

MONMOUTH UNIVERSITY
MARJORIE K. UNTERBERG
SCHOOL OF NURSING AND HEALTH STUDIES
NURSING STUDENT HANDBOOK

2020 - 2021

Department of Nursing Administration and Staff

Dr. Ann Marie Mauro, Dean/Professor
Ms. Roseanne Roberson, Assistant to the Dean
Ms. Barbara Paskewich, Director, Professional Development and Special Projects
Ms. Danica Parker, Office Coordinator of Clinical Placements
Ms. Michelle Geraldi, Office Coordinator
Ms. Patricia DeAngelis, Secretary
Ms. Valerie Costic, Assistant, Professional Development

Department of Nursing Faculty

Dr. Polina Amburg
Dr. Patricia Dempsey
Dr. Judith Egan, PL BSN Academic Coordinator
Dr. Cira Fraser, DNP Director
Professor Beth Gough, Director of Skills Lab
Dr. Laura Jannone, School Nursing Program Coordinator
Dr. Rose Knapp, Chair of Nursing, MSN Director, ANP Program Coordinator
Dr. Cheryl Leiningen
Dr. Janet Mahoney
Dr. Colleen Manzetti, Nursing Education Program Coordinator
Professor Mary Nasta
Professor Sue Polito, Department Advising Coordinator (DAC)
Professor Joan Raso
Dr. Erica Sciarra
Dr. Patricia Sciscione
Dr. MaryAnn Troiano
Dr. Janet Urbanowicz
Dr. Inderani Walia, Simulation Coordinator

TABLE OF CONTENTS

Letter of Welcome.....	4
History.....	5
Nursing Resources	7
Code of Ethics for Nurses	8
Conceptual Framework	9
Mission Statement of Monmouth University Department of Nursing Mission, Philosophy, Conceptual Framework.....	10
Development, The Individual, The Environment.....	11
Health, Nursing, Nursing Process, Nursing Leadership.....	12
Nursing Research, Essentials of Bac. Education for Professional Nursing Practice, Undergraduate Program Outcomes	13
Undergraduate Student Outcomes	14
Pre-Licensure BSN Requirements to Practice as a Registered Nurse.....	15
Pre-Licensure BSN Sequence Chart	16
Undergraduate Program Requirements	
Bachelor of Science in Nursing (BSN) – Pre Licensure, Program Technical Standards.....	17
Progression Requirements, Grading Policy, Grading Standard	18
Remediation Policy, Repeating a Course.....	19
Policies for Undergraduate Pre-Licensure BSN Program	20
Clinical Requirement Information	21
Nursing Simulation Lab Policy	22
Nursing Skills Lab Policy	23
Pre-Licensure BSN Requirements	
Appearance Guidelines and Uniform Policy Clinical and Nursing Skills/Simulation Lab Setting, Personal Hygiene, Hair/Headwear, Nails.....	24
Jewelry, Uniforms, Identification, Equipment, Uniform Policy for Cultural/Religious Requirements	25
Background Check and Substance Abuse Policy, Permission to Take Course at Another Institute, Student Advisement, Filing an Application for Graduation Form (Degree Audit)	26
Student Clinical Absence Policy, Pre-Licensure BSN Expected Student Behavior While in the Clinical Setting	27
Monmouth University Student E-Mail Accounts, Graduation, Requirements for Written Work, Informal Grievance Process, Student Complaints about Grades, Academic Amnesty Policy.....	28
Library Facilities, Lambda Delta Chapter of Sigma Theta Tau, Nursing Scholarships, Part Time Undergraduate Merit Scholarship.....	29
ATI Student Acknowledgement Form	30
Pre-Licensure BSN Curriculum Charts.....	31
Undergraduate Program RN to BSN, Transfer/Validation of Lower Division Courses, RN to BSN Program Requirements, Nursing Course Prerequisites	32
Undergraduate Course Descriptions	33
Graduate Program	
Essentials of Master’s Education in Nursing, Graduate Program Outcomes, Graduate Student Outcomes	41
Master of Science in Nursing (MSN) Requirements	42
RN to MSN Direct Program	
Program and Admission Requirements, RN to MSN Direct	43
Curriculum, Sequence Chart, Bridge Program,.....	44
Professionalism.....	45
Graduate and Certificate Programs Curriculum Charts	
Adult-Gero Primary Care Nurse Practitioner.....	46
Family Nurse Practitioner	46
Psychiatric Mental Health Nurse Practitioner.....	46
Nursing Administration.....	46

Nursing Education.....	46
School Nursing for Certified School Nurses.....	46
School Nursing for Non-Certified School Nurses.....	46
School Nursing – Graduate Endorsement for School Nursing.....	46
School Nursing – Non-Instructional Endorsement for School Nursing.....	47
Forensic Nursing.....	47
Graduate Nursing Course Descriptions.....	48
Graduate Nursing Course Prerequisites.....	65
Tentative Schedule of Graduate Nursing Courses.....	66
Expectations for Practice.....	67
Frequently Asked Questions about the Practicum Experience.....	68
Important Information for Clinical Placement NP Students.....	72
Clinical Information and Forms	
Clinical Clearance Form, Requirement Information.....	73
Deadlines for Requirements.....	74
Clinical Placement Request Form.....	75
Preceptor/Site Information Form.....	76
School Nurse Endorsements and MSN, Professional Dress Code.....	78
Guidelines for Universal Precautions, Attendance Policy, Leave of Absence Policy, Transfer Credits and Waiver - Graduate.....	79
Credit by Exam, Equal Opportunity Policy, Grading Policy, Grading Standards.....	80
Permission to take Course at Another Institution: Undergraduate, Program, Graduate Program, Student Advisement, Filing an Application for Graduation Form (Degree Audit).....	81
Monmouth University Student E-Mail Accounts, Graduation, Requirements for Written Work, Informal Grievance Process, Student Complaints about Grades.....	82
Academic Amnesty Policy, Library Facilities, Lambda Delta Chapter, Nursing Scholarships, Graduate Scholars Program, Part Time Undergraduate Merit Scholarship.....	83
Resources.....	84
Academic Integrity Standards of Professional Behavior.....	85
Plagiarism Statement: Cheating, Plagiarism, APA Format.....	86
Monmouth University Professional Nurses Association MUPNA-BYLAWS.....	87

Dear Nursing Student:

Welcome to the Marjorie K. Unterberg School of Nursing and Health Studies at Monmouth University!

Our expert faculty team is here to provide you with an excellent, personalized, and transformational educational experience with strong support from our dedicated administrators and staff. We are excited to offer you immersive learning, scholarship, and service opportunities that will enrich your nursing studies.

The Department of Nursing Student Handbook includes program specific information and resources to supplement the Monmouth University Undergraduate and Graduate Catalogs as well as the University Student Handbook. This handbook serves as a guide for your academic journey at Monmouth University. We ask that you familiarize yourself with its content and abide by the program, school, and university policies.

Please do not hesitate to contact your Academic Advisor, Program Coordinator, or Program Director for an appointment if you have any questions, feedback, or concerns. I am also available to assist you if needed.

Thank you for choosing Monmouth University! I wish you much success during your academic journey with us as we learn and grow together.

Sincerely,

A handwritten signature in blue ink that reads "Ann Marie Mauro". The signature is written in a cursive, flowing style.

Ann Marie P. Mauro, PhD, RN, CNL, CNE, FAHA, FAAN
Dean and Professor
Marjorie K. Unterberg School of Nursing and Health Studies
Email: amauro@monmouth.edu

History of the School

- 1943 – Monmouth Junior College offers pre-clinical training to nursing students in cooperation with the Monmouth Memorial School of Nursing (now Monmouth Medical Center) and the Ann May School of Nursing at Fitkin Memorial Hospital (now Jersey Shore University Medical Center).
- 1981 – Monmouth College establishes upper division BSN program beginning with a faculty of three overseeing a cohort of 72 nursing students.
- 1985 – RN to BSN program receives accreditation by the National League for Nursing (NLN).
- 1993 – RN to BSN program reaccredited by NLN.
- 1995 – The MSN program launched to meet the advanced education needs of experience nurses.
- 1998 – Twenty students graduate from the first MSN class.
- 1998 – The Department of Nursing becomes the Marjorie K. Unterberg School of Nursing and Health Studies. The school was named in honor of Marjorie K. Unterberg, a longtime advocate for nursing, namesake of the Unterberg Center for Nursing Excellence at Monmouth Medical Center, and former member of the Nursing Advisor Committee at Monmouth University.
- 2000 – New Jersey Board of Nursing grants accreditation based on a site visit in October 1999.
- 2000 – Marjorie K. Unterberg School of Nursing and Health Studies is accredited by the Commission on Collegiate Nursing Education (CCNE) based on a site visit in November 1999 for BSN and MSN programs.
- 2002 – Monmouth University offers a Master’s of Science in Nursing (MSN) with a concentration in forensic nursing and a post baccalaureate certificate in forensic nursing. Monmouth University becomes the first institution in New Jersey to offer the concentration.
- 2005 – BSN and MSN programs reaccredited by CCNE.
- 2008 – Health Studies major added to undergraduate curriculum of Marjorie K. Unterberg School of Nursing and Health Studies. Health Studies and Physical Education and HE/PE with an education endorsement followed a year later.
- 2009 – Dr. Marilyn Lauria, founding Dean of the Marjorie K. Unterberg School of Nursing and Health Studies retires after a 28 year career at Monmouth University.
- 2011 – Doctor of Nursing Practice students begin classes under the leadership of Dean Janet Mahoney and inaugural Director of the DNP program Dr. Barbara Johnston.
- 2012 – The School celebrates our 30th Anniversary (1981 – 2011).
- 2012 – Commission on Collegiate Nursing Education accredits DNP program for the initial full five years.
- 2013 – First class of seven DNP students graduate.

- 2014 – Pre-Licensure Bachelor of Science in Nursing degree started – class of 24.
- 2014 – Master of Science Physician Assistant started – class of 20. The ARC-PA granted Accreditation-Provisional status to the Monmouth University Physician Assistant Program (2013).
- 2015 – Commission on Collegiate Nursing Education reaccredits the BSN, MSN, and Post Graduate APRN Certificate Programs for the full 10 years.
- 2017 – Commission on Collegiate Nursing Education site visit for the DNP program. All four standards were met. Reaccreditation for the full 10 years.
- 2017 – Physician Assistant graduated their 1st class with 19 students. 100% pass rate PANCE
- 2018 – PL-BSN graduated their 1st class with 19 students. 18/19 students passed NCLEX on first attempt
- 2018 – Physician Assistant graduate their 2nd class with 25 students. 100% pass rate PANCE
- 2019 – New Jersey Board of Nursing grants accreditation for full 8 years
- 2019 – PL BSN graduated their 2nd class with 28 students.
- 2019 – DNP graduated largest class of 14 students in May and 1 student in summer 2019
- 2019 – Physician Assistant graduate their 2nd class with 25 students. 100% pass rate PANCE

NURSING RESOURCES

Nursing students at Monmouth University need to abide by the current policies and guidelines of the University and the Department of Nursing. Policies and guidelines that are presented in the Nursing Student Handbook, Undergraduate and Graduate catalogs, and University Student Handbook may change with each academic year. It is the student's responsibility to review the Nursing Student Handbook. The document is located online under the heading "Student Resources."

The Student Nursing Handbook website location is noted in all nursing syllabi and presented to students the first day of class.

<https://www.monmouth.edu/school-of-nursing-health/documents/2018/05/nursingstudenthandbook.pdf>

The website for the Undergraduate and Graduate catalogs, and the University Student Handbook are listed below for your convenience:

<http://catalog.monmouth.edu/undergraduate-catalog/>

<http://catalog.monmouth.edu/graduate-catalog/>

www.monmouth.edu/studenthandbook

The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and post-graduate APRN certificate programs at Monmouth University are accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

The address for the Commission on Collegiate Nursing Education is 655 K St., NW, Suite 750, Washington, DC 20001, 202-887-6791.



AMERICAN NURSES ASSOCIATION: CODE OF ETHICS FOR NURSES

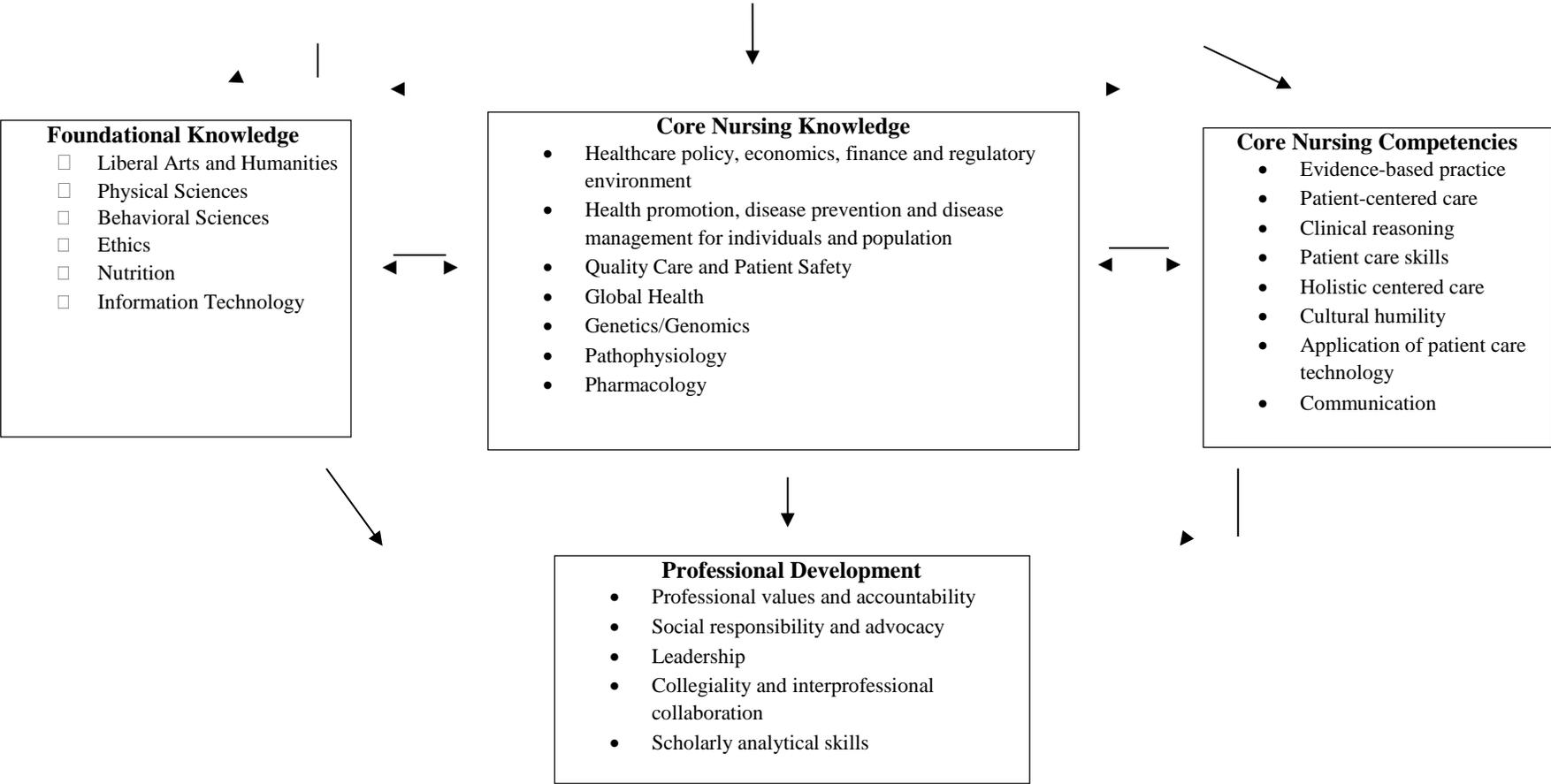
The 9 Provisions:

<https://nursing.rutgers.edu/wp-content/uploads/2019/06/ANA-Code-of-Ethics-for-Nurses.pdf>

American Nurses Association. *Code of Ethics for Nurses with Interpretive Statements*. Silver Springs MD: American Nurses Publishing. 2001.

Marjorie K Unterberg School of Nursing and Health Studies
BSN Conceptual Framework for Core Nursing Knowledge
 Monmouth University Mission
 Monmouth University School of Nursing and Health Studies Mission
 AACN Essentials of Baccalaureate Nursing Education
 Institute of Medicine Competencies for Nursing Education (QSEN)

Curriculum development and revision related to content, learning experiences, and teaching strategies are consistent with AACN Baccalaureate Essentials. Curriculum mapping will be based on competency as it relates to knowledge, skill, and attitude at the beginning, intermediate and advanced level throughout the program.



MISSION STATEMENT OF MONMOUTH UNIVERSITY

Monmouth University is an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service. Through its offerings in liberal arts, science, and professional programs, Monmouth University educates and prepares students to realize their potential as leaders and to become engaged citizens in a diverse and increasingly interdependent world.

DEPARTMENT OF NURSING MISSION

The mission of Department of Nursing of the Marjorie K. Unterberg School of Nursing and Health Studies is to provide high quality baccalaureate and graduate education programs to a diverse student population for development of potential nurse leaders. Graduates are committed to lifelong service to the nursing profession and prepared to enhance the quality of life for individuals, families, diverse groups and the community in a global and increasingly interdependent society.

DEPARTMENT OF NURSING PHILOSOPHY

The Department of Nursing reflects in its philosophy the mission of Monmouth University: to provide a learning process and environment that enables baccalaureate and graduate students to realize their full potential and to enhance wellness and the quality of life for individuals, families, diverse groups, and the community in a global and increasingly interdependent society.

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

Education for nursing is visionary 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 Department of Nursing believes 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.

Professional nursing is an art and 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.

CONCEPTUAL FRAMEWORK

The conceptual framework of the Monmouth University BSN Program is derived from the philosophy and mission 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 to meet program and student outcomes.

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 advance 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 are 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.

The outcomes of the undergraduate program are derived from the mission, philosophy and the conceptual framework.

THE ESSENTIALS OF BACCALAUREATE EDUCATION FOR PROFESSIONAL NURSING PRACTICE (AACN, 2008)

- I. Liberal Education for Baccalaureate Generalist Nursing Practice
- II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III. Scholarship for Evidence Based Practice
- IV. Information Management and Application of Patient Care Technology
- V. Healthcare Policy, Finance, and Regulatory Environments
- VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- VII. Clinical Prevention and Population Health
- VIII. Professionalism and Professional Values
- IX. Baccalaureate Generalist Nursing Practice

UNDERGRADUATE PROGRAM OUTCOMES

1. Incorporate knowledge from the humanities, the natural, and behavioral sciences and nursing science as basis for professional nursing practice. (Essential I)
2. Identify opportunities for improvement in providing safe and evidence based quality nursing care. (Essential II & Essential III)
3. Apply information and patient care technologies in a variety of clinical settings. (Essential IV)
4. Recognize the influence of health policy, financial and regulatory requirements that affect professional nursing practice and guide patient care delivery systems. (Essential V)
5. Participate in inter-professional communication and collaboration for initiating change and improvement of patient care outcomes. (Essential VI)

6. Apply the nursing process to the promotion, maintenance, and restoration of health in diverse populations. (Essential VII)
7. Demonstrate professional standards of ethical conduct and social responsibility. (Essential VIII)
8. Utilize research underlying evidence based nursing interventions for the management of care of patients across the life span. (Essential IX)
9. Apply leadership principles to management and delegation of nursing care during health care delivery. (Essential IX)

UNDERGRADUATE STUDENT OUTCOMES

1. One hundred percent of graduating students incorporate knowledge from the humanities, the natural, and behavioral sciences and nursing science as a basis for professional nursing practice. (Essential I)
2. One hundred percent of graduating students identify opportunities for improvement in providing safe and evidence based quality nursing care. (Essential II and III)
3. One hundred percent of graduating students apply information and patient care technologies in a variety of clinical settings. (Essential IV)
4. One hundred percent of graduating students recognize the influence of health policy, financial and regulatory requirements that affect professional nursing practice and guide patient care delivery systems. (Essential V5)
5. One hundred percent of graduating students participate in inter-professional communication and collaborator for initiating change and improvement of patient outcomes. (Essential VI)
6. One hundred percent of graduating students apply the nursing process to the promotion, maintenance, and restoration of health in diverse populations. (Essential VII)
7. One hundred percent of graduating students demonstrate professional standards of ethical conduct and social responsibility. (Essential VIII)
8. One hundred percent of graduating students utilize research underlying evidence based nursing interventions for the management of care of patients across the life span. (Essential IX)
9. One hundred percent of graduating students apply leadership principles to management and delegation of nursing care during health care deliver. (Essential IX)
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.
12. Ninety percent of pre-licensure undergraduate's first time NCLEX-RN test takers will obtain a pass rate within 10% of the national average.
13. Ninety percent of graduates from the baccalaureate program will be employed within 12 months of graduation.
14. Mean satisfaction scores on BSN program exit surveys will be greater than or equal to 3 on a scale of 1-4.
15. Mean satisfaction scores on BSN alumni surveys at one and five years will be greater than or equal to 3 on a grade of 1-4.

PRE-LICENSURE BSN
REQUIREMENTS TO PRACTICE AS A REGISTERED NURSE

Upon the successful completion of the SNHS course of study, students will graduate with a Bachelor of Science in Nursing (BSN) degree. In addition to the academic requirements for becoming a professional nurse, the graduate must attain professional licensure to practice. Upon graduation, an individual must pass the NCLEX-RN to obtain a license to practice as a registered nurse and use the title registered nurse (RN). Individuals must be licensed by a state board of nursing in order to practice in that state.

State Boards of Nursing govern licensing requirements, set continuing education and competency requirements, and handle disciplinary actions for violations filed against RNs. Once an RN, the nurse must practice following the requirements of the Nurse Practice Act in the state in which he/she practices as an RN. The following is the definition of nursing from the New Jersey Nurse Practice Act:

“The practice of nursing as a registered professional nurse is defined as diagnosing and treating human responses to actual or potential physical and emotional health problems, through such services as case finding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens as prescribed by a licensed or otherwise legally authorized physician or dentist. Diagnosing in the context of nursing practice means the identification of and discrimination between physical and psychosocial signs and symptoms essential to effective execution and management of the nursing regimen. Such diagnostic privilege is distinct from a medical diagnosis. Treating means selection and performance of those therapeutic measures essential to the effective management and executive of the nursing regimen. Human responses mean those signs, symptoms, and processes which denote the individual’s health need or reaction to an actual or potential health problem.”
(N.J.S.A. 45:11-23. Definitions)

Copies of the NJ NPA can be obtained by contacting:

NJ Board of Nursing
Division of Consumer Affairs
NJ Department of Law & Public Safety
P.O. Box 45010
Newark, NJ 07101
(973) 504-6430

The New Jersey Nurse Practice Act can be found at:

<http://www.state.nj.us/oag/ca/laws/nursinglaws.pdf>

B.S.N. IN NURSING (PRE-LICENSURE)
2020-2021 SEQUENCE CHART

<https://www.monmouth.edu/registrar/documents/b-s-n-nursing-pre-licensure-3.pdf/>

Undergraduate Program Requirements

Bachelor of Science in Nursing (BSN) – Pre-Licensure

With the rising healthcare needs of today's society, there is currently a high demand for qualified registered nurses. To meet this demand and educate the nurses of tomorrow, Monmouth University is offering an entry-level Bachelor of Science in Nursing (BSN) program for students committed to a career in nursing. Nurses who hold a bachelor's degree are increasingly recognized as qualified generalists who advance in their field and are eager to realize their full potential. Through this program, students receive the necessary preparation for RN licensure, as well as a valuable, wide-ranging liberal arts education that will keep them ahead of the curve.

MONMOUTH UNIVERSITY PRE-LICENSURE BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM TECHNICAL STANDARDS

The Pre-Licensure of Bachelor of Science in athletic training program at Monmouth University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. An objective of this program is to prepare graduates to enter the field of nursing in a variety of employment settings and to render safe health care to a wide spectrum of individuals and populations. The technical standards set forth by PL BSN Program establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level registered nurse, as well as meet the expectations of the program's accrediting agency, Commission on of Collegiate Nursing Education (CCNE). The following abilities and expectations must be met by all students admitted to the pl bsn Program;

Candidates for selection to the Nursing Program (PL BSN) must demonstrate:

1. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments as well as to be able to distinguish deviations from the norm.
2. Sufficient postural and neuromuscular control, sensory function, and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
3. The ability to communicate effectively and sensitively with patients and colleagues, and communicate judgments and treatment information effectively. Students must be able to understand and speak the English language at a level consistent with competent professional practice.
4. The ability to record the physical examination results and a treatment plan clearly and accurately.
5. The capacity to maintain composure and continue to function well during periods of high stress.
6. Flexibility and the ability to adjust to changing situations and uncertainty in clinical situations.
7. Affective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
8. The perseverance, diligence and commitment to complete the athletic training program as outlined and sequenced.

Candidates for selection to the PL BSN Program will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

I certify that I have read and understand the technical standards for selection listed above, and I believe to the best of my knowledge that I meet each of these standards with reasonable accommodation.

PL BSN Student Signature

Date

Progression Requirements – Pre-licensure

Once selected for the program, students will be required to meet certain benchmarks, including:

- Maintaining a cumulative GPA of 2.75 or better.
- Achieving a minimum standard grade of C+ in prerequisite courses (BY 107, CE 109, BY 111, BY 112, HE 200).
- Maintaining a standard grade of C+ in the following nursing courses (NU 201, NU 202, NU 203, NU 204, NU 205, NU 206, NU 413, NU 414, NU 415, NU 450, NU 490).

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.

Grading Standards

Undergraduate

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	Less than 60

Remediation Policy

The purpose of remediation is to identify, remediate, and counsel individuals who demonstrate difficulties in nursing courses.

Remediation is a system of support for the student and is not a disciplinary action.

The student will seek remediation for any course work for example, quiz, exam, paper, or project, which are below the acceptable grade for the course.

A written plan of action (using the remediation form) is to be developed between the instructor and the students detailing the steps and timeline to improve their performance. This form should be signed by both parties. The plan of action will be kept in the student's file documenting their progress through their remediation. Their Academic Advisor will be copied on the plan of action.

The student will be referred to the Center for Student Success where they are encouraged participate in educational workshops as appropriate:

- general educational tutors,
- test taking strategies and skills,
- time and stress management,
- workshops on note taking,
- general wellness as needed

Students are encouraged to seek out the following department support, such as study groups, peer tutors, and utilizing web-based practice programs and exams. Students may be referred to the Nursing Skills Lab for remediation of nursing skills (Lab referral form).

In the event that the student is unsuccessful in successfully completing the course objectives, the PL-BSN Coordinator and their Academic Advisor will be notified to determine continuance in the program.

Repeating a Course

Students have one opportunity to repeat any regular course in which a grade of F, D-, D, C or C- has been assigned. When a course is repeated, the second grade for the course will be used in calculating the cumulative grade point average, regardless of whether the second grade is higher or lower than the first. Nursing students who fail a course may repeat it once only. Two grades of "F" in any course or two grades below the required "C+" in designated courses, require the student to choose another major.

Nursing students need to maintain a 2.75 GPA. Grade points are awarded for each credit on the basis of grades as follows.

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7

Policies for Undergraduate Pre-Licensure BSN Program

I.) Program progression for pre-licensure BSN students

Once selected for the program, students will be required to meet certain benchmarks, including:

1. A GPA of 2.75 overall must be achieved at the end of each academic year. If the students overall GPA falls below 2.75 but is above 2.5, the student will be placed on academic probation within the school of nursing. The student then has one academic year to achieve the overall GPA of 2.75. If the students overall GPA falls below 2.5, the student will be dismissed from the nursing program. The student may be on academic probation only one time during the course of the program. Failure to meet these GPA requirements will result in dismissal from the PL-BSN program but not from Monmouth University.
2. **Although C and D grades are not considered failing by university standards, they count as grades below C+ in our academic standards policy and are considered a failing grade within the school of nursing.**
3. A grade below C+ in a prerequisite course must be repeated (only one time) and a grade of C+ or better must be achieved. Prerequisite course include: CE 109, BY 107, BY 111, BY 112, and HE 200.
A grade below C+ in any nursing course must be repeated (only one time) with an achieved grade of C+ or better. Nursing courses include: NU 201, NU 202, NU 203, NU 204, NU 205, NU 206, NU 413, NU 414, NU 415, NU 450, and NU 490.
4. A nursing or prerequisite course may be repeated only once. The repeated course must be taken at Monmouth University.
5. Students who earn a grade below C+ in their nursing and prerequisite courses are responsible to schedule a joint meeting with their advisor and the BSN Academic Coordinator within two weeks of final grade posting to develop a remediation plan to follow as they progress through the repeated course.
6. Students will be dismissed from the program after two grades below a C+ in a prerequisite or nursing course at the discretion of the BSN Program Coordinator, Chair and Dean.

II.) Academic probation & criteria for student progression

Academic probation within the PL-BSN program exists when a student earns a grade of less than C+ in a nursing or prerequisite course. Academic probation also applies to students earning less than a 2.75 GPA at the end of each academic year.

Students are expected to progress through the nursing major courses sequentially with their cohort. A student who does not complete a course or who fails a prerequisite or nursing course in a semester, may not progress to the next nursing courses until ALL NU and prerequisite courses in the prior semester have been completed.

Students who fail to progress within their cohort for any reason are responsible to schedule a joint meeting with their advisor and the BSN Academic Coordinator. The student will have a choice of one of the following two options:

1. Be placed on the list of students enrolled for the next academic year if they wish to re-join the nursing course progression. The availability of seats in subsequent cohorts is dependent on enrollment.

2. Complete an e-form change of major for Health Studies or other major within the university.

Students are responsible for monitoring their progress to ensure they have met all of the requirements as stated above. The student is responsible for reaching out to their instructor, advisor or BSN Academic Coordinator to schedule an appointment to review their status.

III.) Academic dismissal from the PL-BSN program

Students who do not maintain the minimum overall GPA of 2.75, or who earn less than a C+ in more than one nursing or prerequisite course will be dismissed from the nursing program at the discretion of the Program Coordinator, Chair and Dean. The student will meet with the School of Nursing Department Chair to discuss their status. Dismissal notification will be sent by certified letter to the student's address of record. Dismissal from the PL-BSN program does not mean the student is dismissed from Monmouth University.

IV.) Academic Dismissal Appeals Process (for Dismissal from the PL-BSN program)

As per University policy, a student who is academically dismissed from the program may appeal the decision in writing to the Department Chairperson within six weeks of the receipt of final grades. If the student is not satisfied with the decision of the Department Chairperson they may file a letter with the Dean of Nursing and Health Studies. The decision of the Dean is final.

Clinical Requirement Information

Copy (lab work) of Titers stating immune for the following:

Lab work showing immunity (proof of positive IgG titer) with clinical requirement paperwork. If lab work states non-immune or equivocal, proof of revaccination is required. Rubella, Mumps, Rubeola, Varicella, Tdap.

Copy of titer or documentation of 3-dose series (dates) of
vaccinations: Hepatitis B

*If a student is medically unable to participate in clinical, they are required to submit a medical clearance form prior to resuming clinical, and as a result are responsible for making up any missed clinical days.

Current Physical

A yearly physical must be documented prior to going to the clinical site. A health care provider must verify that the student is in good health and can participate in clinical practice.

2-step Mantoux test (Tb screening):

PPD-2 step or TB blood test (Quantiferon Gold or IGRA).

2-step PPD = 2 separate PPD tests done one to three weeks apart unless a PPD was done within the last calendar year. Documentation of negative results is required. If positive results, a copy of the chest x-ray report from the last 12 months is required prior to start of clinical.

Flu Vaccine

A flu vaccine is required annually of a clinical rotation during the flu season (October-May). Students waiving the flu vaccine may be prohibited from clinical sites as a result.

Background Check

Monmouth University currently uses the services of CastleBranch for background checks.

Current copy of student RN Malpractice Insurance

HERE ARE SOME POSSIBLE CARRIERS:

NSO <https://www.nso.com/>

OR

MARSH www.proliability.com/professional-liability-insurance/nurses

You must submit a copy from the insurance company with policy number and expiration date.

Copy of BLS Card

A current signed copy (front and back) of a BLS certification for Healthcare providers from the American Heart Association or the American Red Cross must be submitted.

Students who have not completed all clinical requirements will not be permitted in the clinical agencies.

Nursing Simulation Lab Policy

Purpose:

As part of the Marjorie K. Unterberg nursing curriculum, students are required to participate in an extensive lab simulation. The lab simulation is designed to mirror real life situational experiences and routine clinical expectations. Through simulation, students are given the opportunity to apply knowledge of course content and gain familiarity with healthcare environment scenarios.

Nursing Simulation Guidelines:

- Simulation is a requirement which has been incorporated into nursing courses.
- Simulations are routinely video recorded for educational purposes which allow students to review the learning experience with faculty and become cognizant of one's own strengths and weaknesses.
- Students are required to sign the Monmouth University Consent and Release Form. If this form is not signed students will not be allowed to participate in simulation. This could result in course failure and therefore lack of student progression in the BSN program.
- Students are expected to come prepared for simulation by completing their pre-simulation research; i.e., reviewing appropriate readings and objectives related to the scenario.

- Students must wear a lab coat with student ID and closed-toe, white shoes, as described in the SNHS handbook. Students must wash their hands before handling Sim Man. No food or drink is allowed in the simulation lab.
- When students enter the simulation lab, they are to adhere to professional conduct that would be expected if in a clinical agency. The simulated “patient” will be treated with the same respect as any patient.
- Remember to communicate with your “patient/family members” in a clear and professional manner as your “patient” and those “family members” will interact with you.
- Proper patient identification, safety, and infection control practices are expected.
- This video recording is followed by debriefing and immediate dialogue about the student’s performance in relation to critical thinking, patient communication and nursing skills. This allows both student and faculty member to reflect on the important traits that may or may not have been exhibited throughout the simulation.
- Recorded scenarios are deleted at the end of the semester, and are not saved in any format or on any type of server.
- The simulation scenarios are not to be discussed outside of the simulation lab. Unauthorized discussion of the simulation experience is considered a violation of the Nursing Simulation Policy and may result in a failing grade for that experience.

Date: _____

Student Signature: _____ Print Name: _____

Nursing Skills Lab Policy

- Instructions for making appointments for validating skills will be given at orientation on the first day clinical. Appointments are made using Accudemia on the MU portal.
- Appointments for skill validation: if a student does not show within 15 minutes of the scheduled appointment time, then the appointment will need to be rescheduled. **Failure to meet at the appointed time may result in a grade deduction as outlined in the course syllabus.**
- Students must have instructor validation of satisfactory performance of each skill in the laboratory setting before performing the skill in the clinical setting.
- If the first attempt to validate a skill is unsuccessful, the student will need to make an appointment for remediation and review. An additional appointment must be made to re-test on the skill.

- The student has a maximum of three attempts to validate knowledge/performance of a nursing skill. Inability to validate performance upon the third attempt will result in a clinical failure. A clinical failure results in a failure of the course.
- If a student receives a lab referral from the clinical instructor, that student must make an appointment to remediate the skill. Knowledge/performance validation must be successfully completed prior to the next clinical day. The lead instructor and the academic coordinator must be notified of any remediation referral.
- All clinical skills listed in the course syllabus must be successfully completed in order to pass the course.
- No food or drinks are allowed at any time in the nursing skills, simulation or computer labs.
- For proper lab attire refer to Appearance Guideline and Uniform Policy in nursing student handbook.

BSN Committee 06/12/2019

PRE-LICENSURE BSN REQUIREMENTS

Appearance Guidelines and Uniform Policy in the Clinical and Nursing Skills/Simulation Lab Setting:

Appearance during clinical is an essential component of the level of professionalism and care that each student must exhibit. Grooming, attire and the manner in which students present themselves must reflect respect and consideration for patients, families and each other. Faculty reserve the right to dismiss any student who is not in full compliance with the dress code policy. The following guidelines delineate what is expected of Monmouth University students while representing the SNHS in the clinical setting.

Personal Hygiene:

Personal cleanliness and hygiene must be maintained at all times. Perfumes, colognes, or other strong fragranced lotions should not be used in a manner which would adversely affect the comfort and/or safety of others. Students must have a neat and clean appearance. Visible tattoos must be covered. Policies regarding handwashing and isolation precautions require strict adherence.

Hair and Headwear:

Hair should be pulled back and secured so as not to interfere with patient care. The overall hairstyle for students must be neatly combed and pulled up off the collar. Facial hair must be neatly trimmed. Hats, head dress, and hoodies are generally not permitted unless part of religious attire. (see below for cultural/religious uniform accommodation). Hair color should be natural: brown, black, red, blonde or gray. No other colors will be permitted.

Nails:

Artificial nails, tips, coverings or nail jewelry (including but not limited to: wraps, gels, and acrylics) are not permitted for healthcare workers who have direct physical contact with patients. Direct patient care providers' nails must be kept short (less than ¼ inch long), clean, and well-manicured. Keep nail polish (if worn at all), free from chips or cracks. Nail polish color should be clear, light pink, cream or beige. No fluorescent colors are permitted.

Jewelry:

Students should refrain from wearing jewelry in the clinical setting, except for stud earrings (**one per year**), wedding bands and watches with a timer or second hand. Visible body jewelry such as lip, tongue, nose, eyebrow rings/studs are **not** permitted in the clinical setting. No hoop earrings or ear gauges are permitted.

Uniforms:

The approved SNHS nursing student uniform must be worn during the student's clinical experiences. In most cases, full uniform will be required. In some clinical situations and in the Nursing Skills/Simulation Lab, the student's lab coat over street clothes may be acceptable if allowed by the instructor. Student uniforms must be purchased by the spring semester of the freshman year. It is suggested that at least 2 uniforms be purchased from the approved Monmouth University uniform vender. Vendor information and order deadlines will be provided at the start of the program. Complete student uniform consists of white top with blue trim and navy blue pants. Please note the following requirements with regard to dress code compliance:

- Uniform should be laundered after each clinical day and be free of wrinkles and stains.
- Shoes must be white and made of leather or other wipeable material. Sneakers are permitted as long as they are not canvas or another material that cannot be wiped clean, and must have minimal color trim. No open toe shoes or clogs are permitted.
- Socks or hose must be worn.
- Uniform must fit appropriately to allow for ease of movement while providing patient care.
- No additional sweaters, sweatshirts or T-shirts may be worn with the uniform, unless the garment is specifically permitted and part of the official uniform.

Student failure to comply with all aspects of the dress code will result in a clinical absence and the student will be dismissed.

Identification:

For safety and security purposes, all students must wear their Monmouth University SNHS name badge. In addition, students are required to wear the ID badge that will be provided to them by the clinical site.

Equipment:

- The student is required to wear a watch with a timer or second hand.
- All students are required to have a stethoscope, bandage scissors, and a penlight.

Students should be prepared to have these items on hand during all clinical and lab experiences.

Uniform Policy for Cultural/Religious Requirements:

Students with special uniform needs pertaining to cultural or religious requirements should see the PL-BSN Academic Coordinator of the School of Nursing before purchasing uniforms. Reasonable accommodations will be made for students' cultural or religious obligations.

Background Check and Substance Abuse Policy

Students who do not pass the background check, or adhere to substance abuse policy (MU Student Handbook) may be dismissed from the nursing program.

Permission to Take Course at Another Institution

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, Department Chair 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.

Permission to take courses at another institution is generally considered only for summer study.

1. Students must be in good academic standing (not on probation).
2. Permission may be granted for free elective courses, or required courses outside the major, not for general education or major courses.
3. In accordance with the Monmouth University requirement, students who are within 32 credits of graduation are not eligible for this permission.
4. If student completes a CONSORTIUM AGREEMENT with Financial Aid, the grades earned will be calculated into the student's GPA.
5. Students requesting permission for a 2-year institution must have completed less than 57 credits.
6. Use NJ Transfer for equivalencies from 2-year NJ schools or see your advisor for assistance.

CONSULT THE UNIVERSITY CATALOG FOR ADDITIONAL POLICIES.

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 Academic Coordinator or DAC during non-registration periods whenever necessary. 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 in Birch Hall for ongoing information. In addition, students are urged to check their MU email and [School of Nursing and Health Studies website](#) everyday, if possible.

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 any time by using their WEBstudent 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

Student Clinical Absence Policy:

1. Students are required to attend 100% of the clinical experiences.
2. In the event of unexpected illness or emergency, students are required to contact their Clinical Faculty as soon as they become aware that they will be absent. In the event of student observance of a religious holiday, arrangements must be made in advance with the clinical faculty and the lead instructor.
3. Students who are not present and ready for clinical practice at the scheduled time are considered late for their clinical experience. Students who are late on two occasions will be assigned one clinical absence.
4. Students are required to make up all missed clinical days. A clinical make up day will be scheduled at the end of the semester for no more than two clinical absences. The make-up day may be scheduled over the weekend or during the scheduled break. The date and time of the clinical make-up day is at the discretion of the faculty. Students who do not attend a scheduled clinical make-up day will receive a failing grade for the course.
5. If there are more than two clinical absences during a semester for any reason, continued progression in the course will be at the discretion of the faculty.
6. If a student is unable to complete the required clinical experiences in the time provided, the student’s status will be reviewed by the by the PL-BSN Academic Coordinator and Department Chair. Program progression will be determined at that time.

Pre-Licensure BSN Expected Student Behavior While in the Clinical Settings:

- Students will conduct themselves in a professional manner while in the clinical agency.
- Students may not be on the clinical nursing units or use their agency badge to access the clinical facilities outside of the scheduled clinical hours.
- Cell phone are to be used only at the discretion of the institution. Cell phones can only be used for searching for resources related to patient care.
- Patient care activities are not to be distributed through any format of social media.
- Strict adherence to the Health Insurance Portability and Accountability Act (HIPPA) policies are required at all times.

Monmouth University Student E-Mail Accounts

To access Monmouth University email, the library's research databases, and computers in campus labs, students must use a "username" and "password."

Your username is your student ID. For example, s0123456.

New students or students needing to retrieve their password, please call 732-923-4600 and follow the prompts to log in to get your password.

Accessing your Hawkmail@Live Email System:

1. Browse to <http://office.monmouth.edu>.
2. Enter your Monmouth University email address in the User name field.
3. Enter your email password in the password field.
4. Click Sign In.

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. An e-form must be completed and submitted to the Registrar's office.

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. American Psychological Association (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 may contact the Department Chair in writing stating the reason for the complaint. A student may appeal to the Dean to the School in writing if not satisfied with the decision.

Student Complaints about Grades

A student who wishes to file a complaint about a course grade should attempt first to resolve the matter through a discussion with the faculty member who taught the course in question. If the faculty member is unable to resolve the matter, the student may contact the BSN Academic Coordinator in writing, stating the basis of the complaint. Such complaints should be sent to the appropriate academic coordinator within six weeks following the receipt of final grades. A student who is not satisfied with the decision of the academic coordinator may appeal the decision in writing to the Chair of the school housing the course. The decision of the academic Dean is final.

Academic Amnesty Policy

See the Undergraduate and Graduate Catalogs for detailed information.

<http://catalog.monmouth.edu/undergraduate-catalog/academic-programs-support-services-regulations/academic-regulations/>

<http://catalog.monmouth.edu/graduate-catalog/academic-programs-support-services-regulations/academic-regulations/>

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. Explore the Monmouth University Library Site <http://library.monmouth.edu>.

Lambda Delta Chapter of Sigma Theta Tau

Lambda Delta is the Monmouth University chapter of the nursing honor society, Sigma Theta Tau International. Undergraduate students who have completed one-half of their undergraduate nursing courses by the end of the Spring 2019 semester, have a 3.5 or higher grade point average, have no incomplete grades, and meet the expectation of academic integrity.

Graduate students (MSN, DNP) who have completed one quarter of their graduate courses by the end of the Spring 2019 semester, have a 3.5 or higher grade point average and no incomplete grades 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 6 credits per semester and maintain a 3.0 or better GPA. Graduate assistantships applications are also available each semester. The link for the application can be found on our Nursing Student Resources page <http://www.monmouth.edu/school-of-nursing-health/student-resources.aspx>.

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.



ATI suggests the use of a Student Acknowledgement, such as:

Student Acknowledgement

Initial all and sign below:

_____ I have received a copy of and have read and understand Monmouth University's ATI Assessment and Review Policy

_____ I understand that it is my responsibility to utilize all of the books, tutorials and online resources available from ATI, as designated by Monmouth University.

_____ Student printed name

_____ Date

_____ Student signature

B.S.N. IN NURSING (PRE-LICENSURE)
2020-2021 CURRICULUM CHART

<https://www.monmouth.edu/registrar/documents/b-s-n-nursing-pre-licensure-3.pdf/>

Undergraduate Program RN to BSN

Professional nurses:

- are independent practitioners who make considered judgments
- act with responsibility
- are responsible for their own professional growth and learning
- are accountable to their clients and to their profession for their nursing practice

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

The faculty of the Department of Nursing and Health Studies at Monmouth University believes that the professional nurse must be a person who:

- is liberally educated
- has a highly developed social awareness
- has a concern for the well-being of individuals
- Because this program is designed for the working RN, whenever possible classes are scheduled to meet in a three-hour block of time, one day per week. When more than one section of a course is offered, both day and evening sections are scheduled. Students may attend on either a part or full-time basis.

Transfer/Validation of Lower-Division Nursing Courses

Credit for lower division nursing courses for BSN students will be granted up to 65 credits 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 2.75, they will be awarded 30 credits for their upper division nursing courses which include

RN to BSN Program Requirements

Applicants who have taken, or are eligible to take, the NCLEX Examination may enroll in the BSN program. 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.

NURSING COURSE PREREQUISITES

<u>Undergraduate Course</u>	<u>Prerequisite/Corequisite</u>
NU 413	All 300 level nursing courses
NU 414	NU 415-Corequisite
NU 450	All 300 level nursing courses

MONMOUTH UNIVERSITY SCHOOL OF NURSING COURSE DESCRIPTIONS

UNDERGRADUATE PRE-LICENSURE BSN

NU/HE 100 Technology and Health Informatics (3 credits)

Designed to provide an introduction to the computer technology used in health care and its impact on decision-making. Includes an overview of the basic computer skills required to process electronic information, the nature and types of health information available on the World Wide Web, the development of search skills associated with finding information, linking electronic information to health decision-making processes, ethical and social issues involving the use of technology, and identifying major issues in computer and Internet security. Also listed as Health Studies 100. Course Type (s): TL

NU 201 Nursing I (6 credits, 3 hours lecture, 9 hours clinical per week)

Principles of nursing practice and basic nursing skills are introduced to provide for basic biopsychosocial needs of patients and their significant others and to gain confidence and competence in patient care and medication administration across the lifespan. An introduction to human responses, therapeutic communication, client advocacy and nursing care is the foundation for professional nursing practice. Students are introduced to nursing diagnosis, problem solving, decision making and critical thinking skills. A minimum grade of "C+" is required in this course to continue to NU 202.

Prerequisites: BY 111, BY 112, BY 107, CE 109, HE 200 all passed with a grade of "C+" or higher.

Corequisites: NU 201L and NU 201P.

NU 201L Nursing Skills Laboratory

Communication skills, the nursing process and medical mathematical calculations are areas of development. Methods for interpretation of medical orders, calculation of safe medication dosing and preparation, and administration of medications will be emphasized. Corequisites: NU 201 and NU 201P.

NU201P Clinical Placement

Students will learn the didactic content and apply the associated nursing skills during the clinical experience in the medical setting with live patients. Corequisites: NU 201 and NU 201L.

NU 202 Nursing II (6 credits, 3 hours lecture, 9 hours clinical per week)

Professional nursing care for individuals and their significant others experiencing acute and/or chronic illness is emphasized. Students continue to develop skills in nursing diagnosis, problem solving, decision making and critical thinking skills in caring for adult and geriatric patients. The nursing process is applied in caring for adult/geriatric patients and their significant others across health care settings such as the hospital, end of life facilities, and home care. A minimum grade of "C+" is required in this course to continue to NU 203. Prerequisites: NU-201 and NU-205; both passed with a grade of C+ or higher, and NU-201L and NU-201P. Corequisites: NU-202L and NU-202P.

NU 202P Clinical Placement Experience

Foundational clinical experiences help students to develop plans and implement strategies for health promotion, risk reduction, health maintenance, rehabilitation, injury prevention and treatment of acute and complex health issues of adult and geriatric patients from diverse backgrounds. Critical thinking and evidence-based practice are introduced for students to formulate differential diagnoses, clinical impressions, nursing diagnoses for treatment and evaluation of care provided to adult and geriatric patients. Clinical opportunities are provided to deliver safe, legal, and ethical care for adult and geriatric patients in a variety of clinical settings. Corequisites: NU 202 and NU 202L.

NU 202L Nursing Skills & Simulation Lab Experience

Foundational clinical experiences help students to develop plans and implement strategies for health promotion, risk reduction, health maintenance, rehabilitation, injury prevention and treatment of acute and complex health issues of adult and geriatric patients from diverse backgrounds. Critical thinking and evidence-based practice are introduced for students to formulate differential diagnoses, clinical impressions, nursing diagnoses for treatment and evaluation of care provided to adult and geriatric patients. Clinical opportunities are provided to deliver safe, legal, and ethical care for adult and geriatric patients in a variety of clinical settings. Corequisites: NU-202 and NU-202P.

NU 203 Nursing III (6 credits, 3 hours lecture, 9 hours clinical per week)

Family theory is applied for examining families in childbearing years through pregnancy, labor, birth, post-partum mothers and their newborns, infancy, childhood and adolescence. The concentration is on the changing needs of women and families during the reproductive life cycle in the delivery of ethically sound nursing care. Care is adapted to the unique health and developmental needs of children and their families to maximize health potential. Health promotion, risk reduction, disease prevention and restoration of development children and women are integrated and facilitated in the care of mothers, neonates, families and children in acute and community based settings. There is a weekly practicum component with this course. A minimum grade of C+ in this course is required to continue to NU-204. Prerequisites: NU-202 and NU-206, both passed with a grade of C+ or higher. Corequisite: NU-203P.

NU 203P Nursing III

Practicum for NU-203. This is a pass/fail course. Students must pass the practicum to pass the course NU-203. Prerequisites: NU-201, NU-202, NU-205, NU-206, and NU-312, all passed with a grade of C+ or higher and successful completion of NU-201L, NU-201P, NU-202L, and NU-202P. Corequisite: NU-203.

NU 204 Nursing IV Part I (3credits, 3 hours lecture, 9 hours clinical per week)

Ethically sound professional nursing care for individuals and their significant others who are experiencing acute or complex health issues is emphasized. Clinical experiences continue to foster students' ability to develop plans and implement strategies for health promotion, risk reduction, health maintenance, rehabilitation, injury prevention and treatment of acute and complex health issues of adult

and geriatric patients from diverse backgrounds. Students further improve their abilities to critically think and apply evidence-based practice to formulate differential diagnoses, clinical impressions, nursing diagnoses, treatment and evaluation of care provided to adult and geriatric patients. Clinical opportunities facilitate safe, legal, and ethical care for adult and geriatric patients in a variety of clinical settings. There is a weekly practicum component with this course. A minimum grade of C+ in this course is required to continue to NU-205. Prerequisite: NU-203 passed with a grade of C+ or higher. Corequisite: NU-204P.

NU 204 Nursing IV Part II (3 credits, 3 hours lecture, 9 hours clinical per week)

Students will gain knowledge, skills, values, and meanings associated with positive promotion of Psychiatric-Mental Health Nursing across the lifespan, as well as having an opportunity to apply previously learned behavioral and scientific concepts of health and wellness. Psychiatric-Mental Health Nursing principles and therapeutic and effective communications with clients will be addressed. Student activities focus on initiating, continuing and terminating a one-to-one relationship. The student will use therapeutic communication and observation to identify client needs and responses to care. Concepts related to ethical/legal, professional accountability, community, and teaching are applied in patient care. Past, present and future trends in mental health are explored. Discussion of the roles of the Psychiatric-Mental Health team, with emphasis on the nursing role, is integrated throughout the course. There is a weekly practicum component with this course. A minimum grade of C+ in this course is required to continue to NU-205. Prerequisite: NU-203 passed with a grade of C+ or higher. Corequisite: NU-204P.

NU 204P Nursing IV

Practicum for NU-204. This is a pass/fail course. Students must pass the practicum NU-204, to pass the course. Prerequisites: NU-201, NU-202, NU-203, NU-205, NU-206, and NU-312, all passed with a grade of C+ or higher and successful completion of NU-201L, NU-201P, NU-202L, NU-202P. Corequisite: NU-204.

NU 205 Pathophysiology (3 credits)

Concepts from anatomy, physiology, and chemistry courses provide the foundation for exploring human dysfunction across the lifespan. Emphasis is placed on the relationship of health patterns of major body systems to changes that occur during the illness experience. Major pathophysiologic concepts are explored using a symptom-based approach that focuses on the most common diagnoses encountered in the clinical setting. Theories relating etiology, pathogenesis, and clinical manifestations are used to study common disease processes. Concepts learned in this course are fundamental to nursing practice. A minimum grade of C+ in this course is required to continue to NU-206. Prerequisites: BY-111, BY-112, and CE-109; all passed with a grade of C+ or higher.

NU 206 Introduction to Pharmacology for Nurses (3 credits)

Basic pharmacotherapeutics, pharmacodynamics, and pharmacokinetics are introduced. Students will be instructed on the actions, interactions, adverse effects, and nursing implications of each drug classification. NUR focuses on the principles and concepts of pharmacology and related nursing practices including the pharmacological approach to medication dosage/calculations, quality and safety in the administration of medication and patient/client education. The principles of altered pharmacodynamics relative to age and ethnicity will be included. A minimum grade of C+ is required in this course to continue to NU-415. Prerequisites: NU-201 and NU-205; both passed with a grade of C+ or higher; and NU-201L and NU-201P.

NU 311 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. Prerequisite: Permission of chair required for non-BSN students Course type (s): WT

NU 312 Individual Health Assessment (3 credits: 2 hours lecture, 3 hours laboratory)

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 courses. Prerequisites: BY 111 and BY 112 (RN license and malpractice insurance, credit for lower-division nursing courses for RN to BSN students).

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

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. Also listed as HE 324. Course Type(s): GS, NU.EL

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. Also listed as HE 330. Course Type (s): BI.EL, CC, CD, GS, NU.EL

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. Prerequisites: EN 101 and EN 102 or permission of the instructor. Course Type (s) WT, HO.

NU/HE 360 Transcultural Health (3 credits)

Focus 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. Also listed as HE 360 Course types (s) BI.EL, CC, GU, HE.EL

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

Provides 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 HE 365. Course Types (s) CC, HE.EL

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

Cultural origins of CAM therapies will be discussed. Perspectives of health and healing through comingling 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. Also listed as HE 370 Course Type(s) BI.EL, CC, GU, NU.EL

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

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. Also listed as HE 375 Course Types(s) BI.EL, CC, BU, NU.EL

NU 380 Nutrition and Health (3 credits)

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. Also listed as HE 380. Course Types(s) NU.EL

NU 398 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. May be conducted on either a lecture-discussion or a seminar basis. Prerequisite: As announced in the course schedule

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 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: NU 311. Successful completion of NU 414 and NU 415 with a grade of C+ or higher. Course Types (s) RD.

NU 414 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. Corequisite: NU 415.

NU 415 Community Health Nursing Laboratory (3 credits, 9 hours clinical)

The nine-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. A minimum grade of C+ is required in this course to continue to NU-450. Prerequisites: NU-311, NU-312, and NU-355. Corequisite: NU-414.

NU/HE 440 Health Policy (3 credits)

Delves 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 HE 440. Prerequisites: EN 101 and EN 102 or permission of the instructor. Course Type(s): WT

NU 450 Nursing for the Future (3 credits, 12 hr. clinical x 5 weeks)

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: NU-204 passed with a grade of C+ or higher; and EN-101 and EN-102. Corequisite: NU-450P. Course Type(s) WT

NU 450P Nursing for the Future

NU-450P Practicum. This is a pass/fail course. Students must pass the practicum (NU-450P) to pass the course NU-450. Prerequisite: NU-204. Corequisite: NU-450.

NU/HE 476 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. Course Type (s) NU.EL

NU 490 Transition into Nursing Practice (6 credits)

This course is a comprehensive review of essential concepts and skills related to care of patients incorporating online review modules aligned with the NCLEX-RN detailed test blueprint. Students focus on those concepts necessary to prepare for the successful practice of professional nursing. Standardized testing is incorporated that

includes a comprehensive examination and results-based remediation to support the successful completion of the NCLEX-RN exam and effective transition into nursing practice. Clinical experiences provide the student the opportunity to apply learned concepts while providing care to assigned patients and when functioning in a leadership role. For Nursing majors only.

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; permission of directing professor and Department 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. Prerequisites: Ninety credits and completion of all other general education requirements. Course Type(s): HE.EL, HEPE, ISP, NU.EL

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: Ninety credits and completion of all other general education requirements. Course Type(s): HE.EL, HEPE, ISP, NU.EL

GRADUTE PROGRAM

The graduate program in the Marjorie K. Unterberg School of Nursing and Health Studies builds upon baccalaureate competencies and provides a structure for the organization and synthesis of expanded and enhanced nursing knowledge for the selection of appropriate learning experiences to prepare the student for advanced nursing practice. This preparation enables the Master's prepared graduate to meet the demands of increased complexity of patient care and provide quality and safety for the consumer in all settings where nursing leadership is needed.

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) detailed study and practice in the selected area of specialization.

THE ESSENTIALS OF MASTER'S EDUCATION IN NURSING (AACN, 2011)

- I. Background for Practice from Sciences and Humanities
- II. Organizational and Systems Leadership
- III. Quality Improvement and Safety
- IV. Translating and Integrating Scholarship into Practice
- V. Informatics and Healthcare Technologies
- VI. Health Policy and Advocacy
- VII. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
- VIII. Clinical Prevention and Population Health for Improving Health
- IX. Master's-Level Nursing Practice

GRADUATE PROGRAM OUTCOMES

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:

At the conclusion of the master's program, the graduate will be able to:

1. Synthesize knowledge from the graduate nursing core, concentration and specialty areas as a basis for advanced nursing practice. (Essentials I and IX)
2. Link theory, research and clinical practice to promote, maintain and/or restore optimum health and wellness across the lifespan to diverse individuals, families, groups, and communities in a variety of settings. (Essentials IV and VIII)
3. Assume leadership roles, in their specialty, as appropriate for advanced nursing practice and as a member of the interdisciplinary care team. (Essentials II and VII)
4. Apply critical thinking strategies, advanced assessment, ethical decision making and advanced communication skills to develop, implement and evaluate interventions and/or management strategies that improve health outcomes. (Essentials VII and IX)
5. Contribute to improvements in the quality and safety of health care systems within the context of historical, political, and economic forces. (Essentials III and VI)
6. Integrate information technology in care management, collaboration, education, and decision-making. (Essential V)

GRADUATE STUDENT OUTCOMES

1. One hundred percent of graduating students demonstrate synthesis of knowledge from the graduate nursing core, concentration, and specialty areas as a basis for advanced nursing practice. (Essential I)

2. One hundred percent of graduating students link theory, research and clinical practice to promote, maintain and/or restore optimum health and wellness across the lifespan to diverse individuals, families, groups, and communities in a variety of settings. (Essential IV)
3. One hundred percent of graduating students assume leadership roles, in their specialty, as appropriate for advanced nursing practice and as a member of the interdisciplinary care team. (Essentials II and VII)
4. One hundred percent of graduating students apply critical thinking strategies, advanced assessment, ethical decision making and advanced communication skills to develop, implement and evaluate interventions and/or management strategies that improve health outcomes. (Essential VIII)
5. One hundred percent of graduating students contribute to improvements in the quality and safety of health care systems within the context of historical, political, and economic forces. (Essentials III and VI)
6. One hundred percent of graduating students integrate information technology in care management, collaboration, education, and decision-making. (Essential V)
7. Seventy-five percent of graduates will take the appropriate certification exam. (Essential IX)
8. Eighty percent of graduates who take the advanced practice certification in their specialty will pass the examination. (Essential IX)

MASTER OF SCIENCE IN NURSING (MSN) REQUIREMENTS

Specializations in Adult-Gerontological Primary Care Nurse Practitioner, Family Psychiatric and Mental Health Nurse Practitioner, Family Nurse Practitioner, Forensic Nursing, Nursing Administration, Nursing Education, and School Nursing.

To be considered for admission, students must submit an application to Monmouth University along with a \$50 application fee, and provide the following:

- Possession of a BSN from an accredited program, with a minimum 3.0 GPA. RN students with a baccalaureate degree other than nursing may be admitted into the "bridge" program.
- A personal statement (one to two pages) outlining professional goals.
- Two letters of recommendation. One year of clinical experience is necessary to begin the clinical specialty.
- One year of work experience as a registered professional nurse and one-year experience in the enrolled specialty track before beginning the clinical specialty practicums. The GRE will no longer be required.
- One year nursing experience required. For APN programs, one year experience in related specialty.
- A college-level course in health assessment. (An appropriate continuing education course may be substituted at the program director's discretion.) This requirement does not apply to the Nursing Administration concentration.
- A current New Jersey RN license, a year of experience as a registered nurse, and proof of a current \$1,000,000 to \$3,000,000 liability and malpractice policy.
- CV.

Nursing Certificate Programs

Adult-Gerontological Primary Care Nurse Practitioner, Family Psychiatric and Mental Health Nurse Practitioner, Family Nurse Practitioner (Post-Master's)

- Possession of a BSN from an accredited program, with a minimum 3.0 GPA. RN students with a baccalaureate degree other than nursing may be admitted into the "bridge" program.
- A current New Jersey RN license, a year of current experience as a registered nurse, and proof of a current \$1,000,000 to \$3,000,000 liability and malpractice policy.
- A personal statement (one to two pages) outlining professional goals.
- Two letters of recommendation. One year of clinical experience is necessary to begin the clinical specialty.
- CV indicating clinical experience.
- A college-level course in health assessment. (An appropriate continuing education course may be substituted at the program director's discretion.) This requirement does not apply to the Nursing Administration concentration.
- CV.

Forensic Nursing; School Nursing; School Nursing (Non-Instructional)

- Possession of a baccalaureate degree with a minimum 3.0 GPA.
- A current RN license, a year of experience as a registered nurse, and proof of a current \$1,000,000 to \$3,000,000 liability and malpractice policy.

RN TO MSN DIRECT PROGRAM PROGRAM AND ADMISSION REQUIREMENTS

The RN to MSN Direct program is designed to allow nurses to attain a Master of Science in Nursing degree more quickly. 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 the Professional Nurse Certificate 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 the Professional Nurse Certificate (30 credits) is a prerequisite to taking nursing graduate courses. Students need a minimum GPA of 3.0 in RN courses.

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 the Professional Nursing Certificate (30 credits) and 36 to 48 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 additional electives will be needed.

RN TO MSN DIRECT

Students need to complete the Undergraduate Nursing Certificate (30 credits). Students need a minimum GPA of 3.0 in the Undergraduate Nursing Certificate courses.

- Possession of an associate's degree in nursing or diploma in nursing from an accredited program with a minimum of a 3.0 GPA.
- A personal statement (one to two pages) outlining professional goals.
- Two letters of recommendation.
- One year of clinical experience is necessary to begin the clinical specialty.
- Possession of an RN license or is eligible to take the NCLEX examination to enroll in Individual Health Assessment.

- A current New Jersey R.N. license and proof of current \$1,000,000 to \$3,000,000 liability and malpractice policy
- CV
- After acceptance, prior to starting classes, a student must submit to the School of Nursing and Health Studies and University Health Services a certificate of good health from a primary care practitioner including a complete health history and physical exam. Before beginning clinical laboratory experiences students 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.
- 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. 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.

CURRICULUM

Students are required to complete the following undergraduate Nursing Certificate (30 credits):

- NU 311 Issues and Trends in Professional Nursing (3)
- NU 312 Individual Health Assessment (3)
- NU 360 Transcultural Health (3)
- NU 365 Wisdom, Wellness and Aging (3)
- NU 413 Nursing of the Young Family (3)
- NU 414 Nursing of Communities (3)
- NU 415 Community Health Nursing Lab (3)
- NU 450 Nursing for the Future (3)
- NU 440 Health Policy (3)
- NU 476 Interpersonal Violence (3)

SEQUENCE CHART

RN to MSN Direct

<u>Fall</u>	<u>Spring</u>
NU 312	NU 311
NU 360	NU 365
	NU 450

<u>Fall</u>	<u>Spring</u>
NU 414	NU 413
NU 415	NU 476
NU 440	

NU 508 and NU 518 are the only graduate level nursing courses that can be taken before completing the Undergraduate Nursing Certificate.

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. RNs with a BA or BS degree in a discipline other than nursing are required to take one, two, or three undergraduate courses as specified by the department. Students seeking to pursue the nurse practitioner, nursing education, school nursing or forensic nursing tracks should complete NU 312,

NU 413, and NU 414, while students seeking to pursue the nurse administrator track must complete NU 413, NU 414 and NU 450. Upon completion of the Bridge courses, students may register for master's level courses and follow the sequence of scheduling as detailed in the MSN curriculum charts.

Professionalism

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 become active members of the Monmouth University Professional Nurses Association (MUPNA). Membership into MUPNA is automatic upon acceptance into the nursing program. Pre-licensure BSN students are expected to join the National Student Nurses' Association (NSNA). See Appendix B for the M.U.P.N.A. Bylaws. Graduate 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.). Students should not plan to take vacations while enrolled in classes.

2020-2021 CURRICULUM CHARTS

M.S.N. Nursing – Adult Gerontological Primary Care Nurse Practitioner

<https://www.monmouth.edu/registrar/documents/m-s-n-nursing-adult-gerontological-primary-care-nurse-practitioner.pdf>

Post-Master’s Certificate – Adult Gerontological Primary Care Nurse Practitioner

<https://www.monmouth.edu/registrar/documents/adult-gerontological-primary-care-nurse-practitioner-post-masters-certificate.pdf>

M.S.N. Nursing – Family Nurse Practitioner

<https://www.monmouth.edu/registrar/documents/m-s-n-nursing-family-nurse-practitioner.pdf>

Post-Master’s Certificate – Family Nurse Practitioner

<https://www.monmouth.edu/registrar/documents/family-nurse-practitioner-post-masters-certificate-3.pdf>

M.S.N. Nursing – Psychiatric and Mental Health Nurse Practitioner

<https://www.monmouth.edu/registrar/documents/m-s-n-nursing-psychiatric-and-mental-health-nurse-practitioner.pdf>

Post-Master’s Certificate – Psychiatric and Mental Health Nurse Practitioner

<https://www.monmouth.edu/registrar/documents/psychiatric-and-mental-health-nurse-practitioner-post-masters-certificate.pdf>

M.S.N. Nursing – Nursing Administration

<https://www.monmouth.edu/registrar/documents/m-s-n-nursing-administration.pdf>

M.S.N. Nursing – Nursing Education

<https://www.monmouth.edu/registrar/documents/m-s-n-nursing-education-2.pdf>

M.S.N. Nursing – School Nursing for Certified School Nurses

<https://www.monmouth.edu/registrar/documents/m-s-n-nursing-school-nursing-certified.pdf>

M.S.N. Nursing – School Nursing for Non-Certified School Nurses

<https://www.monmouth.edu/registrar/documents/m-s-n-nursing-school-nursing-non-certified.pdf>

Graduate Endorsement – School Nursing

<https://www.monmouth.edu/registrar/documents/graduate-endorsement-school-nursing-3.pdf>

Graduate Endorsement – School Nursing Non-Instructional

<https://www.monmouth.edu/registrar/documents/graduate-endorsement-school-nursing-non-instructional-3.pdf>

M.S.N. Nursing – Forensic Nursing

<https://www.monmouth.edu/registrar/documents/m-s-n-nursing-forensic-nursing.pdf>

Graduate Certificate – Forensic Nursing

<https://www.monmouth.edu/registrar/documents/forensic-nursing-graduate-certificate.pdf>

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. Course Type(s): NU.EL, TPS

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.

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

Critical appraisal of the role of nursing research and research 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; read, critique and write research reports; ethics, application of research techniques for outcomes evaluation and evidence-based practice.

Prerequisite:

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.

NU 514 Data Management for Advanced Nursing Practice (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. Quantitative and qualitative data analysis.

Prerequisite: NU 512.

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.

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. Course Type(s): NU.EL

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.

NU 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.

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.

NU 524 Pharmacology for Advanced Nursing Practice (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. Prerequisite: NU 521

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. Prerequisite: NU 521.

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. Prerequisite: NU 521 and Prerequisite or Co-requisite: NU 521.

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

NU 536-OL Advanced Health Assessment (3 credits) (Forensic Students only)

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 across the lifespan. 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. Prerequisite: NU 521.

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. Content is presented in weekly clinical case studies related to common alterations in health. Factors influencing health care systems, patterns of human responses, cultural and epidemiological

influences will be discussed in weekly clinical case studies. Performing assessments and screenings related to common alterations in health are also included in a weekly, faculty-supervised clinical practice. Prerequisites: NU 521, NU 524 and NU 535. Corequisite: NU 542.

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. Prerequisite: NU 521. This is a pass/fail course.

NU 542 Primary Care Laboratory (1 credit; 60 hours clinical)

This clinical course is designed to be taken with the lecture component of NU541. 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. Content is presented in weekly clinical case studies related to common alterations in health. Factors influencing health care systems, patterns of human responses, and cultural and epidemiological influences will be discussed in weekly clinical case studies. Performing assessments and screenings relating to common alterations in health are also included in a weekly, faculty-supervised clinical practice. Prerequisites: NU 521, NU 524 and NU 535. Corequisite: NU 541. This is a pass/fail course.

NU 543 Diagnosis and Treatment of Psychopathology (3 credits)

Provides the basic foundations of clinical management of common psychiatric/mental health problems in adults. For students in Adult Psychiatric Mental Health APN track. Corequisite: NU 544 (Psychiatric Mental Health NP student must register for NU 544. Forensic student do not register for the clinical NU 544).

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. Prerequisite: NU 521.

NU 544 Diagnosis and Treatment of Psychopathology Clinical Laboratory (1 credit; 75 hours clinical)

Provides 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; and completing an initial psychiatric assessment and identifying psychopharmacologic interventions as appropriate. Establishment of collaborative role with other health care providers. Corequisite: NU 543. This is a pass/fail course.

NU 562 Tests and Measures (3 credits)

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.

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.

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.

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.

Prerequisite: NU 518.

NU 566P Nurse Educator Practicum I (2 credits; 90 hours clinical)

This course provides an opportunity for the student to engage in planned clinical practice experiences, incorporating the concentration (Pathophysiology, Pharmacology and Advance Health Assessment) in a direct-care role within a clinical setting to strengthen their patient care delivery skills. The student will also function in the role of the novice academic nurse educator, applying teaching and learning principles in both the academic and clinical settings. Each practice experience is guided by a preceptor. Total practicum hours for this course is a minimum of 90 hours. This is a pass/fail course. Corequisite: NU 566S. Prerequisites: NU 521, NU 524 and NU 535.

NU 566S Nurse Educator Seminar I (1 credit)

Through discussion and sharing, students reflect on their direct care practicum experiences and how it will impact the role of the academic nurse educator. In addition, students discuss the role of the academic nurse educator and how the practicum experiences relate to the eight core competencies of the academic nurse educator outlined by the National League for Nursing. Corequisite: NU 566P.

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.

Prerequisites: NU 521, NU 524 and NU 535.

NU 567P Nurse Educator Seminar II (2 credits; 90 hours clinical)

This course provides additional opportunities for the student to function in the role of the novice academic nurse educator in diverse settings. Students continue to apply teaching and learning principles in both academic and clinical settings under the guidance of a preceptor during an additional 90 hours of practicum experiences. Through continued reflection and sharing, students refine their practice and explore the eight core competencies outlined by the National League for Nursing. This is a pass/fail course. Requires 90 practicum hours. Corequisite: NU 566S.

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.

Prerequisites: NU 521, NU 524, NU 535, NU 566P and NU 566S.

NU 567S Nurse Educator Seminar II (1 credit)

Through further discussion, and sharing, students refine their practice and identify the tasks associated with the eight core competencies of the academic nurse educator outlined by the National League for Nursing. Corequisite: NU-567P. Prerequisites: NU 521, NU 524, NU 535, NU 566P and NU 566S.

NU 575 Issues in Forensic Nursing (3 credits)

Introduction to forensic nursing practice and the concepts, theories, and principles used in this advanced practice role. The use of the nursing process in forensic decision making for the management of individuals or populations are illustrated. The relationship between various socio-cultural factors, psychosocial issues, and ethical challenges are discussed in relationship to catastrophic injuries/illnesses and violent crimes. Comparison of the various roles in which forensic nursing can be applied are examined including the scopes and standards of nursing practice. Legal considerations in areas such as collection of forensic evidence and preservation, discovery, expert testimony are distinguished. Students must earn a minimum of a 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.

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, and 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. Healthcare measures to identify and prevent violence are analyzed. Methods of treatment for victims and perpetrators of violence are evaluated. Students must earn a minimum of a 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.

NU 577 Forensic Pathology (3 credits)

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 are the basis for medico-legal investigations. It presents an overview of the medico-legal 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.

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.

Prerequisites: NU-521, NU-524, and NU-535, all passed with a grade of B or higher.

NU 578P Forensic Nursing Practicum (2 credits; 120 hours clinical)

Students will 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, NU 535, NU 543, NU 575, NU 576 and NU 577. Corequisite: NU 578S. This is a pass/fail course.

NU 578S Forensic Nursing Seminar (1 credits)

Explores forensic theory and research to forensic nursing practice. Forensic nurses practice as sexual assault examiners, educators, nurse coroners, death investigators, correctional nurses, life care planners, case managers, legal nurse consultants, Medicare set aside coordinators and clinical specialists in pediatrics and gerontology. Issues addressing systematic analysis of pertinent data, and the physical/psychological issues related to forensic nursing and applying nursing science to public and legal proceedings will be discussed in seminar. 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 appropriate clients utilizing the scopes and standards of forensic nursing practice. The collaborative nature of forensic nursing practice as a component of multidisciplinary teams will be stressed. 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. Students must earn a minimum of a 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. Prerequisites: NU-521, NU-535, NU-543, NU-575, NU- 576, and NU-577. Corequisite: NU-578P.

NU 584 Curriculum and Instruction in Health Education (4 credits)

Examination of theoretical bases for health education including program development and implementation, educational strategies, behavioral objectives, learner characteristics, instructional assessment, and classroom management.

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.

NU 585 School Nursing I (4 credits)

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.

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. Prerequisite: NU 521.

NU 586 School Nursing II (4 credits)

A continuation of the examination and analysis of the role of the school nurse as health-care provider, health educator, health counselor, and interdisciplinary team member. An expansion of 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.

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. Prerequisite: NU 521.

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. This is a pass/fail course.

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

Discusses the school nurse's role as a health care provider, health counselor, administrator and member of the interdisciplinary school team. Students who 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.

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. Prerequisite: NU 521.

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

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. This is a pass/fail course.

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

Discusses the school nurses' role as a health educator. Prerequisite: NU 586, NU 587S and HE 584. Corequisite: NU 588P.

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. Prerequisite: NU 521.

NU 598 Special Topics in Nursing (3 credits)

Allows students to study a specific aspect of nursing. The subject matter varies from semester to semester and depends on the professor who teaches the course.

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. Prerequisite: NU 521.

NU 599 Independent Study in Nursing (1-4 credits)

Independent study (theory and/or practica) in a specialized area of interest to the student. Weekly consultations with supervising faculty member.

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. Prerequisite: NU 521.

NU 621 Advanced Practice Nursing I: Adult-Gerontology Primary Care (3 credits)

Detailed case study analysis of common health problems of adult and geriatric clients, including pathophysiology, epidemiology, strengths and weaknesses of assessment of data collection, diagnostic process, planning, intervention, and evaluation. Interview and perform physical examination techniques for collecting subjective and objective data in primary, acute and long-term care settings; deriving differential 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 will be explored. Expansion of traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidenced-based practice, personal knowledge, and ethics will be discussed. The course is process driven and will require extensive reading in the student's specialty area. Prerequisite: NU 521, NU 524, NU 535, NU 541 and NU 542. Corequisites: NU 622S and NU 622P.

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. Prerequisite: NU 521.

NU 622P Advanced Practice Nursing Practicum I: Adult-Gerontology Primary Care (3 credits, 300 hours clinical)

Delivery of primary health care to adults and geriatric clients with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving differential 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 interdisciplinary practice with other health care providers. Corequisite: NU 621 and NU 622S. This is a pass/fail course.

NU 622S Advanced Practice Nursing Seminar I: Adult-Gerontology Primary Care (1 credit)

Delivery of primary health care to adults and geriatric clients with common health problems including collection of subjective and objective data using the techniques of interview and physical examination; deriving differential 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 interdisciplinary practice with other health care providers. Corequisite: NU 621 and NU 622P.

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. Prerequisite: NU 521.

NU 623 Advanced Practice Nursing II: Adult-Gerontology Primary Care (3 credits)

A continuation of NU 621. Detailed case study analysis of health problems including pathophysiology, epidemiology, strengths and weaknesses of assessment 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 the traditional nursing role to the advanced practice nurse (APN) role through the incorporation of evidence-based practice, personal knowledge, and ethics. A process-driven course which will require extensive reading in the student's specialty area. Prerequisite: NU 621. Corequisites: NU 624S and NU 624P.

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. Prerequisite: NU 521.

NU 624P Advanced Practice Nursing Practicum II: Adult-Gerontology Primary Care (3 credits, 300 hours clinical)

Delivery of primary health care to adult/gerontological and adolescent clients 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; communication for health teaching, counseling, and motivating clients for positive health maintenance. Establishment of interdisciplinary practice with other health care providers. Prerequisites: NU 621, NU 622S and NU 622P. Corequisites: NU 623 and NU 624S. This is a pass/fail course.

NU 624S Advanced Practice Nursing Seminar II: Adult-Gerontology Primary Care (1 credit)

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

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. Prerequisite: NU 521.

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 would 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, NU 524, NU 535, NU 541 and NU 542. Corequisites: NU 632S and NU 632P.

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. Prerequisite: NU 521.

NU 632P Advanced Practice Nursing Practicum I: Family (3 credits, 300 hours clinical)

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. Corequisites: NU 631 and NU 632S. This is a pass/fail course.

NU 632S 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. Corequisites: NU 631 and NU 632P.

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. Prerequisite: NU 521.

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. A process-driven course which will require extensive reading in the student's specialty area. Prerequisite: NU 631. Corequisites: NU 634S and NU 634P.

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. Prerequisite: NU 521.

NU 634P Advanced Practice Nursing Practicum II: Family (3 credits, 300 hours clinical)

A continuation of NU632. 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: NU 631, NU 632S and NU 632P. Corequisites: NU 633 and NU 634S. This is a pass/fail course.

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

This course is a continuation of NU632. 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: NU 631, NU 632S and NU 632P. Corequisites: NU 633 and NU 634P.

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. Prerequisite: NU 521.

NU 635 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. Prerequisite: NU 535, NU 521, NU 524, NU 541 and NU 542. Corequisite: NU 635P.

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. Prerequisite: NU 521.

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

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. Prerequisite: NU 542. Corequisite: NU 635. This is a pass/fail course.

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: NU 662P and NU 662S.

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. Prerequisite: NU 521.

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

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: NU 661 and NU 662S. This is a pass/fail course.

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: NU 661 and NU 662P.

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. Prerequisite: NU 521.

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 NU 662P Corequisite: NU 664S and NU 664P.

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. Prerequisite: NU 521.

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

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, NU 662S and NU 662P. Corequisites: NU 663 and NU 664S. This is a pass/fail course.

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, NU 662S, and NU 622P. Corequisites: NU 663 and NU 664P.

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. Prerequisite: NU 521.

NU 669 Psychiatric/Mental Health Nurse Practitioner Nursing I: Practice with Children and Adolescents (3 credits)

Examines psychological theories, assessment techniques and psychopharmacologic interventions for working directly with children, adolescents, and their caretakers. Emphasizes evidence-based interventions that address diverse groups of children or adolescents within their social contexts (e.g., peer group, school, family, neighborhood). Special attention will be given to issues of diversity as it relates to building therapeutic relationships and intervening with children, adolescents and their families. Treatment planning and specific methodologies for working therapeutically with children and adolescents will be evaluated. Students will be placed in clinical sites concurrently with this course (NU 670). Prerequisites: NU 521, NU 524, NU 535, NU 543 and NU 544. Corequisites: NU 670S and NU 670P.

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. Prerequisite: NU 521.

NU 670P Psychiatric/Mental Health Nurse Practitioner Nursing I: Practice with Children and Adolescents Practicum (2 credits; 125 hours clinical)

Delivery of mental health care to children and adolescents 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: NU 521, NU 524, NU 535, NU 543 and NU 544. Corequisite: NU 669 and NU 670S. This is a pass/fail course.

NU 670S Psychiatric/Mental Health Nurse Practitioner Nursing I: Practice with Children and Adolescents Seminar (1 credit)

Delivery of mental health care to children and adolescents 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: NU 521, NU 524, NU 535, NU 543 and NU 544. Corequisite: NU 669 and NU 670P.

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. Prerequisite: NU 521.

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

Focuses on advanced knowledge of psychiatric/mental health nursing. Assessment, treatment planning and therapeutic interventions with individuals, families and groups will be introduced. Offers 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 NU 672P and NU 672S. Prerequisites: NU 521, NU 535, NU 543, and NU 544. Corequisites: NU 672P and NU 672S.

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. Prerequisite: NU 521.

NU 672P Advanced Practice Psychiatric/Mental Health Practicum II (3 credits; 250 hours clinical)

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: NU 671 and NU 672S. This is a pass/fail course.

NU 672S Advanced Practice Psychiatric/Mental Health Nursing Seminar II (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: NU 671 and NU 672P.

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. Prerequisite: NU 521.

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

Builds upon the foundation course NU 671. As clinicians there is an ever-pressing need to interpret theory and engage in practice inclusively. Examines how clients' 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 (NU 674). Prerequisites:

NU 671, NU 672P, NU 672S. Corequisites: NU 674P and NU 674S.

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. Prerequisite: NU 521.

NU 674P Advanced Practice Psychiatric/Mental Health Nursing Practicum III

(3 credits; 250 hours clinical)

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: NU 671, NU 672S and NU 672P. Corequisites: NU 673 and NU 674S. This is a pass/fail course.

NU 674S Advanced Practice Psychiatric/Mental Health Nursing Seminar III

(1 credits)

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: NU 671, NU 672S and NU 672P. Corequisites: NU 673 and NU 674P.

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. Prerequisite: NU 521.

NU SANE (administrative course)

Provides basic theoretical and forensic principles to treat victims of sexual crimes by introducing standards of practice for the sexual assault nurse examiner (SANE) as outlined for SANE certification. Standards and principles of nursing practice will be applied to the practice of various areas of expertise held by SANE nurses. Forensic evaluation may include victims of all ages and ethnic and socioeconomic backgrounds within a framework of community and agency policies, procedures and protocols. Using the nursing process in the investigation of sexual assault and in the promotion and restoration of psychological, biological and social health of survivors of sexual assault or abuse will be introduced. History and physical examination, crisis intervention, identifying and collecting evidence, treating, and counseling victims will be discussed.

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. Prerequisite: NU 521.

BE 511 Microeconomics (1.5 credits)

Provides MBA students with principles-level knowledge of microeconomics. Students will learn economic theory to analyze markets, competitive and noncompetitive firm behavior, market structure, government regulation and global trade.

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. Prerequisite: NU 521.

BE 512 Macroeconomics (1.5 credits)

Provides MBA students with principles-level knowledge of macroeconomics. Students will learn to determine the components and level of national income, applications to the problems of inflation, unemployment and economic stabilization. Students are introduced to the macroeconomic operation of a mixed economy such as the United States within the global economy. Topics include national income accounting, business cycles, inflation, unemployment, monetary and fiscal policies, national deficit and debt, exchange rates, balance of payments, balance of trade, global financial crises, and policy debates.

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. Prerequisite: NU 521.

BM 517 Introduction to Management (1.5 credits)

Designed to introduce MBA students to the basics of management and management practices. This course is intended for students who have not had sufficient academic or practical background in management.

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. Prerequisite: NU 521.

BK 520 Foundations of Marketing Management (1.5 credits)

As a foundation course, this course provides MBA students with fundamental concepts in marketing management involving companies to satisfy their consumers' objectives through right goods and services based on understanding consumer characteristics and marketing system environments; introducing the marketing mix strategies based on thorough analysis of consumer and market environment, promote, distribute and price products and services to satisfy and organize buyers. Prerequisite: Admission to the MBA program

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. Prerequisite: NU 521.

BA 513 Financial Accounting (1.5 credits)

This foundational course will address the basics of financial accounting, including the accounting cycle, from the analysis and recording of transactions to the compilation of the four basic financial statements, and introduce additional accounting procedures related to valuation of inventory and long term assets and other financial statement topics. Prerequisite: Bachelor's Degree.

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. Prerequisite: NU 521.

BA 514 Managerial Accounting (1.5 credits)

This foundation course will equip students with a basic knowledge and understanding of managerial accounting theories and practices for management use. Topics covered include cost classification, the basics of product costing (job and activity-based), decisions based on cost-volume-profit (CVP) analysis, budgeting and performance evaluation. Prerequisite: Bachelor's Degree.

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. Prerequisite: NU 521.

GRADUATE NURSING COURSE PREREQUISITES

<u>Graduate Course</u>	<u>Prerequisite</u>
NU 512	
NU 514	NU 512
NU 524	NU 521
NU 535	NU 521
NU 541/542	NU 521, NU 524, NU 535
NU 544 - Lab	NU 521, NU 524, NU 535
NU 564	NU 518
NU 566/S	NU 562, NU 564
NU 577	NU 521, NU 524, NU 535
NU 578	NU 521, NU 524, NU 535 or NU 536-OL, NU 543, NU 575, NU 576, NU 577
NU 587S	NU 585
NU 587P	NU 585
NU 588S	NU 586, NU 587S, NU 584, NU 588P-corequisite
NU 588P	NU 586, NU 587S, NU 584, NU 588S-corequisite
NU 621	NU 521, NU 524, NU 535, NU 541/542
NU 631	NU 521, NU 524, NU 535, NU 541/542, NU 635/635P
NU 623	NU 621, NU 622S/P
NU 633	NU 631, NU 632S/P, NU 634S/P
NU 635	NU 541, NU 542
NU 671	NU 521, NU 524, NU 535, NU 543, NU 544
NU 673	NU 671, NU 672P/S

TENTATIVE SCHEDULE OF GRADUATE NURSING COURSES

	<u>FALL</u>	<u>SPRING</u>	<u>SUMMER</u>
<u>MSN</u> <u>CORE</u>	NU 508	NU 508	NU 508
			NU 512
	NU 512	NU 512	
	NU 514	NU 514	NU 514
	NU 518	NU 518	NU 518
<u>NP</u>	NU 521	NU 521	NU 521
	NU 535	NU 524	NU 524
	NU 524	NU 535	NU 535
		NU 541	
		NU 542	
<u>ADULT-GERO</u> <u>PRIMARY CARE</u>	NU 621	NU 623	
	NU 622P/S	NU 624P/S	
<u>FAMILY</u>	NU 631	NU 633	NU 635
	NU 632P/S	NU 634P/S	NU 635P
<u>PSYCH –MENTAL</u>	NU 671	NU 669	
	NU 672	NU 670P/S	
	NU 543/5XX	NU 673	
		NU 674	
<u>ADMIN</u> (Every other year)	NU 661	NU 663	
	NU 662	NU 664	
<u>SCHOOL</u> <u>NURSING</u>	NU 585	NU 586	NU 521
	NU 587	NU 588	NU 524
	NU 584		NU 535
<u>NURSING</u> <u>EDUCATION</u>	NU 562	NU 564	NU 521
	NU 566P/S	NU 567P/S	NU 524
			NU 535
<u>FORENSICS</u>	NU 536-OL	NU 575	NU 521
	NU 577	NU 576	NU 524
	NU 578P/S	NU 543	NU 536-OL

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

***NU 521, NU 524, NU 535 are offered every semester.**

Expectations for Practice

Graduate students must complete the required clinical hours by the end of each semester or will not be permitted to progress to the next clinical class and/or practicum. A 14 weeks semester is followed. Please plan work and personal schedules accordingly to meet the required clinical hours in each track.

Any graduate student doing poorly in a clinical course will be advised of the deficiency by the ANP Coordinator. 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 electronically using eLogs. Logs are reviewed at set intervals by the faculty and submitted to the electronically in eLogs and eCampus. 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 Director of Clinical Placements to arrange for a clinical affiliation agreement. If the student is unable to locate a preceptor, the Director of Clinical Placements will assist the student to locate an appropriate preceptor. The Director of Clinical Placements updates both the faculty and on the status of student clinical placements.

Each student may be required to submit additional documentation such as a signed Confidentiality Agreement and/or drug test results with the collaborating organization prior to the practicum. A copy of this agreement will be kept in the students' file. Additionally, a criminal background check must be completed 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 Director of Clinical Placements time to locate a clinical site, students registering for a clinical practicum (especially those students in the School Nursing program) must register for a Fall semester clinical practicum by April 1 and for a Spring semester clinical practicum by November 1, 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) APN Program Coordinator, 2) the clinical practicum preceptor, 3) the clinical site supervisor and 4) course faculty. 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 APN tracks – nurse practitioner or certified nurse midwife currently nationally certified with at least one year of experience. Master’s degree in nursing required.

Physician preceptor – Board certified eligible in area of practice with at least one year of experience.

Psychiatric Mental Health Nurse Practitioner Track

Preceptor must be credentialed Psych APN or a Psychiatrist. and they must prescribe medications- no social worker or psychologist.

Physician preceptor – Board certified eligible in area of practice with at least one year of experience.

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:

- Be familiar with the clinical objectives for the experience as found in the syllabus.
- Discuss experiences and the student’s progress with both the student and instructor/clinical supervisor at regular intervals during the semester with documentation.
- Provide a written evaluation for the student at mid-semester and final evaluation periods.
- 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?

Family APN Clinical Requirements: Total required hours = 725 hours

In order to graduate and sit for the certification exam, the focus of your practicum hours must be in a primary care clinical site and all required practicum hours must be satisfactorily completed.

APN I (NU 632P) - 300 required primary care practicum hours

APNII (NU 634P) - 300 required primary care practicum hours

Specialty hours - any clinical other than primary care (i.e. ED, urgent care, cardiology, endocrinology etc.) **MUST be preapproved by APN program coordinator** before any arrangements can be made and are **limited to 100 hours total**.

125 of these 600 hours be in a Women's Health rotation consisting of:

Obstetrics: 48 - 56 hours, Gynecology: 64 - 72 hours (recommended).

Obstetrics and Gynecology can be combined at one site (recommended).

Annual GYN Examinations, Breast Health, Sexually Transmitted Infections, Menopause
Family Planning

Maximum 10 Specialty hours - Sexually Transmitted Clinics, Breast Centers,
or combination of both.

Pediatric Clinical Practicum (NU 635P) - 125 clinical hours

Practicum must be in a non-specialty Pediatric practice where both well and sick children will be seen. Specialty hours are limited to 25 and need APN program coordinator prior approval

Adult Gerontology Primary Care APN clinical requirements = 600 hours

In order to graduate and sit for the certification exam, the focus of your practicum hours must be in a primary care clinical site and all required practicum hours must be completed.

APN I (NU 622P) – 300 required primary care practicum hours

APN II (NU 624P) – 300 required primary care practicum hours

125 of these 600 hours must be a Women's Health rotation consisting of:

Annual GYN Examinations, Breast Health, Sexually Transmitted Infections, Menopause, and Family Planning. May include Normal Pregnancy or Medical Care for a pregnant client.

Maximum 25 specialty hours – Sexuality Transmitted Clinics, Breast Centers, or combination of both.

All specialty hours – any clinical other than primary care (i.e. ED, Urgent Care, Cardiology, Endocrinology, etc.). **Must be preapproved by APN program coordinator** before any arrangements can be made and are **limited to 100 hours total**.

Psychiatric/Mental Health APN: a minimum of 700 hours are required.

NU 544 – 75 hours – students do admission procedures to psych treatment and begin medication management.

NU 670 – 125 hours – experience with children and adolescents.

NU 672P – 250 hours – experience with adults/geri- increased med management/ possible addiction experience.

NU 674P – 250 hours – experience with adults

Nurse Educator: a minimum of an 8 hour day per week to total 112 hours.

Nursing Administration: a minimum of an 8 hour day per week to total 112 hours per semester, 224 per year.

School Nursing: the equivalent of one (1) day per week in the school system.

Forensic Nursing: a minimum of an 8 hour day per week to total 112 hours.

Is there a list of preceptors?

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

A list of APNs 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 Director of the Graduate Program. Students should contact the Director of Clinical Placements.

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 their practicum, preferably when enrolled in Advanced Health Assessment (NU 535). Students are encouraged to seek out potential preceptors. Students should contact the Director of Clinical Placements. Each student must provide the contact information for all preceptors each semester. This includes: name, credentials, address, telephone number, email address. Preceptors will be mailed two copies of Monmouth University's affiliation agreement to sign and return. One copy of the contract after Monmouth University signs it will be returned to the preceptor and the other signed contract will be kept 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 provide before starting a practicum?

REQUIREMENT INFORMATION

a. Dates of Immunizations or Titters for the following:

* **Submit a copy of your 2-series MMR, Varicella and 3-series Hep B vaccinations OR titters.**

* **Non-immune titters, current booster required.**

Mumps _____ Varicella _____

Rubella _____ Hepatitis B _____

Rubeola _____

b. TB test results MUST be less than a year before starting clinical.

2-Step PPD, 1-3 weeks apart **OR** Quantiferon Gold

2-Step PPD Test One Date _____ Test Two Date _____

Quantiferon Gold Test Results Date _____

*****ANNUAL TB UPDATE REQUIRED, 1-Step OR Quantiferon Gold*****

c. Current copy of "highest" NJ Nursing License of Board of Nursing Verification

Expiration Date _____

d. Background Check

Date Completed (not ordered) _____

e. Current copy of Malpractice Insurance

Malpractice insurance is required for all clinical tracks (minimum required coverage 1M/3M).

NP track students (FNP, Adult-Gero and Psych) must carry **STUDENT NURSE PRACTITIONER MALPRACTICE.

Post Master's and DNP students who are NPs must carry **NP MALPRACTICE and are not eligible for NP student coverage.

All other tracks must have **RN MALPRACTICE.

Insurance Carrier _____ Expiration Date _____

f. Current Physical – MUST be less than a year before starting clinical.

Needs to be completed on Monmouth University form or PCP forms, prescriptions are not accepted. Date of Physical _____

g. Flu Vaccine – Annual seasonal flu vaccine is

required. Date of most recent Flu Vaccine _____

_ Date of Declination _____

If you are declining flu vaccine, declination letter required.

****NOTE: Some agencies will not accept students without a flu vaccine****

h. Current copy of Basic Life Support (BLS) or ACLS Card

Expiration Date _____

Optional DNP students ONLY, based on agency requirements.

Deadlines for Requirements

Summer Clinical: Deadline January 1st Fall

Clinical: Deadline April 1st

Spring Clinical: Deadline November 1st

*All documentation must be sent to the Office Coordinator of Clinical Placement. Once your completed requirements are received, your clinical placement will be scheduled for processing.

Quantiferon Gold Test (optional)

Our students use CastleBranch www.castlebranch.com, or 888-723-4263, to perform the required background checks. You will need to create an account at www.castlebranch.com. There is a one-time cost of \$63 that covers tracking the expiration of your clearance documents and your background check.

- BSN students use package code TX28
- APN students use package code OZ99
- Non APN students use package code OZ98

In addition, 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. Additional documentation may be required by facilities at which students are precepted. See the APN Coordinator for specifics.

Malpractice Insurance

All nursing students must carry student nurse malpractice insurance or nursing malpractice insurance specific to their track.

Will there be faculty supervision?

Yes, the clinical site visitors, who will be assigned by the APN Coordinator, will contact the students a minimum of three times during the semester. The purpose of the contact is to determine if the student is meeting the course objectives and to evaluate the student's clinical performance. At the time of the contact, the clinical site visitor will meet with both the student and the preceptor. The *Graduate Practicum Site Visits* form is used for the contact and signatures of the preceptor, student and clinical site visitor 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 electronically. 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 folder. It is students' responsibility to keep accurate records of their clinical experience.

Important Information for Clinical Placement NP Students

As you embark towards your next stage of your educational experience you will need to search for a clinical site. If you have any preceptor(s) in mind, please send the Director of Clinical Placement their names, credentials and addresses as soon as possible. Please submit this information only on the clinical form provided. In order to expedite clinical placement, letters and agreements must be in place well in advance of the semester. The field is very competitive as schools from around NJ, NY and PA allow students to do their clinical hours in this geographic area. As we move closer to the beginning of the Fall semester, be sure that your preceptor and clinical site are confirmed. Please discuss with your advisor the required clinical hours. All ANP/FNP, Nursing Administration, Nurse Education, Psych APN, School Nurse students are clinically placed in New Jersey only, unless approved by MSN Program Director.

In addition, all requirements need to be updated and all documentation need to be forwarded to the Director of Clinical Placement before you start clinical. Some of the sites may require additional orientation or other requirements that may take time, so submitting your request early gives you time to meet those requirements. Not doing so could potentially prevent you from beginning clinical hours as expected.

MONMOUTH UNIVERSITY DEPARTMENT OF NURSING CLINICAL CLEARANCE FORM

NAME _____ STUDENT ID _____
TRACK _____

PLEASE COMPLETE THE FORM ALONG WITH YOUR DOCUMENTATION

PLEASE ALLOW THIS COVER SHEET TO SERVE AS A GUIDE THAT LISTS ALL YOUR REQUIREMENTS AND DOCUMENTATION. INCOMPLETE REQUIREMENTS WILL NOT BE ACCEPTED AND CLINICAL PLACEMENT WILL NOT BE INITIATED. THESE ARE MONMOUTH'S REQUIREMENTS AND CLINICAL SITES MAY ASK FOR ADDITIONAL REQUIREMENTS AND/OR ORIENTATION.

CASTLEBRANCH: MONMOUTH UNIVERSITY'S SCHOOL OF NURSING USES A THIRD PARTY VENDOR TO COLLECT AND TRACK ALL CLEARANCE DOCUMENTS. PLEASE GO TO WWW.CASTLEBRANCH.COM TO CREATE YOUR ACCOUNT. THERE IS A ONE TIME COST OF \$63 THAT COVERS TRACKING THE EXPIRATION OF YOUR CLEARANCE DOCUMENTS AND YOUR BACKGROUND CHECK.

- BSN STUDENTS USE PACKAGE CODE **TX28**
- APN STUDENTS USE PACKAGE CODE **OZ99**
- NON APN STUDENTS USE PACKAGE COE **OZ98**

REQUIREMENT INFORMATION

a. **Dates of Immunizations or Titers for the following:**

* **Submit a copy of your 2-series MMR, Varicella and 3-series Hep B vaccinations OR titers.**

* **Non-immune titers, current booster required.**

Mumps _____ Varicella _____
Rubella _____ Hepatitis B _____
Rubeola _____

b. **TB test results MUST be less than a year before starting clinical.**

2-Step PPD, 1-3 weeks apart **OR** Quantiferon Gold

2-Step PPD Test One Date _____ Test Two Date _____

Quantiferon Gold Test Results Date _____

*****ANNUAL TB UPDATE REQUIRED, 1-Step OR Quantiferon Gold*****

c. **Current copy of "highest" NJ Nursing License of Board of Nursing Verification**

Expiration Date _____

d. **Background Check**

Date Completed (not ordered) _____

e. **Current copy of Malpractice Insurance**

Malpractice insurance is required for all clinical tracks (minimum required coverage 1M/3M).

NP track students (FNP, Adult-Gero and Psych) must carry **STUDENT NURSE PRACTITIONER MALPRACTICE.

Post Master's and DNP students who are NPs must carry **NP MALPRACTICE and are not eligible for NP student coverage.

All other tracks must have **RN MALPRACTICE.

Insurance Carrier _____ Expiration Date _____

f. **Current Physical – MUST be less than a year before starting clinical.**

Needs to be completed on Monmouth University form or PCP forms, prescriptions are not accepted.

Date of Physical _____

g. **Flu Vaccine – Annual seasonal flu vaccine is required.**

Date of most recent Flu Vaccine _____

Date of Declination _____

If you are declining flu vaccine, declination letter required.

****NOTE: Some agencies will not accept students without a flu vaccine****

h. **Current copy of Basic Life Support (BLS) for HCP or ACLS Card**

Expiration Date _____

Optional DNP students ONLY, based on agency requirements.

Deadlines for Requirements

Summer Clinical: Deadline January 1st

Fall Clinical: Deadline April 1st

Spring Clinical: Deadline November 1st

*All documentation must be sent to the Office Coordinator of Clinical Placement. Once your completed requirements are received, your clinical placement will be scheduled for processing.

Student Information/Clinical/Preceptor Information

CLINICAL PLACEMENT REQUEST FORM

STUDENT INFORMATION – TO BE FILLED OUT BY STUDENT AND RETURNED TO: Danica Parker, Office Coordinator of Clinical Placements

Email: dparker@monmouth.edu; Office: MH Room 324, 732-923-4683; FAX: 732-923-4793

NAME	
ADDRESS	
WORK PHONE	
CELL PHONE	
HOME PHONE	
PREFERRED PHONE (Please Highlight)	CELL HOME WORK
MONMOUTH UNIVERSITY STUDENT EMAIL	
EMPLOYER	

REQUIREMENT REMINDER – All requirements must be kept current on file at Monmouth University to assure clinical placement. Requirements include: current RN license, current student nurse practitioner malpractice, health requirements, immunization titers, TB test, background check, flu shot, BLS (CPR) card. Requirements are provided either as a hard copy or fax (NO EMAIL COPIES) to 732-923-4793. Clinical placement will not be made until ALL clinical requirements are received.

Clinical sites may require additional information, in which you will be notified.
Students are responsible for providing updated copies of license's and malpractice as renewed.

SPECIAL NOTE – Please fill out all information about your preceptor below, one preceptor per box. All boxes must be filled out completely and accurately. These forms are to be used for all clinical site requests.

PRECEPTOR/SITE INFORMATION FORM

Please fill out **ALL** preceptor information below completely & accurately. **ONE** preceptor per box.

Clinical Site Information – Site One

SCHOOL NAME	
SEMESTER	
COURSE CODE / COURSE NAME	
CLINICAL SITE <u>FULL PRACTICE/GROUP NAME</u> <u>AND ADDRESS</u>	
PRECEPTOR NAME AND CREDENTIALS (i.e. Dr. John Smith, MD or DO; Mary Jones, APN)	
CLINICAL SITE PHONE NUMBER	
CLINICAL SITE FAX NUMBER	
OFFICE CONTACT PERSON NAME AND TITLE	

Clinical Site Information – Site Two

SCHOOL NAME	
SEMESTER	
COURSE CODE / COURSE NAME	
CLINICAL SITE <u>FULL PRACTICE/GROUP NAME</u> <u>AND ADDRESS</u>	
PRECEPTOR NAME AND CREDENTIALS (i.e. Dr. John Smith, MD or DO; Mary Jones, APN)	
CLINICAL SITE PHONE NUMBER	
CLINICAL SITE FAX NUMBER	
OFFICE CONTACT PERSON NAME AND TITLE	

Clinical Site Information – Site Three

SCHOOL NAME	
SEMESTER	
COURSE CODE / COURSE NAME	
CLINICAL SITE <u>FULL PRACTICE/GROUP NAME</u> <u>AND ADDRESS</u>	
PRECEPTOR NAME AND CREDENTIALS (i.e. Dr. John Smith, MD or DO; Mary Jones, APN)	
CLINICAL SITE PHONE NUMBER	
CLINICAL SITE FAX NUMBER	
OFFICE CONTACT PERSON NAME AND TITLE	

School Nurse Endorsements and MSN

The School Nurse Program within The Department of Nursing does not require criminal background checks or drug panel screening/testing. Medical/health clearances may be required for admission according to University policy as requested through the Health Center. Neither record is required for admission into the School Nurse Program.

It is important to note some school districts may have entry requirements that differ significantly from University requirements. It is also important to note that in order to obtain your endorsement in School Nursing from the New Jersey Department of Education, you may be required to submit additional information. Some school districts restrict placement opportunities and will not consider an applicant that does not meet their standard for background checks, fingerprinting, health clearances, or drug screening. The School Nurse Program Coordinator will provide, where requested and to the extent possible, information regarding School Nurse Practicum requirements beyond the University standard.

Professional Dress Code

Students are expected to dress professionally for class and laboratory experiences. In the clinical setting, students wear street clothes, with or without lab coats depending on the agency's requirements. Students are expected to carry their Monmouth University I.D. at all times. All students are to identify themselves 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 Universal Precautions

Based on the assumption that all persons be considered infectious for HIV and other blood-borne diseases, the Centers for Disease Control (CDC) recommends 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.

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 - Graduate

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 a MU master's degree because credits cannot be applied to more than one college degree.

If a student has a 30 credits master's 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 master's 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 earned 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 student earned a "B" or better and the course/s are similar to MU's curriculum.

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 Chair, and complete the Credit by Exam form. The student must submit the form to the bursar. The student pays for 1/3 of the number of course credits. 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.11, Graduate Catalog p.9, 2017-2018).

<http://catalog.monmouth.edu/undergraduate-catalog/>

<http://catalog.monmouth.edu/graduate-catalog/>

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.

Grading Standards

<u>Graduate</u>	
A	95-100
A-	90-94
<hr/>	
B+	87-89
B	83-86
<hr/>	
B-	80-82
C+	77-79
C	73-76
C-	70-72
F	Less than 70

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. Graduate students are expected to earn grades of "B" in all courses.

All graduate courses must be completed with a grade of B or better. A student who earns less than a B will be required to repeat the course. Students will be allowed to repeat each course no more than one time. A second grade below a B means the student cannot continue in that program. All practicum courses are pass/fail.

Permission to Take Course at Another Institution

Undergraduate Program

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. **See page 23 for additional guidelines.**

Graduate Program

Students who are accepted into the graduate program 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 an e-form. **See page 23 for additional guidelines.**

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 or Program Director 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](#) 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 any time 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

To access Monmouth University email, the library's research databases, and computers in campus labs, students must use a "username" and "password."

Your username is your student ID. For example, s0123456.

New students or students needing to retrieve their password, please call 732-923-4600 and follow the prompts to log in to get your password

Accessing your Hawkmail@Live Email System:

1. Browse to <http://office.monmouth.edu>.
2. Enter your Monmouth University email address in the User name field.
3. Enter your email password in the password field.
4. Click Sign In.

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. An e-form must be completed and submitted to the Registrar's office.

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 may contact the Department Chair in writing stating the reason for the complaint. A student may appeal to the Dean to the School in writing if not satisfied with the decision.

Student Complaints about Grades

A student who wishes to file a complaint about a course grade should attempt first to resolve the matter through a discussion with the faculty member who taught the course in question. If the faculty member is unable to resolve the matter, the student may contact the Chair in writing, stating the basis of the complaint. Such complaints should be sent to the appropriate department coordinator or director within six weeks following the receipt of final grades. A student who is not satisfied with the decision of the Chair may appeal the decision in writing to the Dean of the school housing the course. The decision of the academic Dean is final.

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. Explore the Monmouth University Library Site <http://library.monmouth.edu>.

Lambda Delta Chapter of Sigma Theta Tau

Lambda Delta is the Monmouth University chapter of the nursing honor society, Sigma Theta Tau International.

Undergraduate students who have completed one-half of their undergraduate nursing courses and have a 3.5 or higher grade point average are eligible to apply.

Graduate students (MSN, DNP) who have completed one quarter of their graduate courses and have a 3.5 or higher 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 applications 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 need to take 6 credits per semester. Awards to doctoral students are based on Master's Degree GPA starting at 3.5 and number of credits taken each semester.

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.

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.).

RESOURCES

- Academic Integrity
- Plagiarism Statement
- APA Format
- MUPNA By-Laws

ACADEMIC INTEGRITY
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.

PLAGIARISM STATEMENT

Nursing

ACADEMIC INTEGRITY

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

Cheating:

1. 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.
2. Copying from someone's test.
3. Submitting material for academic evaluation that has been prepared by another individual or by a commercial agency.
4. Unauthorized collaboration with others on assignments, quizzes and examinations in Traditional, Hybrid and/or On-Line courses.

Plagiarism:

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.

Students cheating, plagiarizing and/or involved in unauthorized collaboration on any assignment, paper or examination will receive a grade of 'F,' with no opportunity to resubmit for partial credit. As per the Academic Dishonesty policy in the Nursing Student Handbook, nursing students may face additional sanctions, up to and including dismissal from the program and the university. Students should refer to the Student Handbook for guidance related to academic honesty and other relevant policies.

Go to Monmouth University Library website, click on "Get Help", and review the tutorial on plagiarism, <http://library.monmouth.edu/main/content/tutorials>.

APA Format:

Go to the Monmouth University Library website, click on "Get Help", and review the tutorial on citations, OWL: Purdue Online Writing Lab, <http://library.monmouth.edu/main/content/citation>.

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 Nurses Association.

Section 2: The purpose of the MUPNA is:

- to assume responsibility for contributing to nursing education in order to provide for the highest quality of healthcare
- to contribute to the overall development of its membership through its many functions
- 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
- to provide programs representative of fundamental and current professional interests and concerns, such programs being designed to aid in personal development, responsibility and accountability
- to promote awareness and involvement in nursing education
- 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
- to play an active role in the student government of Monmouth University
- 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 two 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 three 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 fourteen 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:

- Preside at all meetings of the association and the Board of Directors.
- Appoint special committees with the approval of the Board of Directors.
- Serve as ex-officio member of all committees except the nominating committee.
- Represent MUPNA in matters relating to the association and perform all other duties pertaining to the office.
- Serve as a member of the Faculty/Student Advisory committee.
- 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:

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

3. The Secretary shall:

- Keep on file an accurate list of the names and addresses of the following:
 - Board members
 - Individual members of MUPNA
- Arrange locations for all meetings of the association.
- Notify all members of the time and place of all meetings of MUPNA.

- Conduct the correspondence of the association as requested by the president or the Board of Directors.
- Prepare the minutes of all business meetings of the association and the Board of Directors and forward copies to the appropriate individuals.
- Be responsible for the past minutes of MUPNA.

4. The Treasurer shall:

- Act as custodian of organization funds; maintain a member list and update to the executive board and faculty advisor every other month.
- Sign checks for monetary disbursements as the bylaws provide and with a co-signature of the faculty advisor or the president.
- Photocopy monthly bank statements for the faculty advisor.
- Prepare fiscal budget, serve as chair of finance committee, presents finance concerns to executive board.
- 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

- A nominating committee of three members shall be elected at a regular meeting in February.
- It shall be the duty of the nominating committee to nominate candidates or the offices to be filled at the annual meeting in April.
- 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

- The officers shall be elected in April. They will assume office at the end of April.
- The election shall be by secret ballot. In the event of a tie, a re-vote shall be held.
- 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:

- The executive board or any member of the MUPNA may propose an amendment to the constitution or bylaws.

- This amendment should be reviewed in written for by the general assembly for two consecutive meetings.
- The amendment will be voted on at the second meeting.
- Passage will be by a two thirds majority of all organization members who are eligible to vote.
- If passed, the executive board members will make the appropriate changes in the written bylaws.
- 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.