENTRATION

NU 521	Pathophysiology & Histology *	3 cr.
NU 524	Pharmacology for Advanced Nursing Practice*	3 cr.
NU 535	Advanced Health Assessment*	3 cr.
NU 541	Primary Care *	3 cr.
NU 542	Primary Care Laboratory	1 cr.
NU 635**	Advanced Practice Nursing Pediatrics*	2 cr.
NU 635P**	Advanced Practice Nursing Pediatrics Practicum	<u>1 cr.</u>
		13-16 cr.

CLINICAL SPECIALTY

NU 621	Advanced Practice Nursing I: Adult*	3 cr.
NU 622P	Advanced Practice Nursing Practicum I: Adult	3 cr.
NU 622S	Advanced Practice Nursing Seminar I: Adult *	1 cr.
NU 623	Advanced Practice Nursing II: Adult *	3 cr.
NU 624P	Advanced Practice Nursing Practicum II: Adult	3 cr.
NU 624S	Advanced Practice Nursing Seminar II: Adult*	1 cr.
<u>OR</u>		
NU 631	Advanced Practice Nursing I: Family *	3 cr.
NU 632P	Advanced Practice Nursing Practicum I: Family	3 cr.
NU 632S	Advanced Practice Nursing Seminar I: Family*	1 cr.
NU 633	Advanced Practice Nursing II: Family*	3 cr.
NU 634P	Advanced Practice Nursing Practicum II-Family	3 cr.
NU 634S	Advanced Practice Nursing Seminar II: Family*	<u>1 cr.</u>
		14 cr.

TOTAL: 27-30 credits

*Must be passed with a grade of B or better.

** NU 635 and NU 635P are only required for students in the Family Nurse Practitioner track

MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES

MSN CURRICULUM

ADULT PSYCHIATRIC AND MENTAL HEALTH ADVANCED PRACTICE NURSING

NURSING CORE

NU 508	Factors Affecting Health Care	3 cr.
NU 509	Health Informatics	3 cr.
NU 512	Nursing Research for Advanced Nursing Practice	3 cr.
NU 514	Data Management for Advanced Nursing Practice	3 cr.
NU 518	Education and Motivation of Nursing Clients	<u>3 cr.</u>
		15 cr.

APN CONCENTRATION

NU 521	Pathophysiology & Histology *	3 cr.
NU 524	Pharmacology for Advanced Nursing Practice*	3 cr.
NU 535	Advanced Health Assessment*	3 cr.
NU 543	Diagnosis and Treatment of Psychopathology *	3 cr.
NU 544	Diagnosis and Treatment of Psychopathology Lab & Seminar*	<u>1 cr.</u>
		13 crs.

CLINICAL SPECIALTY

NU 671	Advanced Practice Psychiatric/Mental Health Nursing I*	3 cr.
NU 672P	Advanced Practice Psychiatric/MHN Practicum I	3 cr.
NU 672S	Advanced Practice Psychiatric/MHN Seminar I*	1 cr.
NU 673	Advanced Practice Psychiatric/Mental Health Nursing II*	3 cr.
NU 674P	Advanced Practice Psychiatric/MHN Practicum II	3 cr.
NU 674S	Advanced Practice Psychiatric/MHN Seminar II*	<u>1 cr.</u>
		14 crs.

TOTAL: 42 credits

*Must be passed with a grade of B or better

MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES

**ADULT PSYCHIATRIC AND MENTAL HEALTH ADVANCED PRACTICE NURSING
POST MSN CERTIFICATE**

APN CONCENTRATION

NU 521	Pathophysiology & Histology *	3 cr.
NU 524	Pharmacology for Advanced Nursing Practice*	3 cr.
NU 535	Advanced Health Assessment*	3 cr.
NU 543	Diagnosis and Treatment of Psychopathology *	3 cr.
NU 544	Diagnosis and Treatment of Psychopathology Lab & Seminar*	<u>1 cr.</u>
		13 crs.

CLINICAL SPECIALTY

NU 671	Advanced Practice Psychiatric/Mental Health Nursing I*	3 cr.
NU 672P	Advanced Practice Psychiatric/MHN Practicum I	3 cr.
NU 672S	Advanced Practice Psychiatric/MHN Seminar I*	1 cr.
NU 673	Advanced Practice Psychiatric/Mental Health Nursing II*	3 cr.
NU 674P	Advanced Practice Psychiatric/MHN Practicum II	3 cr.
NU 674S	Advanced Practice Psychiatric/MHN Seminar II*	<u>1 cr.</u>
		14 crs.

TOTAL: 27 credits

*Must be passed with a grade of B or better

MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES

MSN CURRICULUM

NURSING EDUCATION TRACK

GRADUATE NURSING CORE

NU 508	Factors Affecting Healthcare	3 cr.
NU 509	Health Informatics	3 cr.
NU 512	Nursing Research for Advanced Nursing Practice	3 cr.
NU 514	Data Management for Advanced Nursing Practice	3 cr.
NU 518	Education and Motivation of Nursing Clients	<u>3 cr.</u>
		15 cr.

ADVANCED PRACTICE CONCENTRATION

NU 521	Pathophysiology and Histology*	3 cr.
NU 524	Pharmacology for Advanced Nursing Practice*	3 cr.
NU 535	Advanced Health Assessment*	<u>3 cr.</u>
		9 cr.

NURSING EDUCATION SPECIALTY

NU 562	Tests & Measures*	3 cr.
NU 564	Curriculum Development and Instruction in Nursing Education *	3 cr.
NU 566P	Nurse Educator Practicum	3 cr.
NU 566S	Nurse Educator Seminar*	<u>3 cr.</u>
		12 cr.

TOTAL 36 Credits

*Must be passed with a grade of B or better

MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES

NURSING EDUCATION POST MSN

ADVANCED PRACTICE CONCENTRATION

NU 521	Pathophysiology and Histology*	3 cr.
NU 524	Pharmacology for Advanced Nursing Practice*	3 cr.
NU 535	Advanced Health Assessment*	<u>3 cr.</u>
		9 cr.

NURSING EDUCATION SPECIALTY

NU 562	Tests & Measures*	3 cr.
NU 564	Curriculum Development and Instruction in Nursing Education*	3 cr.
NU 566P	Nurse Educator Practicum	3 cr.
NU 566S	Nurse Educator Seminar*	<u>3 cr.</u>
		12 cr.

TOTAL 21 Credits

*Must be passed with a grade of B or better

MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES

MSN CURRICULUM

SCHOOL NURSING TRACK FOR CERTIFIED SCHOOL NURSES

Graduate Nursing Core

NU 508	Factors Affecting Healthcare	3 cr.
NU 509	Health Informatics	3 cr.
NU 512	Nursing Research for Advanced Nursing Practice	3 cr.
NU 514	Data Management for Advanced Nursing Practice	<u>3 cr.</u>
		12 cr.

School Nurse Concentration

NU 521	Pathophysiology and Histology**	3 cr.
NU 524	Pharmacology for Advanced Nursing Practice**	3 cr.
NU 535	Advanced Health Assessment**	<u>3 cr.</u>
		9 cr.

Foundation Courses (If Required)*

NU 312	Individual Health Assessment	3 cr.
NU 413	Community Health Nursing I: Nursing of the Young Family	4 cr.
NU 414	Community Health Nursing II: Nursing of Communities	<u>4 cr.</u>
		11 cr.

School Nurse Specialty

NU 585	School Nursing I**	3 cr.
NU 586	School Nursing II**	3 cr.
HE 584	Curriculum and Instruction in Health Education**	<u>3 cr.</u>
		9 cr.

TOTAL 41 Credits

*Please note that students with a baccalaureate degree in nursing will generally receive transfer credits for the foundation courses. Therefore they will need to complete 30 credits for the MSN.

**Must be passed with a grade of B or better

MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES

GRADUATE CERTIFICATE – SCHOOL NURSING

Foundation Courses (If Required)**

NU 312	Individual Health Assessment	3 cr.
NU 413	Community Health Nursing I: Nursing of the Young Family	3 cr.
NU 414	Community Health Nursing II: Nursing of Communities	<u>3 cr.</u> 9 cr.

School Nurse Concentration

NU 585	School Nursing I*	3 cr.
NU 586	School Nursing II*	3 cr.
NU 587S	Seminar: School Nurse I*	0-2 cr.
***NU 587P	Practicum: School Nurse I	0-2 cr.
NU 588S	Seminar: School Nurse II *	0-2 cr.
NU 588P	Practicum: School Nurse II	0-2 cr.
HE 584	Curriculum and Instruction in Health Education*	3 cr.
ED 510	Foundations of Education	3 cr.
ED 606	Diversity in Education	<u>3 cr.</u>
		23 cr.

TOTAL 32 Credits

* Must be passed with a grade of B or better

**Please note that students with a baccalaureate degree in nursing will generally receive transfer credits for the foundation courses.

***Student who are working full time as a school nurse will be waived from NU587P only

MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES

GRADUATE CERTIFICATE – SCHOOL NURSING-NON-INSTRUCTIONAL

Foundation Courses (If Required)**

NU 312	Individual Health Assessment	3 cr.
NU 413	Community Health Nursing I: Nursing of the Young Family	3 cr.
NU 414	Community Health Nursing II: Nursing of Communities	<u>3 cr.</u> 9 cr.

School Nurse Concentration

NU 585	School Nursing I*	3 cr.
NU 586	School Nursing II*	3 cr.
NU 587S	Seminar: School Nurse I*	0-2 cr.
***NU 587P	Practicum: School Nurse I	0-2 cr.
ED 510	Foundations of Education	3 cr.
ED 606	Diversity in Education	<u>3 cr.</u> 16 cr.
TOTAL		25 Credits

* Must be passed with a grade of B or better

**Please note that students with a baccalaureate degree in nursing will generally receive transfer credits for the foundation courses.

***Student who are working full time as a school nurse will be waived from NU587P only

MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES

MSN CURRICULUM

FORENSIC NURSING TRACK

Graduate Nursing Core

NU 508	Factors Affecting Health Care	3 cr.
NU 509	Health Informatics	3 cr.
NU 512	Nursing Research for Advanced Nursing Practice	3 cr.
NU 514	Data Management for Advanced Nursing Practice	3 cr.
NU 518	Education and Motivation of Nursing Clients	<u>3 cr.</u>
		15 cr.

Forensic Concentration

NU 521	Pathophysiology and Histology*	3 cr.
NU 524	Pharmacology for Advanced Nursing Practice*	3 cr.
NU 535	Advanced Health Assessment*	3 cr.
NU 543	Diagnosis and Treatment of Psychopathology*	3 cr.
CJ 585	Forensic Pathology*	<u>3 cr.</u>
		15 cr.

Forensic Nursing Specialty**

NU 575	Issues in Forensic Nursing*	3 cr.
NU 576	Interpersonal Violence*	3 cr.
NU 578P	Forensic Nursing Practicum	2 cr.
NU 578S	Forensic Nursing Seminar*	<u>1 cr.</u>
		9 cr.

TOTAL 39 credits

*Must be passed with a grade of B or better.

**A Sexual Assault Nurse Examiner (SANE) or Medicolegal Death Investigation college level course or continuing education course of at least 40 hours is required to complete degree requirements.

MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES

GRADUATE CERTIFICATE - FORENSIC NURSING

Forensic Concentration

NU 521	Pathophysiology and Histology*	3 cr.
NU 524	Pharmacology for Advanced Nursing Practice*	3 cr.
NU 535	Advanced Health Assessment*	3 cr.
NU 543	Diagnosis and Treatment of Psychopathology*	3 cr.
CJ 585	Forensic Pathology*	<u>3 cr.</u>
		15 crs.

Forensic Nursing Specialty**

NU 575	Issues in Forensic Nursing*	3 cr.
NU 576	Interpersonal Violence*	3 cr.
NU 578P	Forensic Nursing Practicum	2 cr.
NU 578S	Forensic Nursing Seminar*	<u>1 cr.</u>
		9 cr.

TOTAL 24 credits

*Must be passed with a grade of B or better.

**A Sexual Assault Nurse Examiner (SANE) or Medicolegal Death Investigation college level course or continuing education course of at least 40 hours is required to complete degree requirements.

MONMOUTH UNIVERSITY SCHOOL OF NURSING COURSE DESCRIPTIONS

GRADUATE

NU 508 Factors Affecting Health Care (3 credits)

Examine models and contexts for health promotion and disease prevention; examine the influence of culture on health beliefs and practices; ethical dilemmas. Investigate factors such as access to care, health and social policy, health care finance and economics, and legislative influences on health.

NU 509 Health Informatics and Concepts for Advanced Nursing Practice (3 credits)

Overview of applied knowledge of information systems, computers, and technology in direct healthcare. Computer, information, and health literacy related to nursing informatics. A review of methodology of analyzing, formalizing, and processing information through computers that influence clinical practice, management, education, and research. Overview of qualitative and quantitative approaches to knowledge development in nursing. Concepts and theories in nursing and related disciplines to enhance evidence-based practice. Prerequisite for NU 512.

NU 512 Nursing Research for Advanced Nursing Practice (3 credits)

Critical appraisal of the role of nursing research and methods of inquiry in the development of nursing theory and practice. Qualitative and quantitative research methods; research design; measurement theory and strategies; methods of data analysis; reading, critiquing and writing research reports; ethical considerations; application of research techniques for outcome evaluation. (Formerly Course Number NU520) Prerequisite or Corequisite: NU509.

NU 514 Data Management for Advanced Practice Nursing (3 credits)

Planning for and collection of outcome data; preparation of data for hypothesis testing; use of the SPSS statistical computer package for data management and analysis; selection and interpretation of appropriate parametric and nonparametric descriptive and inferential statistics for outcome evaluation. (Formerly Course Number NU530) Prerequisite: NU 509 and NU512

NU 518 Education and Motivation of Nursing Clients (3 credits)

Role of the nurse in fostering health promotion via education of clients, families, and professional colleagues. Essential factors for successful teaching and learning. Motivating the client to make behavioral changes to promote health and development. Development, presentation and evaluation of a formal teaching plan. (Formerly Course Number NU 550)

NU/BY 521 Pathophysiology and Histology (3 credits)

Focuses on pathogenesis of selected diseases leading to alterations of body structure and functions across the lifespan. Emphasizes the laboratory identification of vertebrate tissue. Students must earn a minimum of B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course. (Formerly Course Number NU/BY501)

NU 524 Pharmacology for Advanced Practice Nursing (3 credits)

Historical perspective, legal regulations and standards, the Controlled Substances Act; pharmacokinetics; pharmacodynamics, choice and use of pharmacotherapeutics; nursing responsibilities in drug prescription; client education with respect to drug desired effects, side effects, interactions, toxicity, dependence, and addiction. Students must earn a minimum of B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course. (Formerly Course Number NU 540)

NU 535 Advanced Health Assessment (3 credits)

Theory and practice of health assessment skills, identification of deviations from the normal and documentation of findings are refined. Advanced level assessment includes the comprehensive history, physical and psychological variations of the client. The client is viewed holistically, incorporating cultural, nutritional, and developmental variations. Application of techniques is practiced in the college laboratory and with clients in outside agencies. Students translate assessment data into differential diagnoses and interpret laboratory and diagnostic data. Relationship of health assessment to the role and responsibilities of the nurse is examined. Students must earn a minimum of B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue in programs requiring this course. (Formerly Course Number NU 555)

Prerequisite: BY/NU521

NU 541 Primary Care (3 credits)

Aspects of advanced health assessment, clinical reasoning, and diagnostic skills necessary to manage common stable, chronic, and episodic alterations in health. Various advanced nursing practice roles in health care, ethical and legal issues in clinical practice, application of research based clinical outcomes, promotion and maintenance of health, disease prevention and treatment modalities for individuals are explored. Factors influencing health care systems, patterns of human responses, cultural and epidemiological influences, will be discussed in weekly case studies. Course content is presented in weekly case studies related to common alterations in health. (Formerly Course Number NU 556)

Prerequisites: NU 521, NU 524, NU 535 Corequisite: NU 542

NU 542 Primary Care Laboratory (1 credit; 90 clinical hours)

This clinical course is designed to be taken with the lecture component of NU 541. Aspects of advanced health assessment, clinical reasoning, and diagnostic skills necessary to manage common stable, chronic, and episodic alterations in health. Various advanced nursing practice roles in health care, ethical and legal issues in clinical practice, application of research based clinical outcomes, promotion and maintenance of health, disease prevention and treatment modalities for individuals are explored. Performing assessments and screenings relating to common alterations in health are emphasized in weekly, faculty-supervised clinical practice. Factors influencing health care systems, patterns of human responses, cultural and epidemiological influences, will be discussed in the clinical setting. Prerequisites: NU 521, 524, and 535. Corequisite: NU 541

NU 543 Diagnosis and Treatment of Psychopathology (3 credits)

This course will provide the basic foundations of clinical management of common psychiatric/mental health problems in adults.

NU 544 Diagnosis and Treatment of Psychopathology Lab & Seminar (1 credit; 75 clinical hours)

This introductory clinical course will provide the basic foundations of clinical management of common psychiatric/mental health problems in adults. The student will deliver mental health care to adults with mental health problems including collection of subjective and objective data using the techniques of interview; establishing a psychiatric diagnosis utilizing the DSMIV-TR classification system, completing an initial psychiatric assessment and identifying psychopharmacologic interventions as appropriate. Establishment of collaborative role with other health care providers.

NU 562 Tests and Measures (3 credits)

This course considers evaluation methods related to norm referenced and criterion referenced evaluation methods in education. Students will investigate criteria used to develop reliable and valid evaluation measures. Current issues and research related to educational testing instruments, alternatives to standardized evaluation methods, and outcome measurement in education will be discussed. Students will explore measurement theory, and evaluate measures that are used to identify cognitive, affective and psychomotor domains as they relate to education. (Formerly Course Number NU 548).

NU 564 Curriculum Development and Instruction in Nursing Education (3 credits)

The primary focus of this course is the process of curriculum development in nursing. Factors influencing curriculum development, the process of curriculum development and evaluation methods are emphasized. Instruction and evaluation in didactic nursing courses and clinical experiences are addressed. Individuals completing this course will be prepared for the role of nurse educator in academic settings. (Formerly Course Number NU 552). Prerequisite: NU 518

NU 566P Nurse Educator Practica and Seminar (3 credits; 120 clinical hours)
The focus of this course is the application of teaching and learning principles in academic and clinical settings. Instruction and evaluation in didactic nursing courses and clinical experiences are applied in nursing programs providing generic nursing education, in cooperation with a preceptor. Corequisite: NU 566S.

NU 566S Nurse Educator Seminar (3 credits)
This course provides a forum for reflection on student teaching experiences in the classroom and clinical settings. Through discussion and sharing, students refine the application of theory and research to practice as an educator. Topics relevant to the academic faculty role and current issues in nursing education are explored. Corequisite: NU 566P.

NU 575 Issues in Forensic Nursing (3 credits)
This course is an introductory course in the principles of forensic science and forensic nursing. The advanced practice role of the forensic nurse and the use of nursing process in forensic decision making for the management of victims of crimes and their perpetrators are illustrated. The relationship between various socio-cultural factors, and psychosocial issues related to violent crimes is analyzed. Additionally, philosophies of clinical forensics are identified. Roles of the nurse in forensic science and scopes and standards of forensic nursing practice are discussed. Techniques in collection of forensic evidence and preservation are demonstrated. Ethical responsibilities of the forensic nurse in the identification, prevention, and treatment of victims of violent crime are discussed.

NU 576 Interpersonal Violence (3 credits)
Examines the various types and patterns of violence related to cultural values, beliefs, biases and societal issues, as well as the historical perspective of violence. Content includes family, community, youth, and workplace violence, child, domestic, elder and sexual abuse. Theories concerning gender violence, gangs, bias and hate crimes, and terrorism are challenged. Public health and health care issues related to violence, and primary, secondary, and tertiary level interventions for victims and offenders of violence are discussed. Individual responsibilities associated with identification and reporting violence are identified. Health care measures to identify and prevent violence are analyzed. Methods of treatment for victims and perpetrators of violence are evaluated.

NU 578P Forensic Nursing Practicum (2 credits; 120 clinical hours)
In this course students work in an interdisciplinary team or with individuals in forensic arenas as they apply forensic theory and research in forensic nursing practice. Appropriate techniques for identifying, collecting and documenting pertinent data will be reinforced through clinical practice in a forensic arena. Under the supervision and guidance of a clinical preceptor, students will identify outcomes and plans of action for effective coordination and communication among professionals and clients as a means to learn appropriate techniques for the

identification, prevention, and management of victims of crime and trauma. Students will develop expertise in the collection, preservation and documentation of evidence as identified in scopes and standards of forensic nursing practice. Individual experiences are arranged in conjunction with students' goals for practice. Students will attend a one hour weekly seminar and a weekly eight hour clinical practicum. Prerequisites: NU 521, 535, 543, 575, 576, and CJ 585. Corequisite: NU 578S.

NU 578S Forensic Nursing Seminar (1 credit)

This course explores forensic theory and research and their application to forensic nursing practice. Forensic nurses practice as sexual assault examiners, educators, nurse coroners, death investigators, correctional nurses, and clinical specialists in pediatrics, gerontology, and domestic violence. Issues addressing systematic analysis of pertinent data, and the physical/psychological issues related to forensic nursing and pathology will be discussed in seminar and reinforced in clinical practicum. Identification of outcomes and plans of action that provide effective coordination and communication in managing clients will be addressed. A scientific and conceptual knowledge of nursing, forensic and criminal justice will assist students to recognize appropriate techniques for the identification, prevention, and management of victims of violent crime, as well as collection, preservation and documentation of evidence as identified in scopes and standards of forensic nursing practice. Students will attend a one hour weekly seminar and a weekly eight hour clinical practicum. Prerequisites: NU 521, 535, 543, 575, 576, and CJ 585. Corequisite: NU 578P.

HE 584 Curriculum and Instruction in Health Education (3 credits)

Examination of theoretical basis for health education including program development and implementation, educational strategies, behavioral objectives, learner characteristics, instructional assessment, and classroom management. (Formerly Course Number HE 512).

NU 585 School Nursing I (3 credits)

This course examines and analyzes the role of the school nurse as health care provider, health educator, health counselor, child advocate in the school community, and interdisciplinary team member. Explores financial, legal and administrative issues as they relate to school nursing. Reviews normal growth and developmental patterns. Describes common health problems, special needs, and interventions appropriate for school nurses.

NU 586 School Nursing II (3 credits)

This course continues to examine and analyze the role of the school nurse as health-care provider, health educator, health counselor, and interdisciplinary team member. Expands the role of the nurse as child advocate in the community and as public health nurse. Explores external and internal environmental influences that impact on the health of children.

NU 587P Practicum School Nurse I (0-2 credits; 1 day per week)

Introduction to the clinical experience for the School Nurse. The student has his/her clinical experience in the school nurse's office where he/she takes an active part in school health services, physical assessments, organization and administration of the school health program as outlined in NJAC 6A:9 Professional Licensure and Standards of the NJ Board of Education Standards. Prerequisite: NU 585. Corequisite: NU 587S.

NU 587S Seminar School Nurse I (0-2 credits)

This seminar is a two credit course that discusses the school nurse's role as a health care provider, health counselor, administrator and member of the interdisciplinary school team. Students that are employed as school nurses should take this two credit seminar to fulfill the New Jersey Board of Education's requirement of "a minimum six semester-hour credits in school nursing, including school health services, physical assessments, organization and administration of the school health program." Prerequisite: NU 585 Corequisite: NU 587P

NU 588P Practicum School Nurse II and Seminar (0-2 credits; 1 day per week)

This course is a continuation of the clinical experience for the School Nurse. The student functions in the role of the School Nurse as a Health Educator. Prerequisite: NU 586, NU 587S and HE 584 Corequisite: NU 588S

NU 588S Seminar School Nurse II (0-2 credits)

This seminar is a two credit course that discusses the school nurse's role as a health educator. Prerequisite: NU 586, NU 587S, HE 584 Corequisite: NU 588P

NU621 Advanced Practice Nursing I: Adult (3 credits)

Detailed study analysis of health problems of the adult, including pathophysiology, strengths and weaknesses of assessment data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data from the adult client in the primary care setting; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of the fundamental patterns of knowing; empirics, aesthetics, personal knowledge, and ethics. A process driven course which will require extensive reading in the student's specialty area. Prerequisite: Nursing 521, 524, 535, 541, and 542. Corequisites: NU 622S and 622P.

NU 622P Advanced Practice Nursing Practicum I Adult (3 credits, 250 hours laboratory practice)

Delivery of primary health care to adults with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses, planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers. Corequisite: NU 621 and 622S.

NU622S Advanced Practice Nursing Seminar I Adult (1 credit)

Discuss the delivery of primary health care to adults with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers. Corequisite: NU 621 and 622P.

NU 623 Advanced Practice Nursing II: Adult (3 credits)

Detailed case study analysis of health problems including pathophysiology, epidemiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention and evaluation. Interview and physical examination techniques for collecting subjective and objective data in primary, acute and chronic illness in culturally diverse populations utilizing community resources; using communication for health teaching and counseling and to motivate clients for positive health-maintenance. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence based practice, personal knowledge, and ethics. The course is process-driven and will require extensive reading in the student's specialty area. Prerequisite: NU 621. Corequisites: NU 624S and 624P

NU 624P Advanced Practice Nursing Practicum II Adult (3 credits, 250 hours laboratory practice)

Delivery of primary health care to adults and adolescents with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers. Prerequisites: NU 621, 622S, and 622P. Corequisites: Nursing 623 and 624S.

NU624S Advanced Practice Nursing Seminar II: Adult (1 credit)

Discuss the delivery of primary health care to adults and adolescents with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers. Prerequisites: NU 621, 622S and 622P. Corequisites: Nursing 623 and 624P.

NU 631 Advanced Practice Nursing I: Family (3 credits)

Detailed case study analysis of health problems, including pathophysiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in the primary care setting; deriving nursing diagnoses; planning care for acute and chronic illness in culturally diverse populations utilizing community resources; use of communication for health teaching and counseling and to motivate clients for positive health maintenance will be explored. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics will be discussed. A process-driven course which will require extensive reading in the student's specialty area. Prerequisite: NU 521, 524, 535, 541, and 542. Corequisites: Nursing 632S and 632P.

NU 632 P Advanced Practice Nursing Practicum I: Family (3 credits, 250 hours laboratory practice)

Delivery of primary health care to adults with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers. Prerequisite: NU 521, 524, 535, 541, and 542. Corequisites: Nursing 631 and 632S.

NU632S Advanced Practice Nursing Seminar I: Family (1 credit)

Discuss the delivery of primary health care to adults with common health problems, including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnosis; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health maintenance. Establishment of collaborative role with other health care providers. Prerequisite: NU 521, 524, 535, 541, and 542. Corequisites: Nursing 631 and 632P.

NU 633 Advanced Practice Nursing II: Family (3 credits)

Detailed case study analysis of health problems including pathophysiology, epidemiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in primary, acute and long term care settings; deriving nursing diagnoses; planning care for acute and chronic illness in culturally diverse populations utilizing community resources; using communication for health teaching and counseling and to motivate clients for positive health-maintenance. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence based practice, personal knowledge, and ethics. The course is process-driven and will require extensive reading in the student's specialty area. Prerequisite: NU631. Corequisites: NU 634S and 634P.

NU 634P Advanced Practice Nursing Practicum II: Family (3 credits, 250 hours laboratory practice)

This course is a continuation of NU 632. Delivery of health care to the child, pregnant couple, and adults with complex health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health-maintenance. Establishment of collaborative role with other health care providers. Prerequisites: NU631, 632S and 632P. Corequisites: Nursing 633 and 634S.

NU 634S Advanced Practice Nursing Seminar II: Family (1 credit)

This course is a continuation of NU 632. Discussion of delivery of health care to the child, pregnant couple, and adults with complex health problems that includes collection of subjective and objective data using the techniques of interview and physical examination; deriving nursing diagnoses; planning care for acute and chronic illness using community resources; use of communication for health teaching, counseling and motivating clients for positive health-maintenance. Establishment of collaborative role with other health care providers. Prerequisites: Nursing 631, 632S and 632P. Corequisites: NU 633, 634S and 634P.

NU 635 Family Advanced Practice Nursing: Pediatrics (2 credits)

Detailed case study analysis of health problems including pathophysiology, epidemiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Interview and physical examination techniques for collecting subjective and objective data in pediatric care, both acute and chronic illness in culturally diverse pediatric populations utilizing community resources; using communication for health teaching and counseling and to motivate clients for positive health-maintenance. Expansion of traditional nursing role to the advanced practice

nurse (APN) role through the incorporation of evidence based practice, personal knowledge, and ethics. The course is process-driven and will require extensive reading in the student's specialty area. Prerequisites: NU 541 and 542. Corequisite: NU 635P

NU 635P Family Advanced Practice Nursing: Pediatric Practicum (1 credit; 125 clinical hours)

Deliver primary care to pediatric clients with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; diagnose and plan care for acute and chronic illness in culturally diverse pediatric populations utilizing community resources; use communication skills for health teaching and counseling and to motivate pediatric clients and their families for positive health-maintenance. Expand the traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence based practice, personal knowledge, and ethics. Establish collaborative relationships with other health care providers for comprehensive care. Prerequisites: NU 541 and 542. Corequisite: NU 635.

NU 661 Nursing Administration I (3 credits)

Students are socialized into the middle-level management and administration roles by examination of the administrative process in a variety of health care organizations. Students are expected to assess, plan, develop, evaluate, and refine their effectiveness as managers and leaders of nursing and patient care services. By synthesizing information from previous coursework, management theories, and relevant research, students will be able to apply themselves to the management/administration roles. Corequisites: Nursing 662P and 662S.

NU 662P Nursing Administration I Practicum (2credits; 120 clinical hours)

Students observe and participate in the middle- level management/administrative process in a variety of health care organizations. For the required practicum, the student selects a nursing service compatible with the student's individual goals. Socialization into the middle management and administrative roles permit students to assess, plan, implement, and refine their skills as beginning practitioners as managers and leaders of nursing and patient care services. Corequisites: Nursing 661 and 662S.

NU 662S Nursing Administration I Seminar (1 credit)

Students analyze the middle level-management/administrative process in a variety of health care organizations. Socialization into the middle management and administrative roles permit students to assess, plan, implement, and refine their skills as beginning practitioners as managers and leaders of nursing and patient care services. Corequisites: Nursing 661 and 662P.

NU 663 Nursing Administration II (3 credits)

Students are prepared to practice in the role of middle level/administration and nursing case manager. Students will build on the information obtained in Nursing Administration I. In addition, nurses will learn the role of the nursing case manager.

Students learn how to provide quality health care along a continuum, decrease fragmentation of care across multiple settings, enhance the client's quality of life, and address issues concerning cost containment. Communication and collaboration techniques are utilized to assess, plan, implement, coordinate, monitor and evaluate the options and services available to meet individual health needs.

Prerequisites: NU 661, NU 662S and 662P Corequisite: NU 664S and 664P

NU 664P Nursing Administration II Practicum (2 credits; 120 clinical hours)

Students observe and participate in the Human Resources and the nursing case management roles. Students build on the information obtained in Nursing Administration I. Students investigate the integration of the nursing administrator role and human resource elements and observe the relationship through direct observation of the HR staff and the Executive Team. Prerequisites: NU 661, 662S and 662P. Corequisites: Nursing 663 and 664S.

NU 664S Nursing Administration II Seminar (1 credit)

Students analyze the Human Resource role and the nursing case management role and their relationship to nursing administration. Students build on the information obtained in Nursing Administration Seminar I. Students assess, plan, implement their effectiveness as administrative level nursing personnel and delve into the knowledge required to comprehend the role of case management and human resources and their relation to nursing administration. Prerequisites: NU 661, 662S, and 622P. Corequisites: Nursing 663 and 664P.

NU 671 Advanced Practice Psychiatric /Mental Health Nursing I (3 credits)

This course focuses on advanced knowledge of psychiatric-mental health nursing. Assessment, treatment planning and therapeutic interventions with individuals, families and groups will be introduced. This course will offer various treatment models including the classic schools and current developments in individuals, families and groups. Each therapeutic modality will be presented using key concepts, an explanation of the therapeutic process and application of techniques. In view of the reliance on direct practice experiences with individuals, families and groups, students will be placed in clinical sites concurrently with the courses Nursing 672P and 672S.

Prerequisites: Nursing 521, 535, 543 and 544. Corequisites: Nursing 672P and 672S.

NU 672P Advanced Practice Psychiatric /Mental Health Nursing Practicum I (3 credits; 250 hours laboratory practice)

Delivery of mental health care to adults with mental health problems including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of

interventions including short term problem focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers. Corequisites: Nursing 671 and 672S.

NU 672S Advanced Practice Psychiatric/Mental Health Nursing Seminar I (1 credit)

Delivery of mental health care to adults with mental health problems including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short term problem focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers. Corequisites: Nursing 671 and 672P.

NU 673 Advanced Practice Psychiatric /Mental Health Nursing II (3 credits)

This course builds upon the foundation course NU671. As clinicians there is an ever-pressing need to interpret theory and engage in practice inclusively. This course will examine how client's lives are affected by larger societal structures. This course will examine modalities and ways to intervene with clients with a true sensitivity and understanding of issues of race, culture, gender, religion and sexual orientation. Each therapeutic modality will be presented using key concepts, an explanation of the therapeutic process and application of techniques. In view of the reliance on direct practice experiences with individuals, families and groups, students will be placed in clinical sites concurrently with this course (NU674). Prerequisites: NU 671, 672P and 672S. Corequisites: NU 674P and 674S.

NU 674P Advanced Practice Psychiatric /Mental Health Nursing Practicum II (3 credits; 250 hours laboratory practice)

This is a continuation of NU 672P. Delivery of mental health care to adults with mental health problems including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnosis; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources; use of interventions including short term problem focused psychotherapy, group therapy and psychopharmacologic modalities. Establishment of collaborative role with other health care providers. Prerequisites: Nursing 671, 672S and 672P. Corequisites: Nursing 673 and 674S.

NU 674S Advanced Practice Psychiatric /Mental Health Nursing Seminar II (1 credits)

This is a continuation of NU 672S. Delivery of mental health care to adults with mental health problems including collection of subjective and objective data using the techniques of interview; deriving psychiatric diagnoses; deriving nursing diagnoses; planning care for acute and chronic mental health issues using community resources, use of interventions including short term problem focused psychotherapy, group therapy and psychopharmacologic modalities.

Establishment of collaborative role with other health care providers. Prerequisites: Nursing 671, 672S and 672P. Corequisites: Nursing 673 and 674P.

NU-701 Translating Evidence to Clinical Practice (3 credits)

Components central to the concept of evidence-based practice are introduced and emphasis is placed on evaluating systematically, research and evidence from multiple sources. Critical appraisal of evidence utilizing clinical informatics, databases, multidisciplinary best practices, and systematic reviews of randomized clinical trials will be included in an approach to a clinical question or problem for a practice change. Strategies for creating a culture of evidence-based practice for individuals and clinical systems will be explored. Tools for diffusing the change or innovation are included. The concept of translational science will prepare students to begin formulation of a capstone project

NU 702 Health Promotion in Diverse Populations (3 credits)

This course examines the influence of culture on nursing care delivery. The course explores the DNP's role in providing culturally appropriate care for increasingly diverse populations. The focus of the course is on global health issues, factors affecting health, disparities in health care and infrastructure of populations. Students will utilize evidence-based research to analyze various social, cultural, and economic factors that impact health, illness and the perceptions/behaviors of diverse ethnic and minority groups as they relate to health promotion. Content includes an examination of social, psychological, and cultural theories, a review of current research about health and illness beliefs/behaviors, and the development of health promotion strategies to improve care provided to individuals, aggregates and populations.

NU 703 Epidemiology and Genetics/Genomics (3 credits)

This course explores the key features of Epidemiological and Genetic concepts and theories in relation to populations. Epidemiological principles will be examined in relation to public health issues to plan and evaluate strategies to prevent illness and study diseases. Provides investigation into regional and national databases regarding health disparities, disease entities and genetic problems. Enables the student to identify risk factors for genetic disease and determine optimal treatment approaches to clinical practice utilizing evidence-based practice. The student will explore the influence of genetics and genomics on human diseases as they relate to the ethical, legal and financial responsibilities of the advanced practice nurse.

NU 704 Issues in Aging (3 credits)

This course explores concepts and principles of aging using a systems approach to examine chronic disease, variations in presentation of the aged in disease, and evidence-based practice implications for health promotion, education, health care interventions and ethical, legal and practice responsibilities of the nurse in advanced practice. Healthcare delivery systems and barriers to health care access among older adults will be examined. Leadership roles in creating change and

implementing models of care for aging populations are incorporated.

NU 715 Organizational Leadership in Health Care (3 credits)

This course examines organizational systems and processes that emphasize the demand for clinical practice leadership, improvement of health outcomes and ensuring patient safety. Students are provided the tools to develop expertise in assessing the vision, mission and organizational strategic plans. Emphasis is placed on executive decision making, leading change efforts and instituting innovative methodologies for system improvement. Organization behaviors directed toward quality improvement, negotiation and conflict resolution, performance evaluation and ethical conduct in a business environment. The course will enhance the student's ability to use power and influence to achieve goals, build teams and alliances, and establish strong communication channels and empower others.

NU 716 Health Care Policy for Advocacy in Health Care (3 credits)

This course examines healthcare economics, political and public health issues, and their relation to development and implementation of health policies at regional, national and international levels. Health policy influences multiple care delivery issues, including health disparities, underserved populations, cultural sensitivity, ethics, law, health care financing, and issues of equity and social justice in the delivery of health care. The DNP role will be discussed in the creation of such policies.

NU 717 Emerging Health Care Risks

This course provides an exploration of the risks health care personnel deal with: environmental catastrophes, (Chemical, Biological, Radiation), nuclear attacks, disease outbreaks and global conflicts. Focus is on identification/detection, impact on health and healthcare resources and principles of remediation. The course analyzes local, regional, national, and international response preparedness and effectiveness, and the role of public health workers in the prevention, and management of these threats.

NU718 Healthcare Economics and Financial Management (3 credits)

The course provides an in-depth exploration of economics and finance, budget, reimbursement mechanisms and innovative business models for health care organizations and practice settings. The students will have opportunity to develop and review business plans and to evaluate cost-benefit analyses as they relate to the DNP role. The practical application of management of financial resources, tools for decision making and communication strategies will be integrated.

NU 730 Capstone Seminar I (2 credits)

The DNP Capstone culminates in a practice immersion experience that affords the student the opportunity to integrate and synthesize information from a variety of areas and previous coursework to exhibit mastery of an advanced specialty within nursing practice. Students will demonstrate synthesis of their DNP education and advanced nursing practice specialty to evoke practice improvement and change in

a practice setting and/or an organizational system. Students will share their journey toward developing their capstone project through class discussion using a variety of communication modalities.

In consultation with the DNP faculty advisor and clinical site preceptor, students will select an area of specialty practice and propose a change project. The end result will be a project based on the principles of evidence-based practice. This will provide a foundation for continued scholarship while making significant contributions to in the student's area of interest in practice or administration.

NU 731 Capstone Practicum I (4 Credits)

This course engages students in advanced nursing practice in the clinical and administrative arenas to develop their nursing specialty expertise at the highest level of complexity. Students will use scholarly evidence to develop and plan a DNP project for improvement or change in their practice or administrative area. The final DNP project will serve to advance nursing practice, improve patient or population outcomes and enhance organizational system change.

The DNP practicum documents outcomes of the student's educational experiences and guides the direction of the capstone project. It provides a measurable medium for evaluating the immersion experience, and summarizes the student's growth in knowledge and expertise. It will serve as a foundation for future scholarly practice.

DNP Essentials guideline state that graduates should have 1000 hours of combined clinical and experience through the MSN and DNP studies. It is expected that all students in the DNP program complete 500 hours in addition to the 500 hours completed in their master's level program. Nurse Practitioners and Nurse Administrator students may continue to work in their own work site, with the stipulation that the student, in collaboration with the school, will work with their employer and preceptor to design a special experience, to assume new responsibilities, and complete a special project. It is expected that students will complete 250 hours in the fall semester and 250 hours in the spring semester, for a total of 500 hours. Weekly journals documents the student's progress. Students will keep a log of clinical hours.

NU 732 Capstone Seminar II (2 credits)

The DNP Capstone II seminar builds on the content and processes developed in Capstone I seminar for implementation of the DNP project. Students will share their journey of implementation and evaluation of their DNP project through class discussion using a variety of communication modalities. Weekly seminars are an integral part in the success of the project.

In consultation with the DNP faculty advisor and clinical site preceptor, students will implement and evaluate their change project. This course is a continuation of Capstone Course I. Students will continue to integrate and apply information from

a variety of areas to demonstrate expertise in an advanced specialty within nursing practice. Students will continue to demonstrate synthesis of the DNP education and advanced nursing practice specialty to evoke practice improvement and change in their practice settings.

Students will gain an in-depth and integrative experience resulting in a practice-related written project outcome at their clinical site which is subjected to peer and professional scrutiny. Students will disseminate the outcomes of their project through peer reviewed professional publication and presentations

NU 733 Capstone Practicum II (4 credits)

This course is a continuation of Practicum I. Students continue to develop their advanced nurse practitioner and nursing administrative skills at the highest level of complexity while they implement their project for improvement or change in a practice setting. Student will complete their project and evaluate outcomes.

The DNP Practicum will continue to document outcomes of the student's educational experiences, provide a measurable medium for evaluating the immersion experience, and summarize the student's growth in knowledge and expertise.

Students will continue to apply and analyze evidence to improve practice with patient and population health outcomes or system quality improvement. Weekly journals show the progression of the student's progress. Students need to keep a log of all their hours.

DNP Essentials guideline state that graduates should have 1000 hours of combined clinical and experience through the MSN and DNP studies. It is expected that all students in the DNP program complete 500 hours in addition to the 500 hours completed in their master's level program. Nurse Practitioners and Nurse Administrator students may continue to work in their own work site, with the stipulation that the student, in collaboration with the school, will work with their employer and preceptor to design a special experience, to assume new responsibilities, or complete a special project. It is expected that students will complete 250 hours in the fall semester and 250 hours in the spring semester, for a total of 500 hours.

BA 503 Financial Accounting (3 credits)

Principles and application of current accounting theory; the development and use of financial statements; the development and use of financial statements; the influence of the various financial and accounting institutions.

BE 501 Economics for Management (3 credits)

Microeconomic and macroeconomic concepts and problems of the economic society and their relationship to the business sector; the forces that determine the composition and allocation of resources in the domestic as well as global economies.

BH 572 Economics and Healthcare Finance (3 credits)

Application of the tools of economics to issues of the organization, delivery, and financing of health care. Topics include: economic concepts relevant to health care, the system of health care financing and delivery arrangements in the U.S., the role of economic factors in the development of health and health care public policy, and a base for analyzing the implications of changes in health policy. Prerequisite: Economics 501.

BM 502 Management and Organizational Behavior (3 credits)

Managerial functions, styles, techniques, and practices contingent on the internal and external global organizational environment; overview of diagnostic, behavioral, technical, and conceptual management skills and processes; comparative and applied study of organizational effectiveness with emphasis on group dynamics and team building.

CJ 585 Forensic Pathology (3 credits)

A course designed to introduce students to concepts of forensic pathology with an emphasis on the recognition and interpretation of diseases and injuries in the human body that is the basis for medicolegal investigations. It presents an overview of the medicolegal investigative systems and the substance and mechanics of forensic pathology. The medical examiner, usually the pathologist, is primarily concerned with the investigation of violent, sudden, unexpected, and suspicious deaths. The medical examiner determines the cause and manner of death, identifies the deceased if unknown, determines the approximate time of injury and death, collects evidence from the body, issues a death certificate, and documents these events through an official autopsy report. Prerequisites: NU 521, NU 535

ED 510 Foundations of Education (3 credits)

This course is an introduction to education in the United States. Principles and practices for instructional delivery are presented. The history of education and philosophical and social perspectives related to educational practice are explored. Contemporary issues and controversies in American education are highlighted.

ED 606 Diversity in Education (3 credits)

Dealing with cultural differences in multi-ethnic and pluralistic school settings. The nature of the school as a social system.

DNP Sequence of Courses

Semester I

701 – Summer	Translating Evidence to Clinical Practice	3 credits
702 – Summer	Health Promotion in Diverse Populations	3 credits

Semester II

703 – Fall	Epidemiology and Genetics/Genomics	3 credits
704 – Fall	Issues in Aging	3 credits

Semester III

715 – Spring	Organizational Leadership in Health Care	3 credits
716 – Spring	Health Care Policy for Advocacy in Health Care	3 credits

Semester IV

717 – Summer	Emerging Health Care Risks	3 credits
718 – Summer	Health Care Economics and Financial Management	3 credits

Semester V

730 – Fall	Capstone Seminar I	2 credits
731 – Fall	Practicum I	4 credits

Semester VI

732 – Spring	Capstone Seminar II	2 credits
733 – Spring	Practicum II	4 credits

NURSING COURSE PREREQUISITES

<u>Undergraduate Course</u>	<u>Pre-requisite/Co-requisite</u>
NU 413	All 300 level nursing courses
NU 414	NU 413 NU 415 Co-requisite
NU 450	All 300 level nursing courses
<u>Graduate Course</u>	<u>Pre-requisite</u>
NU 512	NU509
NU 514	NU512, NU509
NU 535	NU 521
NU 541/542	NU 521, NU 524, NU 535
NU 543/544	NU 535
NU 545/546	NU 535
NU 564	NU 518
NU 566/S	NU 562, NU 564, NU 566/P co-requisite
NU 578	CJ 585, NU 576, NU 535, NU 543, NU 575
NU 587S	NU 585, NU 587P co-requisite
NU 587P	NU 585, NU 587S co-requisite
NU 588S	NU 586, NU 587S, HE 584, NU 588P co-requisite
NU 588P	NU 586, NU 587S, HE 584, NU 588S co-requisite
NU 621/NU 631	NU 521, NU 524, NU 535, NU 541/542, NU635/635P NU 622S/P, NU632S/P Co-requisite
NU 623/NU 633	NU 621/ NU 631, NU 624S/P/634S/P Co-requisite
NU 671	NU 521, NU 524, NU 535, NU 543, NU 544, NU 672P/S Co-requisite
NU 673	NU 671, NU 672P/S, NU 674P/SCo-requisite

TENTATIVE SCHEDULE OF NURSING COURSES

	<u>FALL</u>	<u>SPRING</u>
<u>UNDERGRADUATE</u>	NU 311 NU 312	NU 311 NU 312 NU 324
	NU 360 NU 365 NU 413 NU 450 NU 440	NU 360 NU 365 NU 414 NU 415LAB NU 440
<u>MSN CORE</u>	NU 508 NU 509 NU 512 NU 514	NU 508 NU 509 NU 512 NU 514 NU 518 NU 518
NP	NU 521 NU 535	NU 524 NU 535 NU 541 NU 542
Adult	NU 621 NU 622	NU 623 NU 624
Family	NU 631 NU 632	NU 633 Summer 635/P NU 634
Psych	NU 671 NU 672	NU 543 } in lieu of 541/542 NU 544 } NU673 NU674
ADMIN	NU 661 NU 662	NU 663 NU 664
SCHOOL NURSING	NU 585 NU 587 HE 584	NU 586 NU 588
NURSING EDUCATION	NU 562 NU564	NU 566P/S

FORENSICS

NU 575

NU 576

NU 578

(Courses in a specialty track may be offered in alternating years, depending on student enrollments.)

STANDARDS OF PROFESSIONAL BEHAVIOR
FOR MONMOUTH UNIVERSITY NURSING MAJORS

I. Demonstrates responsible behavior

- 1.1 Shows punctuality in classroom, clinical assignments, appointments, and conferences.
- 1.2 Practices good health habits.
- 1.3 Dresses and grooms appropriately for professional practice.
- 1.4 Implements principles which maintain a safe environment for clients.
- 1.5 Meets professional goals as well as personal needs.
- 1.6 Takes responsibility for own learning.
- 1.7 Seeks out new learning situations within and beyond assignments.

II. Recognizes his/her own abilities and limitations

- 2.1 Asks for assistance when necessary.
- 2.2 Consults with appropriate resources.
- 2.3 Accepts criticism.
- 2.4 Uses criticism constructively.
- 2.5 Acknowledges mistakes.
- 2.6 Accepts supervision.

III. Shows sensitivity to human needs

- 3.1 Accepts individual differences (opinions, culture, personality, etc.).
- 3.2 Acts with a positive regard for individuals.
- 3.3 Listens attentively.
- 3.4 Responds within context of discussion.
- 3.5 Works cooperatively with other persons.
- 3.6 Demonstrates tact with other persons.
- 3.7 Practices assertiveness when appropriate.

IV. Demonstrates self awareness

- 4.1 Identifies the effect of his/her behavior on the environment.
- 4.2 Evaluates the effect of his/her behavior on the environment and constructively modifies behavior.
- 4.3 Identifies the effect of the environment on his/her behavior.
- 4.4 Evaluates the effect of the environment on his/her behavior.

V. Promotes professional standards of behavior (ethics)

- 5.1 Demonstrates honesty.
- 5.2 Maintains confidentiality.
- 5.3 Promotes ethical behavior for self and others.
- 5.4 Fosters ethical practice in others.

- 5.5 Demonstrates accountability to his/her client.
- 5.6 Assists client in making informed health care choices.

PROGRAM DETAILS

Undergraduate Program

Transfer/Validation of Lower-Division Nursing Courses

Credit for lower division nursing courses for BSN students will be granted to associate degree graduates on admission. Once diploma graduates have completed a minimum of nine nursing credits (including NU 312) in the Monmouth University BSN program with a minimum GPA of 2.5, they will be awarded 30 credits for their lower division nursing courses

Other Undergraduate Program requirements

Graduate nurses who have sat for, or are eligible to sit for, the NCLEX Examination may enroll in the BSN program. Students must have their New Jersey R.N. license in order to take NU 312, Individual Health Assessment or with the Dean's approval. A current New Jersey R.N. license and validation of a liability and malpractice policy with minimum limits of \$1,000,000-\$3,000,000 must be presented prior to beginning Nursing of Families Laboratory and Nursing of Communities Laboratory. Students are expected to abide by the health regulations of Monmouth University and the special requirements of affiliation contracts with clinical agencies.

Graduate Programs

Registered nurses who hold a BSN from an accredited program may enroll in the MSN program. They must have earned an undergraduate GPA of 2.75 on a 4 point scale and hold a current New Jersey registered nurse license. Students who earn a minimum of B (3.0) in each of the first four courses (12 credits) are not required to take the GRE, otherwise, students must take and earn an acceptable score on the GRE (1200) in order to continue beyond 12 credits in the MSN program.

Students are expected to have a minimum of one year full-time or equivalent clinical nursing experience prior to beginning NU 541 Primary Care and NU 542 Primary Care Laboratory. If a student does not have any clinical experience within the previous two years, they are required to begin a clinical experience during the first 12 credits taken in order to continue in the nurse practitioner track. It is expected that clinical experience will continue throughout the student's graduate program. Students are expected to have successfully completed a college-level course in health assessment. This course may be taken after acceptance but prior to enrolling in NU 535 Advanced Health Assessment.

In addition, the student must show proof of a valid liability and malpractice policy with at least \$1,000,000 and \$3,000,000 coverage, and have a physical exam prior to registration (full time students) or prior to the clinical component of the program (part-time students).

RN to MSN Direct Program

The RN to MSN program is a graduate program. Students will need to complete a total of 150 credits. Students may be able to complete the program in as little as three years.

Distribution of Credits

- Lower division nursing, Associate Degree Nursing (AND) or diploma
30 credits
- Required courses outside of the major: Anatomy and Physiology I and II, Chemistry, Microbiology, Psychology, Sociology and English I and II
28 credits
- Baccalaureate-level nursing courses taken at Monmouth University
30 credits
- MSN credits (depending on track) taken at Monmouth University
36-45 credits
- Additional courses to add up to a total of 150 credits

Bridge Program

The Bridge Program is designed for students who are registered nurses and have a non-nursing baccalaureate degree. Bridge students do not need to complete the entire BSN program before entering the MSN program, but rather need to take only 9 undergraduate nursing credits. Students seeking to pursue the nurse practitioner, nursing education, school nursing or forensic nursing tracks must complete NU312, NU 413, and NU 414, while students seeking to pursue the nurse administrator track must complete NU413, NU 414 and NU 450. Upon completion of the prerequisite courses, students may register for master's level courses and follow the sequence of scheduling as detailed in the MSN curriculum charts.

All students are expected to maintain membership in the A.N.A./N.J.S.N.A. and/or N.J.L.N. All students are expected to join and become active members of the Monmouth University Professional Nurses Association. See Appendix B for the M.U.P.N.A. Bylaws. Nursing students are encouraged to join National Associations related to their practice specialization (i.e. Association of Nurse Executives, American Association of Nurse Practitioners, etc.)

Accreditation

Both the BSN and MSN programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

Professional Dress

Students are expected to dress appropriately for class and laboratory experiences. In the clinical setting, students wear street clothes, with or without lab coats depending on the agency's requirements. For the community health nursing experience, students wear a tailored white or navy blue blouse with a navy blue skirt or slacks. Shoes are to be navy or black with flat or low heels and closed toes. Either a navy or white sweater may be worn. Students are expected to carry their Monmouth University I.D. at all times. All students are to purchase and wear a name pin imprinted as follows:

Ms. (or Mr.) First Name, Last Name, R.N.
Monmouth University B.S.N. Student or
Monmouth University M.S.N. Student
Monmouth University D.N.P. Student

Guidelines for Standard Precautions

Based on the assumption that all persons be considered infectious for HIV and other blood-borne diseases, the Centers for Disease Control (CDC) recommend that gloves be worn when in contact with all blood and body fluids. In addition, the CDC recommends that other specific isolation procedures appropriate to the situation be observed. Use of standard precautions will be addressed in all clinical nursing courses.

Attendance Policy

Instructors will establish and make known to each class their policy regarding class attendance and participation.

Students who are absent for a scheduled exam must discuss this with the instructor as soon as possible. Makeup exams will be provided at the discretion of the individual instructor. Students are asked to avoid requesting permission to take exams at other than scheduled times, for personal convenience.

Due to the nature of the clinical experience, students are expected to attend all laboratory experiences. Absence from a clinical experience will be excused only in the case of serious illness or other serious matters. Clinical instructors must be notified promptly.

Graduate students must keep a log to record their clinical hours. This log must be submitted at the end of each semester.

Leave of Absence Policy

A graduate or undergraduate student who intends to be away from the University for a full semester must file a Leave-of-Absence e-Form in order to maintain the catalog of record in effect when he/she began the program. This protects the student from having to fulfill additional courses due to changes in the curriculum initiated after the student began the program. The form must be processed by the conclusion of the drop/add period. Undergraduate programs of study must be completed within eight calendar years, while graduate programs must be completed within five calendar years.

Transfer Credits, and Waiver

Students can bring in credits from another University if the credits were not used for another degree. Students complete an eform to request credits be applied to their current program of study. For example:

If a student has a 30 credit master's degree in another field and wants to come into our MSN program, if the degree was a 30 credit master's degree from the school from which they graduated then credits applied to that degree cannot be used as transfer credits towards MU master's degree because credits cannot be applied to more than one college degree.

For example, if a student has a 30 credits masters degree and took an additional 3 credits that did not apply to the master's degree, then those three credits CAN be transferred because they were not used for the first masters degree.

If a student took graduate credits, but did not earn a degree, up to 9 credits can be transferred in for a MU's master's degree as long as the student received a "B" or better and the courses are similar to our curriculum.

If a student took graduate credits, but did not earn a degree, and wants to earn a certificate, 30% or 6 credits can be transferred in as long as the grade is a "B" or better and the course/s are similar to MU's curriculum.

A new eform was developed for MSN waivers and will soon be available on Webadvisor. NU 587S, NU 587P, NU 588S, NU 587P, NU 521, NU 524, NU 535, NU 541 and others as applicable, can be waived by the Associate Dean or MSN Director completing an eform. Advisors will be able to generate the waiver.

Credit by Exam

There may be some occasions when a student can earn credit by examination. First, students will need to talk to their advisor, and complete the Credit by Exam form. The student must submit the form to the bursar. The student pays for one credit. After payment is made, the student takes the exam, the faculty signs the form, the form goes to the Registrar's Office.

Equal Opportunity Policy

Monmouth University supports equal opportunity in recruitment, admission, educational programs, and employment practices regardless of race, color, age, sex, disability, veteran status, marital status, religion, national origin, or sexual orientation. Monmouth University affirms the right of its faculty, staff, and students to work and learn in an environment free from discrimination and sexual harassment and has developed procedures to be used to resolve discrimination or sexual harassment complaints. (MU Undergraduate Catalog p.4, Graduate Catalog p.12).

Grading Policy

All students are expected to conform to the School Standards of Professional Behavior included in this handbook. A student who fails to meet the Standards of Professional Behavior may fail a course despite grades earned on exams, papers, etc. The faculty of the School of Nursing and Health Studies at Monmouth University reserves the right to dismiss a student from the program regardless of cumulative grade point index if, in the opinion of the faculty, the student fails to meet acceptable professional standards of behavior.

Course evaluations (grades) for each semester will be based on the objectives stated in the course outline. The methods of evaluation are documented in each course syllabus.

While the university accepts grades of D, in undergraduate courses, the minimum acceptable grade in any nursing course is a C-. Students may not progress with nursing courses once they have earned a D or F grade in any nursing course. They must repeat the course and attain a grade of C- or better in order to continue in the nursing program. Students may repeat only one nursing course to improve a grade of D or F. A second D or F grade in a course means that the student cannot continue as a nursing major.

Graduate academic policies are published in the Graduate Catalog. The MSN program abides by these policies. The requirement for good academic standing and for graduation is a minimum GPA of 3.00 or better.

The following graduate courses must be completed with a grade of B or better: NU521 Pathophysiology and Histology, NU524 Pharmacology for Advanced Practice Nursing, NU535 Advanced Health Assessment and courses in the specialty. A student who receives less than a B will be required to repeat the course. Students will be allowed to repeat each course no more than once. A second grade below a B means the student cannot continue in that program.

Expectations for Practice

Any graduate student who does not fulfill the minimum number of required clinical hours by the end of the semester may receive an Incomplete grade at the discretion of the instructor for the laboratory course until they reach the stipulated number of hours.

Any graduate student doing poorly in a clinical course will be advised of the deficiency. The remediation necessary will be identified and the student must demonstrate acceptable performance in the stipulated area(s) before earning a final grade for the course.

All graduate nursing tracks at Monmouth University have a required practicum. The practicum consists of time spent each week working with an

experienced preceptor. Practicum experiences should be arranged to accommodate both the preceptor and student's schedules. A log of activities must be kept by the student and signed by the preceptor and student. Logs are reviewed at set intervals by the course instructor and submitted to the faculty member for filing at the end of the semester.

Practica may not be carried out in the same department or unit in which a student is employed without prior approval from the instructor. This is done to promote the educational experience of the student and to avoid conflicts of interest. There are various settings in which the practica for clinical tracks may be arranged.

The student identifies the individual with whom he /she wishes to precept, seeks agreement from this individual and provides the name, credentials, title, and contact information to the appropriate faculty to arrange the clinical. If the student is unable to locate a preceptor, the faculty member will assist the student to locate an appropriate preceptor.

Each student may be required to sign a Confidentiality Agreement with the collaborating organization prior to the practicum regarding how to handle privileged/confidential information learned during the practicum. A copy of this agreement will be kept in the students' file. Additionally, a criminal background check needs to be conducted and documented prior to entering clinical practica for students who will be in physical contact with individuals in clinical settings.

In order to allow the faculty coordinator time to locate a clinical placement, students registering for a clinical practicum (especially those students in the School Nursing program) must register for a Fall semester clinical practicum by July 15 and for a Spring semester clinical practicum by November 15 unless otherwise instructed by the faculty coordinator.

If for any reason a student who has registered for the clinical practicum drops the course, it is the responsibility of the student to notify 1) The School of Nursing and Health Studies and 2) the clinical practicum preceptor. Failure to follow this procedure may result in the student being unable to be placed in a clinical site in the following semester.

Frequently Asked Questions about the Practicum Experience

Who can be a preceptor?

Students will receive a copy of the preceptor criteria when enrolled in Advanced Health Assessment (NU 535).

The following is the Graduate Nursing Preceptor Criteria:

Nurse Practitioner Track

Nurse preceptor for NP tracks – nurse practitioner, clinical nurse specialist, or certified nurse midwife nationally certified with at least one year of experience. Master’s degree in nursing required.

Physician preceptor – Board certified or eligible in area of practice with at least one year of experience. A physician may be a preceptor for only one semester.

Nurse Educator

Nurse educator with at least one year of experience as a nurse educator. Master’s degree in nursing required.

Nurse Administrator

Nurse administrator with a graduate degree in nursing (or equivalent), national certification preferred, with at least one year of experience as a nurse administrator/manager.

School Nurse Track

Certified School Nurse with at least one year of experience as a school nurse. Master’s degree preferred.

Forensic Nurse Track

Forensic nurse or other appropriate professional with at least one year of experience in a forensic specialization role. Master’s degree preferred.

The responsibilities of the preceptor are as follows:

1. be familiar with the clinical objectives for the experience as found in the syllabus
2. discuss experiences and the student’s progress with both the student and instructor/clinical supervisor at regular intervals during the semester with documentation
3. provide a written evaluation for the student at the mid-semester and final evaluation periods
4. note days and hours of availability mutually convenient for preceptor and student

Students are expected to spend the designated time with the preceptor. Allocated expectations for weekly practicum hours are identified in each course syllabus.

How many hours do I need to complete?

500 hours minimum are required for the Adult NP and Adult Psychiatric AND Mental Health Advanced Practice Nursing

Advanced Practice Nursing tracks - the minimum of 500 hours plus 125 hours for Pediatrics are required for a total of 625 hours for Family NP.

Nurse Educator – the minimum of an 8 hour day per week for a total of 120 hours per semester.

Nursing Administration – the minimum of an 8 hour day per week for a total of 120 hours per semester.

School Nursing – the equivalent of 1 day per week in the school system

Forensic – the equivalent of an 8 hour day per week for a total of 120 hours per semester.

Is there a list of preceptors?

Monmouth University has affiliation agreements with most agencies and medical centers in the area.

A list of NPs and physicians who have been preceptors for student is kept on file. Students who have no preceptor leads can request assistance to obtain a preceptor from the Coordinator of the NP tracks.

How do I find a preceptor and when should I start looking for a preceptor/s?

Students should start locating a preceptor two semesters before starting the practicum, preferably when enrolled in Advanced Health Assessment (NU 535). When students have difficulty finding a preceptor, students should contact the Coordinator of the NP tracks.

The student needs to obtain the contact information for all preceptors each semester, this includes: name, credentials, address, telephone number, email address.

Preceptor will be mailed two copies of Monmouth University's affiliation agreement to sign and return. They will be mailed one contract after Monmouth University signs it and we keep the other contract in our files.

Do I need a Name Tag?

Yes, you need to identify yourself. Follow the appropriate dress code for the facility.

What do I need to do before starting a practicum?

- copy of your current RN nursing license
- copy of current malpractice Insurance
- copy of immunizations or titers for the following: Hepatitis B, Measles, Mumps, Rubella, Rubeola, Varicella, Mantoux (past 6 months or x-ray report)
- background check

Our students use Adam Safeguard Company, located in Toms River, New Jersey to perform the required background checks. The cost is approximately \$60.00 which includes:

Social Security Traces, National Background Data, State wide Criminal Check in New Jersey, Multistate Criminal Datable Search, New Jersey County Criminal Searches, and Out of Country Criminal searches where applicable.

In addition to the documents listed, some facilities require copies of the signed confidentiality statement and an orientation to their facility. It is the responsibility of the student to present documentation to the facility contact and to arrange for orientation. See the NP Coordinator for specifics.

Will there be faculty supervision?

Yes, the faculty member teaching the theoretical part of the course or a clinical supervisor will visit students a minimum of three times during the semester. The purpose of the visit is to determine if the student is meeting the course objectives and to evaluate the student's clinical performance. At the time of the visit, the supervisor will meet with both the student and the preceptor. The Graduate Practicum Site Visits form is used for the visit and signatures of the preceptor, student and supervisor are documented. This form is used to document the progress of the student. The completed form is to be returned to the professor at the end of the course and is kept in the student's folder.

Do I need to keep records for the practicum experience?

Yes, you need to keep records of your practicum experience. For example: note the date, time, hours spent with preceptor, type of experience or procedure, number of patients (if applicable), etc. A copy of students' practicum hours will be kept in their fold. It is students' responsibility to keep accurate records of their clinical experience.

Permission to Take Course at Another Institution

Undergraduate

It is expected that Monmouth University undergraduate students, once enrolled, will complete all degree requirements at Monmouth University. However, in recognition that students, may, on occasion, have sound reasons to take courses at other accredited institutions, students may request permission to do so. The student **MUST RECEIVE PERMISSION IN ADVANCE** from their advisor and the School Dean. Students are required to follow the guidelines in the Monmouth University Policy Concerning Approval of Undergraduate Student Requests to Take Courses at Another Institution (See also Monmouth University Undergraduate Catalog) and complete the e-form.

Graduate Program

Students who are accepted for graduate work at Monmouth University are expected to complete all remaining course work at Monmouth University. They may not take courses elsewhere for transfer credit without specific PRIOR approval by the graduate program director and the dean of the graduate school. Students will need to complete the e-form.

Student Advisement

In order to facilitate student progress through the undergraduate and graduate programs, every student has a nursing faculty member who acts as his/her advisor. Students are expected to meet with their advisors at least once each semester. In addition, students are urged to meet with their advisors, and/or the Program Coordinator, DAC, Associate Dean or the Dean during non-registration periods whenever necessary. This is especially important for students who have questions about the transfer of credits or who have a limited time frame to complete the program. Faculty office hours are posted and announced in class. Appointments may be arranged at other times when necessary. Students are urged to review information posted on the School bulletin boards located outside of the school offices and classrooms (McAllan Hall, third floor) for ongoing information. In addition, students are urged to check the School of Nursing and Health Studies website at <http://www.monmouth.edu/~nursing/nursing.html> frequently.

Students should bring a copy of their academic audit with them when meeting with their advisor.

Filing an Application for Graduation Form (Degree Audit)

Filing this form with the Office of Registration and Records will provide the student with an official audit of his/her status with respect to graduation. It provides confirmation of all courses completed toward the degree, either by transfer or taken at Monmouth. The required fee needs to be paid only once, so it is to the student's advantage to file prior to the student's last year, especially in cases where the transfer of credit is in doubt. Students can review their academic audits at anytime by using their WEBadvisor account. To do this, steps are as follows:

1. Go to www.monmouth.edu
2. Click on "Academics"
3. Click on "Web Advisor" and then on "WEBstudent"
4. Look Under the Heading Registration Tools until you find Academic Audit. Click on Academic Audit
5. Follow instructions for entering User ID and Password

Monmouth University Student E-Mail Accounts

Every currently registered Monmouth University student has an email or “hawkmail” account. Students are expected to check their MU student generated email every day, as it will be used to relay important information from your professors and university departments. If you do not know how to access your Monmouth University email account, please follow these steps:

1. Go to www.monmouth.edu
2. Click on “Academics”
3. Click on “Web Advisor” and then on “WEBstudent”
4. Look under the Heading Personal Profile and click on “How to Access Your Monmouth Email Account”
5. If you have problems, you can call the University Computer Help Desk at 732-571-3539

Graduation

Only students who have met all requirements for graduation will be able to participate in Commencement. This applies to both undergraduate and graduate students.

Requirements for Written Work

Students are expected to keep a duplicate copy of all work submitted. Papers and other written work are expected to be of scholarly quality. Papers constitute a major portion of the students' course grade and should reflect appropriate learning. This encompasses content, style, format, grammar, spelling, and punctuation. All papers must be typed. APA format is required for all papers.

Informal Grievance Process

The informal process for students who are having problems or concerns is that they should first speak with the faculty involved in hopes of resolving the problem at the level at which it is initiated. If the problem persists, students are referred to speak with the program director or Associate Dean. If there is still no resolution, students may speak with the Dean.

Academic Amnesty Policy

See the Graduate Catalog or the Undergraduate Catalog for detailed information.

Library Facilities

Students are expected to familiarize themselves with the holdings of the Monmouth University Library as well as how to utilize the Library's resources to best advantage.

Lambda Delta Chapter of Sigma Theta Tau

Lambda Delta is the Monmouth University chapter of nursing's honor society, Sigma Theta Tau, International. Undergraduate students who have completed one-half their undergraduate nursing courses, have a 3.2 grade point average, and are in the upper 35% of their class are eligible to apply.

MSN students who have completed one quarter of their graduate courses, have a 3.5 grade point average are eligible to apply.

Nursing Scholarships

Nursing scholarships are available based on merit and/or need. To be eligible for scholarship awards, undergraduate students must maintain a "B" average (3.0 or better) and carry a minimum of six credits per semester. Graduate students are eligible to apply for scholarships if they carry a minimum of 3 credits per semester and maintain a 3.0 or better GPA. Graduate assistantships are also available.

Graduate Scholars Program

The Graduate Scholars Program is designed to encourage baccalaureate graduates from Monmouth University as well as from other colleges or universities to continue for a master's degree at Monmouth University. A minimum GPA of 3.0 is required. The dollar value of the scholarship increases as a function of the GPA. Students must remain continuously enrolled in the program (and maintain a GPA of at least 3.0) to remain eligible for the scholarship.

Part Time Undergraduate Merit Scholarship

This program is designed for part time undergraduate nursing students. To be eligible for this scholarship, students must have a transfer GPA of at least 3.0. There is no minimum number of credits required each semester. This merit scholarship will be renewed for each semester of continuous enrollment at Monmouth University provided the student maintains a cumulative GPA of 3.0.

APPENDIX A
ACADEMIC INTEGRITY
SCHOOL OF NURSING AND HEALTH STUDIES
AND
PLAGIARISM STATEMENT
PREPARED BY THE ENGLISH DEPARTMENT

PLAGIARISM STATEMENT

Nursing

ACADEMIC INTEGRITY

In order to provide a learning process and academic environment that permits students you to pursue their educational goals, you are expected to exhibit honesty in this and every class in which you enroll at Monmouth. Academic dishonesty includes cheating and plagiarism.

CHEATING: includes submitting, without prior faculty permission, any work that has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution. Cheating also includes copying from someone's test, submitting material for academic evaluation that has been prepared by another individual or by a commercial agency.

PLAGIARISM: includes submitting written material without proper acknowledgement of the source, deliberate attribution to or citation of a fictitious source, or submitting data which have been willfully altered or contrived.

The Faculty has the right to assign a zero to any assignment that violates this policy. You may also fail the course for cheating and plagiarism.

PLAGIARISM STATEMENT

Department of English

Plagiarism is the use of another's words or ideas without acknowledgment. It is the equivalent of theft.

Buying term papers is an extreme and willful form of plagiarism. Misusing quotation marks or confusing quotation and paraphrase may arise from carelessness or ignorance. But plagiarism of all kinds should be avoided. This document will explain what plagiarism is and how to avoid it.

Common Forms of Plagiarism

1. Buying a paper, having someone else write your paper, or using someone else's paper, however altered. These dishonest practices rob you of the chance to develop skills of critical thinking essential to an educated person.
2. Quoting without acknowledging the exact words of another person.
3. Paraphrasing a text closely (changing words and syntax but not the substance of a passage) without acknowledgment, summarizing the ideas (a shortened paraphrase) without acknowledgment, and confusing paraphrase and quotation.
4. Misusing quotation marks, note numbers, and parenthetical citations, and thereby implying that portions of a paper are yours when they are not.

Acknowledgment through Citation

Some disciplines acknowledge sources by using a note number in the text that refers to a note at the bottom of the page or at the end of the paper. Other disciplines use a parenthetical citation in the text with a Works Cited list at the end of the paper.

This document uses parenthetical citation, but the principles explained apply to footnote documentation as well.

Examples

1. Quoting Without Acknowledgment

<u>Source</u>	<u>Plagiarized Version</u>
<p>And yet no one in the play can be said to be a <u>religious hypocrite</u>. In any representative sense, Tartuffe may at times suggest or symbolize the slippery casuist, or the sort of hypocrite denounced by Cleante, but he is not himself such a person. <u>He is a versatile parasite or confidence man</u>, with a very long criminal record, and to <u>pose as a holy man</u> is not his only modus operandi: we see him, in the last act, shifting <u>easily from the role of saint to that of hundred-percenter</u>.</p>	<p>Tartuffe cannot be said to be a <u>religious hypocrite</u> in any specific sense. As attacked by Cleante, <u>he is a versatile parasite or confidence man</u>. He <u>can pose as a holy man</u> but then shift <u>easily from the role of saint to that of hundred-percenter</u>.</p> <p>(Underlining indicates phrases and a clause copied exactly from source.)</p>

(From Richard Wilbur's introduction to his translation of Moliere's Tartuffe, page 169. Underlining added.)

Explanation

The writer has failed to acknowledge Wilbur as the source; there is no mention of Wilbur, no footnote number, no parenthetical citation. But the student has clearly used the source as the pattern of borrowing indicates. The underlined portions in the plagiarized version indicate words copied exactly from the source.

You must acknowledge the source of borrowed ideas by appropriate citations. Words and phrases copied from the source must be enclosed in quotation marks. In order to distinguish between your idea and the source, you should preface your borrowing with a phrase such as "Richard Wilbur points out in his introduction...."

Corrected Version

[Student is making own point.]	Tartuffe has many sides to his character. As Richard Wilbur points out in his introduction to the play, Tartuffe is “not a religious hypocrite in any representative sent,” but he changes masks easily from “versatile parasite or confidence man” to “holy man” and “hundred-percenter” (169).	[Note that distinction between student’s idea and the source is made clear.]
[Quotation marks enclose Wilbur’s exact words.]		
	[The page number in parentheses refers to Wilbur’s book in the Works Cited list.]	

2. Confusing Quotation and Paraphrase

Source

Today, television has become our monarch. It determines more and more our choice of candidates for office and the persons we now elect to exercise the government we live under.

(Barbara Tuchman, “A Nation in Decline?” The New York Times Magazine 20 Sept 1987, 58. Underlining added.)

Plagiarized Version

Barbara Tuchman argues that TV today has become our nation’s monarch. She feels that, as a result of TV, our choice of candidates for office and people we choose to exercise the government we live under has come under attack (58).

(Underlined portions indicate actual quotations from source.)

Explanation

Although Mrs. Tuchman has been appropriately acknowledged, the writer has assumed falsely that adding the word “nation’s” before “monarch” and changing “the persons we now elect” to the “people we choose” make the whole into a paraphrase. The writer is actually quoting most of the material and must use quotation marks. Not to use quotation marks is to plagiarize. To correct this, the writer should be sure to place all quoted material within quotation marks or to make an appropriate paraphrase.

Corrected Version

[“has become our monarch” are her exact words.]	In “A Nation in Decline?” Barbara Tuchman argues that TV “has become our monarch” because it increasingly controls our election process (58).	[This is an accurate paraphrase of her second sentence.]
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3. Misusing Citations.

<u>Source</u>	<u>Plagiarized Version</u>
<p>We are told that Owen Warland succeeded in his effort to create an image of the beautiful. Yet we see at once there is no Carlylean “hero as poet,” for Owen is unable to communicate his discoveries to those around him. Hawthorne concludes that the idealist artist will be misunderstood and un-appreciated:</p> <p style="padding-left: 40px;">It is requisite for the ideal artist to possess a force of character that seems hardly compatible with its delicacy; he must keep faith in himself while the incredulous world assails him with its utter disbelief.</p>	<p>In “The Artist of the beautiful,” we see that Owen Warland cannot share his skill or knowledge with others (Bell 107). Owen is basically an alienated idealist as Hawthorne indicates: “He must keep faith in himself while the incredulous world assails him with utter disbelief.”</p>

(Millicent Bell, Hawthorne’s View of the Artist, page 107. She is referring to the story, “The Artist of the Beautiful” and is quoting from the story.)

Explanation

The parenthetical citation (Bell 107) is inappropriately placed. It suggests that only the first sentence is borrowed from Bell when, indeed, the whole passage has been borrowed. Citations must indicate the full extent of the borrowing. A reader of the plagiarized version might think the student had found the quotation in the text of the story when it is clear the student found the quotation in Bell.

Corrected Version

[Note the appropriate introduction for borrowed material]

Millicent Bell points out that Owen Warland cannot share his skill or knowledge with others and that he is basically an alienated idealist as Hawthorne indicates: “He must keep faith in himself while the incredulous world assails him with its utter disbelief”(Bell 107).

[Repeating the name in the citation makes it clear that the quotation from Hawthorne has also come from Bell.]

4. Common Knowledge

We do not need to document facts that are widely known or can be easily found in a commonly used source. However, very specific facts that are clearly not widely known, or interpretations and opinions of facts, need citations. The following chart can serve as a rough guide to what is common knowledge and what is not.

Do not cite a source for:

- the population of China
- the existence of a disease syndrome called AIDS
- the fact that Dickens visited America
- the fact that huge sums are wagered illegally on professional football games
- a line from a nursery rhyme

Cite a source for:

- the Chinese balance of payments in 1987
- a possible connection between AIDS and the virus that carries cat leukemia
- the supposed effect of Dickens's American visit on his subsequently written novels.
- an alleged "fix" of a certain football game
- a line from a poem by Elizabeth Bishop

(From Frederick Crews, The Random House Handbook, page 504.)

Note that the items on the right, which need to be cited, are much more specific than the ones on the left. The ones on the left can be considered common knowledge. In a specific field of study, or in a specific class, certain facts may be considered common knowledge. If you have any questions about acknowledging sources, ask your professor.

APPENDIX B

M.U.P.N.A. BYLAWS

To view the website for the Monmouth University Professional Nurses Association, please go to <https://ecampus.monmouth.edu/login.html> and log into ecampus.

MONMOUTH UNIVERSITY PROFESSIONAL NURSES ASSOCIATION
MUPNA
BYLAWS

Article I. Name and Purpose

Section 1: The name of this organization shall be Monmouth University Professional Nurses Association, herein after referred to as MUPNA. This organization was previously known as Monmouth University Student Nurse's Association.

Section 2: The purpose of the MUPNA is:

1. to assume responsibility for contributing to nursing education in order to provide for the highest quality of healthcare
2. to contribute to the overall development of its membership through it's many functions
3. to aid in the development of the whole person, his/her professional role and his/her responsibility for health care of people in all walks of life
4. to provide programs representative of fundamental and current professional interests and concerns, such programs being designed to aid in personal development, responsibility and accountability
5. to promote awareness and involvement in nursing education
6. to act as a liaison between nursing faculty, administration, student government and nursing students; to represent student opinions, needs, interests, and to disseminate and promote the exchange of information from the administration to students and vice versa
7. to play an active role in the student government of Monmouth University
8. to facilitate the exchange of information and ideas among all students enrolled in the Marjorie K. Unterberg School of Nursing & Health Studies, Monmouth University

Article II. Meetings

- Meetings will be held the first Monday of each month from September to May and at other times as deemed necessary. Meetings may be canceled or rescheduled by a majority vote of all officers. Meetings shall be held at a location and time that is deemed appropriate by the officers. Monthly meetings may be held in a common location at the Marjorie K. Unterberg School of Nursing & Health Studies, Monmouth University or on a virtual location.
- Time of the meeting shall be determined by the officers.
- Special meetings may be called at any time as decided by the board of directors. Also, any 2 officers may request a special meeting through the board of directors, in writing. In all cases, special meetings shall be limited to the stated purpose, which must be communicated in advance to all board members.
- A quorum of 3 executive board members shall be present at any regular or special meeting in order for MUPNA business to be conducted. A majority vote of the board members present is needed to approve any business not otherwise specified in the Bylaws herein.
- A majority of executive board members shall be present at any regular or special meeting before the election of officers or amendments MUPNA bylaws can commence. A majority vote of the officers present is needed to approve amendments to the bylaws, or to elect officers.
- Each board member shall have one vote in all matters.
- The use of written proxies is hereby permitted for those board members unable to attend any regular or special meeting. A proxy vote will be counted when it pertains to a specific issue previously discussed by the board members, not to issues brought up and decided at the missed monthly meeting.
- All meetings of the association shall be open to all members unless voted otherwise. Meeting dates, locations and times will be made available to all student members and board members, a minimum of 14 days in advance.

Article III. Officers Positions and Duties

Section 1: The Board of Directors of MUPNA, also referred to as the executive board, shall consist of the elected officers and the appointed representatives of the association. A consultant shall serve as an ex-officio member without a vote.

Section 2: The officers, AKA executive board, of MUPNA shall be the president, vice president, secretary and treasurer.

Section 3: There shall be a minimum of four elected representatives. MUPNA will also have a designated faculty advisor.

Section 4: General Duties of the Executive Board

- Transacting business of the association between membership meetings and shall report such transactions at the next regularly scheduled membership meeting and or on a virtual site

- Filling vacancies in any office, except President or Vice- President, by a two thirds majority vote of the executive board.
- Reviewing monetary disbursements, acquisitions and fund raising events.

Section 5: Eligibility

Only individuals who are currently nursing students at Marjorie K. Unterberg School of Nursing & Health Studies, Monmouth University with active membership status throughout the term of office shall be eligible for the elected office of president, vice president, secretary or treasurer. These positions are available to any undergraduate or graduate nursing student attending The Marjorie K. Unterberg School of Nursing & Health Studies, Monmouth University

Section 6: Term of Office

The term of office shall be one year from the last week of April of the year in which the officers obtain their office to the last week of April of the following year.

Section 7: Duties of Officers and Directors

The officers shall perform the duties prescribed by MUPNA:

1. The president shall:

- A) Preside at all meetings of the association and the Board of Directors,
- B) Appoint special committees with the approval of the Board of Directors,
- C) Serve as ex-officio member of all committees except the nominating committee
- D) Represent MUPNA in matters relating to the association and perform all other duties pertaining to the office.
- E) Serve as a member of the Faculty/Student Advisory committee.
- F) Meet with the MUPNA faculty advisor a minimum of once a semester, or as deemed needed, to sustain a dialogue as to the organizations current concerns.

2. The Vice President shall:

- A) Assume the duties of the president in the absence or disability of the president.
- B) In the event of a vacancy occurring in the office of the president, the vice-president shall assume the duties of the president.
- C) See that the bylaws are reviewed annually by the Board of Directors.
- D) Chair nominating committee.
- E) Assist with the planning issues involved with special events.
- F) Make all updates and revisions to MUPNA webpage.

3. The secretary shall:

- A) Keep on file an accurate list of the names and addresses of the following:
 - 1. Board members
 - 2. Individual members of MUPNA
- B) Arrange locations for all meetings of the association.
- C) Notify all members of the time and place of all meetings of MUPNA.
- D) Conduct the correspondence of the association as requested by the president or the Board of Directors.
- E) Prepare the minutes of all business meetings of the association and the Board of Directors and forward copies to the appropriate individuals
- F) Be responsible for the past minutes of MUPNA.

4. The treasurer shall:

- A) Act as custodian of organization funds; maintain a member list and update to the executive board and faculty advisor every other month
- B) Sign checks for monetary disbursements as the bylaws provide and with a co-signature of the faculty advisor or the president
- C) Photocopy monthly bank statements for the faculty advisor
- D) Prepare fiscal budget, serve as chair of finance committee, presents finance concerns to executive board.
- E) Submit an annual financial report to the Dean, faculty advisor and executive board in April of each year

Article IV. Removal of an Officer

If an officer of the MUPNA does not fulfill duties required as described in Article III, that officer will be notified in writing of the meeting at which removal from office will be discussed and voted upon. At that meeting, the officer may present statements to the MUPNA in an effort to retain the position. Removal will occur if so voted by majority of the board members present at the meeting or voting by appropriate proxy.

Article V. Nominations and Elections

Section 1: Nominating Committee

- 1. A nominating committee of three members shall be elected at a regular meeting in February.
- 2. It shall be the duty of the nominating committee to nominate candidates or the offices to be filled at the annual meeting in April.
- 3. This committee shall report the proposed nominations at the regular meeting in March.

Section 2: Before the election, additional nominations may be accepted from the membership.

Section 3: Elections

1. The officers shall be elected in April. They will assume office at the end of April.
2. The election shall be by secret ballot. In the event of a tie, a re-vote shall be held.
3. Two MUPNA members in good standing, appointed by the president, shall be responsible for counting the ballots.

Section 4: At any time, when any member of the executive board resigns, the remaining members of said executive board, with the faculty advisor and dean, shall fill the vacant position with someone deemed appropriate. This position shall remain filled with the chosen replacement individual, until the next election.

Article VI. Amendments and Revisions

Section 1:

1. The executive board or any member of the MUPNA may propose an amendment to the constitution or bylaws.
2. This amendment should be reviewed in written for by the general assembly for two consecutive meetings.
3. The amendment will be voted on at the second meeting.
4. Passage will be by a two thirds majority of all organization members who are eligible to vote.
5. If passed, the executive board members will make the appropriate changes in the written bylaws.
6. All amendments and revisions must be approved by the student government.

Article VII. Membership

Section 1: Active Members

- All students enrolled in the Marjorie K. Unterberg School of Nursing & Health Studies Bachelor of Science in Nursing program as well as the Masters in Science in Nursing program are to be considered active members in MUPNA.
- Active members shall have all the privileges of membership.

Section 2: Associate Members

- Registered nurses enrolled in other programs at Monmouth University
- Associate members shall have all the privileges of membership except the right to hold office.
- Section 3: Dues
- There shall be no annual dues for all membership. However, MUPNA reserves the right to raise said dues every year by a vote by the membership.