The Marjorie K. Unterberg School of Nursing and Health Studies

DEAN: Janet Mahoney, PhD
ASSOCIATE DEAN: Sharon W. Stark, PhD

The Marjorie K. Unterberg School of Nursing and Health Studies was established in 1998. The school offers an upper-division Bachelor of Science in Nursing (BSN) program for registered nurses; an RN to MSN Direct Program for registered nurses; a Master of Science in Nursing (MSN) degree for nurses seeking preparation as an adult and gerontological or family nurse practitioner, nurse administrator, nurse educator, school nurse, family psychiatric and mental health nurse practitioner, or forensic nurse; and a post-master’s Doctor of Nursing Practice (DNP) degree for nationally certified nurse-practitioners and nurse executives. Five post-master’s certificates are available for master’s degree-prepared nurses seeking preparation as an adult and gerontological or family nurse practitioner, nurse administrator, family psychiatric and mental health nurse practitioner, or nurse educator. Graduate certificates are available for school nurses and forensic nurses. We also offer a health studies major for non-nursing majors; a health studies/physical education major; a health studies/physical education and education major; a health studies minor for non-nursing majors; and an undergraduate interdisciplinary certificate in gerontology.

Registered nurses with a bachelor's degree in a field other than nursing can bridge into the master's program by taking only three upper-division nursing courses prior to taking courses in the MSN track of his or her choice. Students are allowed to take preparatory nursing courses concurrently with graduate courses when scheduling allows. The School also houses the Sigma Theta Tau student honor society, Lambda Delta Chapter, the International Nursing Honor Society and Eta Gamma Sigma National Health Education Honor Society.

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

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

The faculty believes that nursing is a learned profession with a unique body of knowledge. Nursing is not only a science arrived at through scientific research but also an art which reflects the performance of skilled tasks and human interaction. Such breadth of professional knowledge can only be attained within the system of higher education. The baccalaureate is the first professional degree in nursing. It prepares a generalist and is the basis for graduate study and continuing education in nursing.

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

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

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

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

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

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

The DNP program was established in 2011 and was designed to address the complexity of healthcare systems by producing clinical leaders who can excel in highly complex and rapidly evolving healthcare environments. The DNP is designed for nationally certified nurse practitioners and nurse executives.

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

**HEALTH STUDIES AND PHYSICAL EDUCATION**

James Konopack, Chair, Department of Health Studies and Physical Education

**NURSING**

Rose Knapp, Chair, Nursing Department

Bojana Beric, Assistant Professor. PhD, Steinhardt School of Education, New York University. MD, University of Novi Sad, Serbia, medical faculty; MA, Montclair State University, NJ. Certified Health Education Specialist (CHES). Specialty areas and interests include preparation of public health workforce, methods of communicating health information, health promotion, global health issues, and teaching.
Tresa Dusaj, Assistant Professor. PhD (c), Rutgers University; BSN, Johns Hopkins University; MS, New York University. Specialty areas include nursing education, technology, and pediatrics.

Kathryn Fleming, Specialist Professor. PhD, MS, CPHG University of Medicine and Dentistry of New Jersey. Specialty areas include nursing informatics, quality management, and process improvement.

Cira Fraser, Associate Professor. PhD, Adelphi University, RN, ACNS-BC. Specialty interest areas include nursing research, chronic illness, and multiple sclerosis.

Christopher A. Hirschler, Assistant Professor and Faculty Director of Study Abroad. PhD, Cleveland State University. Specialty area interests include health studies topics, vegan beliefs, and environmental issues.

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

Mariama Hubbard, Assistant Professor. DNP, RN, APN-C, FNP-BC, ACNS-BC, CWOCN, University of Medicine and Dentistry New Jersey. Specialty areas and interests include family nurse practitioner, adult health, wound ostomy care, chronic diseases, and online education.

Laura T. Jannone, Associate Professor and Director of the MSN Program. EdD, Teachers College, Columbia University. NJ-CSN, FNASN. Specialty areas and interests are tobacco prevention and cessation, school nursing, and health policy.

Barbara Johnston, Professor, Hess Chair and Director of the DNP Program. PhD, RN, CNE, Hofstra University. Specialty areas and interests include gerontological topics, pharmacology, and distance education.

Laura Kelly, Associate Professor. PhD, Rutgers University. Adult Psychiatric Clinical Nurse Specialist and Family Psychiatric Nurse Practitioner. Specialty areas include sexually transmitted diseases and lesbian health concerns.

Rose Knapp, Assistant Professor and Chair of the Nursing Department. DNP, University of Miami. Specialty interest areas include acute care issues, disaster preparedness, and primary care issues.

James F. Konopack, Associate Professor and Chair, Department of Health Studies and Physical Education. PhD, University of Illinois, Health Studies. Specialty interest areas include physical activity, aging, and health promotion.

Janet Mahoney, Professor and Dean. PhD, APN-BC, ENA, New York University. Specialty areas and interests include nursing research, nursing administration, and gerontological nursing.

Marta Neumann, Lecturer. PhD, Academy of Physical Education, Wroclaw, Poland. BA, MA, College of Physical Education, Wroclaw, Poland. Specialty areas and interests include exercise physiology, physical education, physical fitness and yoga.

Sue Polito, Specialist Professor. MSN, Monmouth University. Adult and Geriatric Nurse Practitioner. Specialty areas include healthy aging, cognitive decline, and end-of-life care.

Julie Schaaff, Lecturer. MS, University of Delaware. Specialty areas include biomechanics, mind-body fitness and health studies.

Patricia Sciscione, Specialist Professor. PhD (c), Seton Hall University. MSN, Kean University. Certified School Nurse. Specialty areas and interests include school nursing and emergency nursing.

Sharon W. Stark, Associate Professor and Associate Dean. PhD, Widener University. Adult and Gerontological Nurse Practitioner. Certified Forensic Nurse (CFN). NAPG Credentialed Professional Gerontologist. Specialty areas and interests are gerontology/geriatrics, adult nursing, health education, and forensic nursing.

Mary Ann Troiano, Associate Professor and Assistant Director of the DNP Program. DNP, Waynesburg University. Family Nurse Practitioner. Child Care Health Consultant. Specialty areas include women's health, adolescents, and child care.

MASTER OF SCIENCE IN NURSING (MSN)

The faculty of the School of Nursing and Health Studies believe that the Monmouth University graduate programs in nursing prepare the graduate for advanced nursing practice and extend the values of autonomy, leadership, and professionalism that are stressed in the undergraduate nursing program to the nurse prepared at the graduate level. The function of the graduate is to promote, restore, and main-
tain health and/or allow for a peaceful, dignified death. Advanced nursing practice requires master’s preparation and, where available, certification in a specialty area of practice by a recognized nursing certification program. Advanced nursing practice is based on a unique body of knowledge derived from scientific research and clinical practice. This knowledge base enhances the graduate’s ability to synthesize interrelating factors that influence the health of individuals and populations in their environment. The faculty believes that the nurse in advanced practice is proficient in a defined body of knowledge and a selected area of nursing practice. The nurse in advanced practice may work in an independent setting or in collaborative practice with others.

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

The MSN program is composed of three major areas:

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

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

The faculty believe that education at the graduate level is essential to provide students with an expanded and enhanced knowledge of nursing science. This level of education enables students to perfect their personal philosophy for advanced nursing practice, to understand the emerging roles of the professional nurse, and to modify their roles and responsibilities as healthcare continues to change. Students may transfer a maximum of nine credits to be applied toward the master’s degree, provided the courses were completed with a grade of “B” or better and that the courses are appropriate for the graduate track.

**MSN School Nursing for Non-Certified Nurses**

School Nurses who are emergency-certified through the New Jersey State Department of Education or who work full-time as a school nurse for a minimum of six months may have NU 587P waived if they provide a letter of verification from a school official. School Nurse Students who show evidence of teaching health in a school system may have NU 588P waived if they provide a letter of verification from a school official. At the discretion of their advisor, School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take RN 500B or equivalent continuing education units in adult or pediatric physical assessment. At the discretion of their advisor, non-certified School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take RN 500F and/or RN 500G.

**MSN School Nursing for Certified School Nurses**

Students with a baccalaureate degree in a field other than nursing may be required to take RN 500B or equivalent continuing education units in adult or pediatric physical assessment at the discretion of their advisors. Certified School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take RN 500F and/or RN 500G at the discretion of their advisor.

**RN to MSN Direct Program**

The RN to MSN Direct Program is designed to allow nurses to more quickly attain a Master of Science in Nursing degree. Registered nurses who presently hold an associate degree or diploma in nursing will be able to earn an MSN degree without earning a baccalaureate degree after completing 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 graduate students. Successful completion of thirty credits of preparatory RN graduate courses (RN500 A-K) is a prerequisite for taking nursing graduate (NU) courses. Students need a minimum GPA of 2.75 in RN courses.

Prior to acceptance into the RN to MSN Direct Program, registered nurse applicants must complete all required undergraduate course work which includes: English Composition I and II, Microbiology, Anatomy and Physiology I and II, Chemistry, Introduction to Psychology, and an additional three credits of an introductory social science course. A grade of “C” or better is required in order for these courses to transfer to Monmouth University. Additionally, students must provide an undergraduate transcript confirming their attainment of at least fifty-one undergraduate credits. Please note that graduate tuition and fees apply.

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

- MSN: Adult and Gerontological Nurse Practitioner
- MSN: Adult and Gerontological Nurse Practitioner (RN to MSN Direct)
- MSN: Family Nurse Practitioner
- MSN: Family Nurse Practitioner (RN to MSN Direct)
- MSN: Nursing Administration
- MSN: Nursing Administration (RN to MSN Direct)
- MSN: School Nursing for Certified School Nurses
- MSN: School Nursing for Certified School Nurses (RN to MSN Direct)
- MSN: School Nursing – Non-Certified School Nurses
- MSN: School Nursing – Non-Certified School Nurses (RN to MSN Direct)
- MSN: Nursing Education
- MSN: Nursing Education (RN to MSN Direct)
- MSN: Forensic Nursing
- MSN: Forensic Nursing (RN to MSN Direct)
- MSN: Family Psychiatric and Mental Health Nurse Practitioner
- MSN: Family Psychiatric and Mental Health Nurse Practitioner (RN to MSN Direct)
- MSN: School Nursing for Certified School Nurses
- MSN: School Nursing for Certified School Nurses (RN to MSN Direct)
- MSN: School Nursing – Non-Certified School Nurses
- MSN: School Nursing – Non-Certified School Nurses (RN to MSN Direct)
- GRADUATE CERTIFICATE IN SCHOOL NURSING, SCHOOL NURSING NON-INSTRUCTIONAL, AND FORENSIC NURSING

The Monmouth University Graduate Certificate in School Nursing is intended for registered nurses interested in completing the requirements for the New Jersey School Nurse Certificate and/or the New Jersey School Nurse Certificate Non-Instructional. At the discretion of their advisor, School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take RN500B or the equivalent continuing education units in adult or pediatric physical assessment. At the discretion of their advisor, non-certified School Nurse Students with a baccalaureate degree in a field other than nursing may be required to take RN500F and/or RN500G. (Students with a baccalaureate degree in nursing will generally receive transfer credits for the preparatory courses.)

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

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

POST-MASTER’S CERTIFICATES

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

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

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

• Adult and Gerontological Nurse Practitioner
• Family Nurse Practitioner
• Nursing Administration
• Nursing Education
• Family Psychiatric and Mental Health Nurse Practitioner

DOCTOR OF NURSING PRACTICE (DNP)

The Doctor of Nursing Practice (DNP) program at Monmouth University was established in 2011. The DNP program is a thirty-six credit post-master’s degree program that prepares nurse executives and nurse practitioners with the skills necessary to influence and implement quality health care improvements. The DNP curriculum focuses on evidence-based practice, organizational and systems leadership, information technology, interprofessional collaboration, emerging practice challenges, and implementing translational research and science into practice.

This use of advanced clinical skills and research is consistent with Monmouth University’s commitment to personalized education. A capstone project, designed to bring together the theoretical and practical work in and out of the classroom, is a requirement for all students enrolled.

Throughout the program, students gain the knowledge and skills necessary to influence access to health care, to promote safety standards, and to advocate for policy changes on a local, regional, and national level so that delivery systems can be improved. In order to enter the DNP program, the student must be a graduate of an accredited Master in Nursing program, have a current RN license, and be nationally certified as a nurse executive or nurse practitioner. Please refer to the Admission section of this catalog for additional admission requirements.

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

• Doctor of Nursing Practice