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.

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, MSN, CPHG University of Medicine and Dentistry of New Jersey. Specialty areas include nursing informatics, quality management, and process improvement.
HEALTH STUDIES AND PHYSICAL EDUCATION
James Konopack, Chair, Department of Health Studies and Physical Education

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

The health study major is designed to allow students the flexibility to add a second major or a

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

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

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

For more information about Health and Physical Education employment settings go to: http://www.monmouth.edu/academics/schools/nursing/health.asp

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

- Bachelor of Science in Health Studies
- Bachelor of Science in Health Studies and Physical Education
- Bachelor of Science in Health Studies/Physical Education and Education with an Endorsement in K-12 Education in Health/Physical Education

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

- Minor in Health Studies

PHYSICAL EDUCATION

See Appendix “A” of this catalog for a listing of the various physical education courses.

Note: A maximum of four credits of physical education coursework will be applied toward degree requirements for non-health physical education majors. Health/Physical Education and Health/Physical Education with an Endorsement in Education majors complete six (6) credits of physical education coursework.

NURSING
Rose Knapp, Chair, Nursing Department

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

Because this program is designed for the working RN, whenever possible classes are scheduled to meet in one three-hour block of time, one day per week. All courses except the senior-level laboratory class are offered during both day and evening.
hours in alternating semesters or years. Students can therefore complete the entire BSN program in the evenings with the exception of the senior-level laboratory course that will require attendance one day/week for one semester. Many nursing courses have an online component. Students may attend on either a part-time or full-time basis.

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

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

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

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

The University will follow its normal procedure with regard to the transfer of general education credit. University policy permits credits to be brought to Monmouth by transcript evaluation or by Excelsior or CLEP tests. Monmouth University Credit by Examination is also available. The University will accept thirty transfer credits for nursing courses completed in an associate degree or diploma program upon completion of BSN courses.

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

**OF SPECIAL INTEREST TO NURSING STUDENTS**

<table>
<thead>
<tr>
<th>College-Level Examination (CLEP)</th>
<th>Monmouth University Course Equivalent</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology</td>
<td>PY 103, Introduction to Psychology</td>
<td>3.0</td>
</tr>
<tr>
<td>Human Growth and Development</td>
<td>PY 151, Life-Span Development</td>
<td>3.0</td>
</tr>
<tr>
<td>Introductory— Sociology</td>
<td>SO 101, Introduction to Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>Western Civilization</td>
<td>HS 101–102, Western Civilization I–II</td>
<td>3.0</td>
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*For General Exams: See the Admissions section of this catalog.*

Local testing center: Brookdale Community College, 732-224-2583 or 732-224-2229.

**RN to MSN Direct Program**

The School of Nursing and Health Studies offers an RN to MSN Direct Program. The RN to MSN Direct Program is designed to allow nurses to more quickly attain a Master of Science in Nursing degree. Registered nurses who presently hold an associate degree or diploma in nursing will be able to earn an MSN degree without earning a baccalaureate degree on completion of courses totaling 150 credits. Through full-time or part-time study, RNs are
provided the opportunity to advance their professional careers. For more information about this program, refer to the Nursing and Health Studies section of the Monmouth University graduate catalog.

**Doctor of Nursing Practice**

The DNP Program is designed to prepare nurse practitioners and nurse executives to be leaders in healthcare. For more information about this program, refer to the Nursing and Health Studies section of the Monmouth University graduate catalog.

**BACHELOR OF SCIENCE IN NURSING**

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

- Bachelor of Science in Nursing

**CERTIFICATE IN GERONTOLOGY**

Interdisciplinary program, fifteen credits, coordinated by Professor Janet Mahoney. Includes designated courses in Anthropology, Nursing and Health Studies, Psychology, Social Work, and Sociology.

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

- Undergraduate Certificate in Gerontology

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