Pre-Licensure Student Nurse Handbook

2020 - 2021
2 Convent Road
Morristown, NJ 07960
(973) 290-4000
https://www.steu.edu/nursing


The information in this version of the Nursing Student Handbook addresses only areas which differ or need special emphasis for nursing students. It is subject to change without notice. This handbook is not intended to nor does it contain all regulations that relate to students. It focuses on the students in the Pre-Licensure Nursing Program.
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**Student Responsibility**

It is the student’s responsibility to become thoroughly familiar and to comply with the Saint Elizabeth University (SEU) Nursing Student Handbook. A copy of the current Student Handbook can be found on the Nursing Department Moodle Page.

**The handbook is subject to change. Policy changes are posted on the Nursing Department Moodle Site.**

Failure to read this handbook or other University publications does not excuse the student from knowing the rules and regulations.

This handbook primarily focuses on Pre-professional Nursing students. SEU reserves the right to delete, add, or change policies, procedures, and courses in this Student Handbook and in the Degree Plan for any reason. The University also reserves the right to effect changes to tuition and fees, although the tuition and fees in effect when a given cohort begins the program will remain unchanged as that cohort progresses through the program.

**All generic nursing students are required to sign the Student Handbook Agreement found in the Appendix.**

**Welcome**

The Nursing Program is part of the Professional Studies Area of the University. Here you begin the journey of obtaining your BSN or MSN. Saint Elizabeth University offers the following nursing programs:

- Pre-Professional or Generic Baccalaureate,
- RN to Baccalaureate,
- Master of Science in Nursing, with a Leadership or Education track.

The overall purpose of the nursing program is to provide students with challenges that expand their thinking and to develop tools to improve nursing practice. The faculty will guide students in the process of developing their knowledge, competencies and skills as exceptional professional nurses.

The Nursing Program Student Handbook describes the current policies and procedures unique to our program here at Saint Elizabeth. The purpose of the Student Handbook is (a) to assist students in planning their studies; (b) to provide students with the nursing policies, expectations, and standards of the program; and (c) to assist faculty in student advising so that the policies are applied systematically and fairly. It is important to note that curricular expectations outlined in the Handbook in the year in which the student was admitted are to be followed while the student is actively enrolled in the program. Students will be informed of any program-related changes made subsequent to their matriculation.

This Student Handbook is not intended to supersede any policies or codes of conduct in the Saint Elizabeth University Academic Catalog, the Ethics Code of the American Nurses Association (ANA, 2015), or the rules of the New Jersey State Board of Nursing and NJ Department of
Education. Students are encouraged to review this document prior to beginning coursework. Any questions should be directed to the program chairperson.

This handbook is designed to assist you in maneuvering through your educational journey. Specific information is provided here that supplements Saint Elizabeth University’s Student Handbook. Students are encouraged to place an emphasis on their personal and professional development while enrolled in the program. In keeping with this statement, students are encouraged to participate in University activities, and fully engage in experiential learning activities embedded in the curriculum.

Students are encouraged to place an emphasis on their personal and professional development while enrolled in the program. Students are reminded the attainment of a nursing degree based in the liberal arts is the result of a joint effort between the student and the faculty. In this regard, the student’s progress depends upon numerous factors including the student’s motivation, effort, and other life circumstances. Enjoy the learning journey!

Signed: The Nursing Faculty

Accreditations

Saint Elizabeth University Nursing Program is approved and accredited by:

New Jersey State Board of Nursing
PO Box 45010,
Newark, New Jersey, 07101
973-504-6430
www.njconsumeraffairs.gov

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE,
Suite 850
Atlanta, GA 30326
404-975-5000
www.acenursing.org

* New programs which include MSN with a leadership concentration and the Pre-Licensure BSN are in the approval process. The new programs have been approved and granted provisional accreditation by the New Jersey Board of Nursing. Full accreditation is granted pending graduation of the first class and meeting the State Board's criterion for NCLEX licensure passing rates.

Saint Elizabeth University is approved and accredited by:
Middle States Commission on Higher Education
3624 Market Street,
Philadelphia, PA. 19104
267-284-5000
www.msche.org

University Address:
Saint Elizabeth University
2 Convent Road
Morristown, NJ 07960
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Nick Palmieri, DC, MPH  
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**Adjunct Faculty**

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<tr>
<td>Borek, Lorraine</td>
<td>MSN, M. Ed, RN, CSN-NJ</td>
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<tr>
<td>Cerny, Lisa</td>
<td>MSN, CHPN, CALA RN</td>
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<td>Clyne, Timothy</td>
<td>DNP, MSN, RN</td>
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<td>Cruz, Clare</td>
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<td>Cumella, Moira C.</td>
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<tr>
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<td>English, Nancy L.</td>
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<td>Faraone, Louis</td>
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<td>Franco-Tantuico, Monina</td>
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<td>Maffey, Marybeth</td>
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<td>McEnroe, Lynne</td>
<td>MA, MSN, APRN-BC, RN</td>
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<td>Millan, Ruben</td>
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<td>Mowad, Linda</td>
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<td>Muench, Gerard</td>
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<td>Omokaro, Joy</td>
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<td>Pellazqu, Eleni</td>
<td>PhDc, MSN, APN</td>
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<td>DNP, MSN, MAS, RN, NEBC</td>
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<td>Santorelli, Mary</td>
<td>MSN, RN</td>
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<tr>
<td>Stambaugh, Harriet</td>
<td>MSN, RN, CSN</td>
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<tr>
<td>Stutzer, Karen</td>
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<tr>
<td>Thomas, Sabratha</td>
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<tr>
<td>Thomas, Jolly</td>
<td>MSN, RN</td>
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<tr>
<td>Name</td>
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<tr>
<td>Thompson, Donna</td>
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<td>Vnenchak, Kathleen</td>
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<td>Weaver, Susan</td>
<td>PhD, RN, CRNI, NEA-BC</td>
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<tr>
<td>Woodruff, Valerie</td>
<td>MSN, RN</td>
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**Change in Name/Address/Telephone Number/Social Security Number / Emergency Contact**

Students who make a change in name, telephone, address, social security number or emergency contact must notify the Registrar in writing, indicating the old address, the new address, and the date the new address becomes effective. Nursing students should also notify the nursing department.

The Nursing Department is not responsible for any information that the student does not receive due to an incorrect name or address. Mail that is not returned will be considered delivered according to U.S. Postal Services.

**Emergency Contact Information:**

It is important for faculty to be able to access emergency contacts and from clinical area too. All students are required to provide the SEU Nursing Program with emergency contact information. *Emergency Contact and Information Sheet (Appendix I).*
Saint Elizabeth University Mission, Vision and Values

SEU Mission Statement
The mission of Saint Elizabeth University, sponsored by the Sisters of Charity of Saint Elizabeth, is to be a community of learning in the Catholic liberal arts tradition for students of diverse ages, backgrounds, and cultures.

Through the vision and values of Elizabeth Ann Seton, Vincent de Paul and Louise de Marillac and rooted in Gospel values and in Catholic Social Teaching, Saint Elizabeth University affirms its solidarity with the poor and its commitment in service to the community.

SEU Vision Statement
Saint Elizabeth University will be nationally recognized for educating individuals who seek an education focused on engaged learning for leadership in service to others.

SEU Core Values
Saint Elizabeth University as an engaged institution of higher education, driven by mission and informed by our Catholic and Sisters of Charity traditions, seeks to live the following core values to achieve our mission, vision and strategic goals:

- **Integrity**
  As a community we are called to unite in honesty, trust and mutual respect and be transparent in our choices.

- **Social Responsibility**
  As a community we are required to support the just and ethical well-being of individuals and communities to promote justice, diversity, and sustainability.

- **Leadership**
  As a community we are inspired and empowered to move beyond our own boundaries to be accountable, to innovate and to transform for the common good.

- **Excellence in Teaching and Learning**
  As a community we are committed to creating a stimulating learning environment that promotes critical inquiry and the holistic development of the individual.

SEU Nursing Program Mission, Philosophy, Goals

SEU Nursing Program Mission
In the tradition of Saint Elizabeth University (SEU), the Nursing Program accepts and upholds the mission of the University in providing distinctive undergraduate and graduate nursing education and is committed to preparing individuals through scholarship, critical inquiry and continued lifelong learning. The nursing program prepares individuals to promote, maintain and restore health to patients in a variety of settings. The nursing program fosters the development of leadership in students in a spirit of service and social responsibility to others with emphasis on advocacy for patients, nursing profession and healthcare. (2019)

**SEU Nursing Program Philosophy**

The philosophy of the nursing program of Saint Elizabeth University supports the mission and goals of the University. The faculty believe that professional nursing is both an art and a science. The integration of nursing knowledge and skills into a liberal arts framework enhances creativity and supports adjustment to the constantly changing demands of life and career in a global society. The philosophy of the Nursing Program also expresses the belief that professional nursing care is based on a holistic approach to the client system.

Nursing is concerned with all of the variables affecting an individual’s response to stressors and directs its actions at stabilizing client systems in a dynamic state of equilibrium. Nurses are leaders who plan and deliver client care, work as healthcare members, act as change agents in shaping the healthcare system, and function as advocates for the client and the nursing profession. The goal of nursing is to achieve optimal client stability through purposeful intervention that includes a concern for the client’s spiritual, physiological, socio-cultural, developmental, and psychological dimensions and in relationship to the environment. Nurses must be committed to change within the profession and approach nursing as an evidence-based scientific discipline with a moral end.

The faculty assert that there is a developing body of knowledge central to the metaparadigm of nursing which includes the components of client, environment, health, and nursing.

**Client**

Each client, created in the image of God, is a unique dynamic composite of the interrelationship of physiological, psychological, socio-cultural, developmental and spiritual variables. People are organized, integrated holistic beings endowed with dignity and worth and can only be understood in relation to their totality. They are open systems, having the capacity to influence their own environments, and are in a state of constant change. While unique, persons share a common range of responses across these variables with other human beings.

People have the capacity for growth, the potential for freedom of choice and the right to seek optimum health. People have innate and learned responses that enable them to respond to stressors, to interact with, and adjust to or modify the environment. The person can be viewed as
an individual client system or as part of a larger system such as a family, group, community or organization.

**Environment**

The environment is composed of all internal and external forces influencing the person or client system. The internal environment consists of those forces within an individual system. The external forces occur outside the client system and between individual systems. The relationship between the client system and the environment is a reciprocal one of continuous interaction—environment influences the client system; the client system influences the environment. As the client system evolves it strives to be in a state of dynamic interaction and balance with the environment.

The faculty believe that an understanding of the unique environment of the client system is critical to the role of the nurse in enhancing health. Stressors arise within the environment and have the potential to initiate a reaction in the client system. This reaction can have positive or negative outcomes. The outcomes can be influenced by the nurse to achieve the best possible state of wellness for the client system. One’s perception of this environment influences one’s ability to respond to stressors. This can be a conscious or unconscious process.

**Health**

The health of each client from a holistic viewpoint is seen as a dynamic state on a multidimensional continuum from wellness to illness. It may be defined as optimal system stability. Health is the view of the person as a composite of physiological, psychological, sociocultural, spiritual and developmental variables in harmony with each other and the environment.

These variables are continuously interacting with the environment as an open, flexible, changeable system. The internal-external interaction with any of the variables and/or environmental factors may enhance wellness as well as create barriers to achieving maximum wellness. Each individual, family, group, community, organization and system is unique as it relates to the perception of wellness and the ability to respond to stressors, to mobilize assistance from others and to learn new behaviors.

**Nursing**

Nursing is a unique profession that provides essential service to society and is based in the arts and sciences. It is a discipline that makes real the healing ministry of the Church. Nursing involves the diagnosis and treatment of human responses to actual or potential health problems. The central concern of nursing is the well-being of the total person. The basis of nursing is the therapeutic relationship between nurse and client system. To achieve the potential of this relationship, nurses must provide health information readily, share, power equitably, encourage clients to assume responsibility for their own health status, and assist client systems.
The goal of nursing is to achieve optimal client stability through purposeful intervention which includes a concern for the client’s spiritual, physiological, socio-cultural, developmental, and psychological dimensions. Nurses assist clients to clarify their own values, identify their health goals and understand the choices available to achieve optimal health. Nursing actions include preventative, therapeutic, and rehabilitative interventions. Professional nurses perform direct patient care; assess factors associated with the nature and shape of the healthcare system; work together as part of the healthcare team; recognize the changing role of consumers in the maintenance of their own health and advocate for the client and the nursing profession. Professional nursing standards as well as Nursing Theory and a sound Catholic liberal arts educational basis guide the nurse’s actions to attain this goal.

The nurse is a full partner in the healthcare delivery system. At the baccalaureate level the nurse is a generalist and a leader. At the master’s level nursing, the nurse moves into an advanced practice role specializing in educational and leadership roles. All nursing roles are best realized when the nurse has an in-depth knowledge of person, family, group, community and environment. Nurses are responsible for promoting maximum health at whatever point the client is encountered along the health-illness continuum. Based on the health status of the system, the nurse provides three separate but interrelated categories of prevention: primary, secondary, and tertiary prevention.

**Interventions**

Interventions are carried out in complex systems and involve collaborative relationships with clients and other health team members. Nurses are accountable for the ethical conduct of these interventions in accordance with the standards of nursing practice. The nurse’s ability to give direct care must be complemented with the ability to assess, plan, coordinate, collaborate, delegate, educate, advocate, and evaluate.

The nursing process involves interrelated cognitive, attitudinal, behavioral, technical, and interpersonal skills in which the nurse plays a leadership role. Nurses must be able to articulate and act from a personal value system and a respect for the beliefs of client systems, their environment, and their health. Nursing practice must be congruent with professional standards and ethical practice. This is achieved at SEU through curriculum based in the Catholic liberal arts tradition, with a strong multi-disciplinary approach and with emphasis on the spiritual and ethical development of the student.

**Nursing Department Educational Philosophy**
The Nursing Program Faculty at Saint Elizabeth University (SEU) believe that our programs prepare graduates for professional nurse roles, at both the undergraduate and graduate levels. The curriculum is based in the Catholic liberal arts tradition, with a strong multidisciplinary approach and with emphasis on the religious and ethical development of the student. The graduates of our programs are prepared to be committed to primary, secondary and tertiary prevention through direct care, and as educators, managers and in major leadership roles. Graduates also function as client advocates, change agents, and as advocates for the profession.

The curriculum at SEU prepares nurses with the skills to provide care collaboratively, and to graduate competent, accountable and ethical nurses. The program is committed to providing a climate that is respectful of the student’s prior education. The faculty believes that recognizing the educational backgrounds of students from diploma, associate degree, and BSN programs will foster their professional growth in support of The Future of Nursing’s (IOM, 2010) goal of increasing the number of nurses with Baccalaureate and Masters’ degrees.

We are proud of our rich history of educating students with diverse ages, backgrounds, abilities, cultures, and experiences that enrich the nursing profession. Student learning evolves from exploration of personal values, exposure to new experiences, and reconstituting balance. This provides the foundation for commitment to lifelong learning for students and faculty.

The faculty believe that learning is facilitated when instructional experiences are planned to achieve sequence, continuity, and integration of knowledge, psychomotor skills and attitudes. Experience, reflection, scholarly research and writing are the foundations of learning. The faculty serve as professional role models, mentors, and preceptors. Faculty influence readiness and capacity for creative thinking and innovation. They embrace SEU’s Mission of social justice and service to the underserved. The emphasis on civility and respect creates a positive learning climate. Faculty strive to promote a caring personal environment in which students develop as self-directed professionals.

The curriculum provides an educational process that promotes development of a professional nurse leader through social responsibility, client advocacy, and as a change agent and advocate for the profession. All nursing roles are best carried out when the nurse has an in-depth knowledge of person, family, group, community and environment. The nurse embraces the concept of intervention as prevention. Emphasis is placed on collaborative relationships with clients and other health team members. Ethical, moral, and legal dilemmas are examined throughout the curriculum.

In the third millennium, the nurse’s ability to give direct care must be complemented with the ability to assess, plan, coordinate, collaborate, delegate, educate, advocate, and evaluate.
Carrying out the nursing process involves the use of interrelated cognitive, attitudinal, behavioral, technical, and interpersonal skills in which the nurse plays a leadership role.

The evolution of Evidence-Based Practice is important so that there can be an improvement in the quality of life and healthcare for all. Nurses critique and adapt knowledge from nursing research and clinical practice as well as from many other disciplines for their practice of nursing. Nurses must be committed to change within the profession and approach nursing as an evidence-based scientific discipline with a moral end. Nurses must also be able to articulate and act from a personal value system and a respect for the beliefs of client systems, their environment, and their health. Nursing practice must be congruent with professional standards. Nursing M/O/P and EdP Faculty Meeting finalized 11.19.19 es

SEU Nursing Programs’ Goals and Student Learning Outcomes

Pre-Licensure BSN Program Goals are to:

1. Prepare nurses who are professional nurse generalists and leaders at the baccalaureate level who use nursing theory and professional nursing standards to assess and respond to health care needs.
2. Prepare graduates to be licensed professional nurses to help reach the profession’s goal of having more licensed nurses with baccalaureate degrees.
3. Provide the educational foundation for graduate study in nursing.
4. Promote lifelong personal and professional growth.
5. Retain students through positive programming to empower students to develop confidence and academic success through active support (Program Completion Goal- 80% Pre-Licensure BSN students will complete the program in 4 years; 90% in 5 years).
6. Utilize frequent feedback from student club, course evaluations, Peer Leader discussion groups, advisory board feedback, student progression and graduation survey to monitor student satisfaction and program satisfaction (Graduate Satisfaction Goal- 80% will report satisfaction on the graduate survey.)
7. Prepare students to become competent in evidence-based practice which will result in a minimum of 80% of employers reporting satisfaction with our graduates.

Program Student Learning Outcomes (SLO) - Pre-Licensure Registered Nurse:

Graduates of the Pre-Licensure Registered Nurse are prepared to:

1. Integrate knowledge from the liberal arts and sciences into professional nursing practice.
2. Demonstrate global awareness and culturally sensitive behaviors that create an environment of respect for the dignity of patients, families and others.
3. Utilize inter-professional and intra-professional methods of culturally sensitive communication to collaborate effectively in delivering safe patient care throughout the lifespan in a variety of settings.
4. Articulate a philosophy of nursing that guides one’s practice as a leader,
researcher, manager and provider of care.
5. Utilize data, knowledge and technology effectively and ethically to achieve desired patient outcomes.
6. Integrate scholarly inquiry and research into evidence-based practice.
7. Perform competently and ethically to promote, maintain and restore health in communities, regions and populations.
8. Integrate an understanding of health care policies, including financial and regulatory, into professional nursing practice.
9. Assume a professional nursing role that promotes quality nursing practice in the delivery of health services.
10. Accept responsibility for lifelong learning to maintain up-to-date professional skills.

**Registered Nurse to Baccalaureate**

**RN to BSN Program Goals are to:**
1. Prepare registered nurses as professional nurse generalists’ and leaders at the baccalaureate level who use nursing theory and professional nursing standards to assess and respond to health care needs.
2. Promote career mobility for registered nurses graduating from diploma or associate degree programs.
3. Provide the educational foundation for graduate study in nursing.
4. Promote lifelong personal and professional growth.
5. Retain students through positive programming through active support and flexible programming (Program Completion Goal- 80% Full-time RN- BSN students will complete the program within 1 year or Part-time students will complete in 5 semesters).
6. Utilize frequent feedback from course evaluations, advisory board feedback and graduation survey to monitor student and program satisfaction (Graduate Satisfaction Goal- 80% will report satisfaction on the graduate survey.)
7. Enhance students’ abilities as competent leaders and advocates with evidence-based practice which will result in a minimum of 80% of employers reporting satisfaction with our graduates.

**Program Student Learning Outcomes (SLO) - Registered Nurse to Baccalaureate:**
Graduates of the undergraduate RN-BSN program in nursing are prepared to:

1. Integrate knowledge from the liberal arts and sciences into professional nursing practice.
2. Demonstrate global awareness and culturally sensitive behaviors that create an environment of respect for the dignity of patients, families and others.
3. Utilize interprofessional and intra-professional methods of culturally sensitive communication to collaborate effectively in delivering safe patient care throughout the lifespan in a variety of settings.
4. Articulate a philosophy of nursing that guides one’s practice as a leader, researcher, manager and provider of care.
5. Utilize data, knowledge and technology effectively and ethically to achieve desired patient outcomes.
6. Integrate scholarly inquiry and research into evidence-based practice.
7. Perform competently and ethically to promote, maintain and restore health in communities, regions and populations.
8. Integrate an understanding of health care policies, including financial and regulatory, into professional nursing practice.
9. Assume a professional nursing leadership role that promotes quality nursing practice in the delivery of health services.
10. Accept responsibility for lifelong learning to maintain up-to-date professional skills.

**Master of Science in Nursing**

**The Goals of the MSN nursing program at Saint Elizabeth University are to:**
1. Build upon baccalaureate education in nursing and prepare registered nurses for leadership roles in education and management.
2. Prepare the registered nurses in a selected role within the advanced roles of nurse educator and nurse leader.
3. Provide educational foundation for doctoral study in nursing.
4. Integrate spiritual, social and ethical values and beliefs in the construction of a personal philosophy as a nurse educator or nurse leader.
5. Retain students with positive programming through active support and flexible programming (Program Completion Goal - 80% MSN students will complete the program in 6 semesters).
6. Utilize frequent feedback from course evaluations, advisory board feedback and graduation survey to monitor student and program satisfaction (Graduate Satisfaction Goal - 80% will report satisfaction on the graduate survey.)
7. Enhance students’ abilities as competent leaders and educators which will result in a minimum of 80% of employers reporting satisfaction with our graduates.

**Program Student Learning Outcomes (SLO) - Master of Science in Nursing – Nursing Educator Track**

Graduates of the MSN program are prepared to be socialized into the Educator Role. They will:
1. Integrate advanced knowledge from nursing and related disciplines into the nurse educator role.
2. Employ a variety of evolving technologies and modalities in the classroom and clinical setting to facilitate student/client learning
3. Apply research findings in the development of evidence-based nursing practice.
4. Design, analyze, implement and evaluate nursing curricula, clinical teaching and outcomes of educational programs using extant literature, research, theories, models and ethical and legal principles.
5. Synthesize selected theories of teaching and learning grounded in educational theory and evidence-based teaching practices to prepare graduates for practice in a complex, dynamic health care environment.

6. Disseminate research findings in the advancement of evidence-based nursing and teaching practices.

7. Analyze trends and issues in nursing and health care, and exercise leadership in creating a preferred future for nursing education and practice.

8. Integrate spiritual, social and ethical values and beliefs in the construction of a personal philosophy as a nurse educator.

9. Design, implement and evaluate strategies that recognize the multicultural, gender and experiential influences on teaching and learning.

10. Utilize knowledge and skills in the pursuit of lifelong learning.

**Program Student Learning Outcomes (SLO) - Master of Science in Nursing: Leadership Track**

Graduates of the MSN program are prepared to be socialized into the leadership role. They will:

1. Integrate advanced knowledge from science, the humanities and related disciplines into the nurse leader role.

2. Employ a variety of evolving technologies and modalities in leading nursing and the delivery of care across healthcare settings.

3. Apply research findings in the development of evidence-based nursing practice.

4. Design, analyze, implement and evaluate health care and nursing outcomes using extant literature, research, theories, models and ethical and legal principles.

5. Synthesize selected nursing and health related theories to prepare graduates for interprofessional practice in a complex, dynamic health care environment.

6. Disseminate research findings in the advancement of evidence-based nursing practice and leadership strategies.

7. Analyze trends and issues in nursing and health care, and exercise leadership in creating a preferred future for nursing and the care delivery environment.

8. Integrate spiritual, social and ethical values and beliefs in the construction of a personal philosophy as a nurse leader.

9. Design, implement and evaluate strategies that recognize the multicultural, gender and experiential influences on nursing and the care delivery environment.

10. Utilize acquired knowledge and skills in the pursuit of lifelong learning.

**Advisory Board**

SEU has developed strong partnerships with multiple schools and healthcare organizations. NJ has many magnet hospitals and hospitals on the pathway. SEU is fortunate to have partnerships with several of these agencies. The Atlantic Health System (AHS) has multiple hospitals. There are cohorts at Chilton, St. Joseph’s, Trinitas and have been at other AHS hospital sites, such as Newton and Hackettstown. The Advisory Board convenes twice per year. The Board’s membership includes representation from our educational partners e.g., County College of
Morris, Trinitas School of Nursing/Union County College, Sussex County College, Christ Hospital/ Hudson County College and Muhlenberg Hospital/ Union County College. Our clinical partners include the Atlantic Health System and Trinitas Regional Medical Center.

The purpose of our Advisory Board is to bring together experts in the professional discipline to:
- Advise the faculty regarding innovations and trends in the discipline
- Advise the faculty regarding curriculum matters
- Aid the faculty in providing and/or identifying mentoring and internship opportunities for students
- Advise the faculty regarding matters associated with external accreditation as applicable.

Articulation and Transfer Agreements:
SEU has articulation agreements with Trinitas School of Nursing/Union County College, the County College of Morris and Passaic County Community College. Since 2004, there have been and are currently BSN and MSN cohorts on these sites. SEU has worked with these institutions to provide the best possible interface of courses for students transferring.

A maximum of 90 credits for RN- BSN program will be accepted in transfer; however, the final 30 credits of the degree requirement must be completed at Saint Elizabeth University. In addition, at least half of the requirements for the major must be completed at SEU.

Family Educational Rights and Privacy Act of 1974 (FERPA)

Confidentiality of Student Records
All employees of SEU are required to abide by the policies governing review and release of student educational records. The Family Education Rights and Privacy Act (FERPA) of 1974 mandates that information contained in a student's educational records must be kept confidential. For details, see University Policies: www.steu.edu/ferpa

Admission Requirements

RN-BSN and MSN admission requirements are posted on Nursing Department site.

Pre-licensure/ Generic Nursing Admission Criteria
Admission to Nursing occurs in the Sophomore year.

Applications for the baccalaureate degree in nursing (BSN) does not guarantee admission into the nursing program. Applications to the nursing major are a competitive process and the meeting of minimal admission criteria (GPA 2.3) does not guarantee admission to the nursing
program. Students who are not accepted into the nursing program should speak with their advisor or the Chair of the nursing department regarding feasibility of reapplication or choosing another related major. If the student chooses to reapply to the nursing program, the student must submit a new application the following spring semester and must compete with the new applicant group.

Students apply to major in the pre-licensure baccalaureate nursing program at the end of the spring semester of the freshman year. The requirements for admission to the four-year BSN program include:

- Completed application for the nursing program;
- A one-page personal statement of the student's motivation for becoming a nurse;
- A minimum cumulative GPA of 2.3
- A minimum grade average of C+ in the following: Anatomy and Physiology I and II, Chem 121 or Organic or Biochem, only 2 graded attempts of a sciences is allowed within 7 years. All biology and science courses must be 7 years fresh.
- A minimum grade of C+ all prerequisite courses required for the nursing major;
- ATI TEAS Scores within 2 years of application: Requirement: In a single attempt, you must complete Reading, Mathematics, Science and English and earn a minimum composite score of 60% or better.
- Immunizations and other clinical requirements are not due with your application to the Nursing Program.
- If accepted, criminal background, drug testing and immunizations and TB testing will be due by August 1.

*Acceptance into the major is not complete until this information is reviewed as acceptable. Meeting the minimum admission criteria is not a guarantee of seat availability or acceptance into the SEU Nursing Program.*

**Note: Nursing courses are highly challenging and may require many hours of study time for successful completion. It is highly recommended that students complete all science and general education courses prior to seeking enrollment in NURS201, especially if the student continues to work while attending nursing school.**

Transfer Students

Transfers to the Pre-Licensure Nursing Program:
The Nursing program begins in the fall semester of sophomore year for transfer students. The requirements are the same as listed above. SEU students with a declared nursing major interest have first preference in the admission process. Remaining seats will be available to transfer students.
By joining the SEU family after time spent at another institution, transfer students add a special dimension to the SEU experience. We hope that you will feel instantly at home at SEU and find a beautiful, nurturing place where you can take advantage of great opportunities: academic, personal and professional.

See SEU Website for more information at www.steu.edu/transfer. Acceptance of course credits earned elsewhere is at the sole discretion of Saint Elizabeth University.

Saint Elizabeth University’s prepares students to be licensed registered nurses. The students learning experience features a state-of-the-art clinical skills center includes a high-fidelity simulation lab consisting of 12 examination bays and a patient simulation room featuring an adjacent faculty observation area.

**Minimum Requirements to Apply:**
Students may apply to the nursing major in pre-licensure nursing program at the end of the spring semester of the freshmen year. Submit your application for admission (online or in person) and specify the nursing major. A one-page personal statement of the applicant’s motivation for becoming a nurse is required.

- If a student completes any applicable science or general education courses at another college or university, it is the students’ responsibility to assure SEU receives official transcript evidence for the corresponding transfer credit to be entered on the SEU transcript.
- Official transcripts should be sent to the SEU Admissions office for evaluation.
- A TEAS Exam is required. TEAS Scores taken within 2 years of application will be acceptable. A minimum composite score of 60% or better in a single attempt of Reading, Mathematics, Science and English.
- A minimum cumulative GPA of 2.3 is required.
- A minimum grade of C+ is required for all science curriculum courses. These sciences courses must be less than 7 years old at the time of acceptance into the Professional Phase of the Nursing Program. Note: Only two graded attempts of a lab-science course is allowed with 7 year.

**Prerequisite Courses Eligible for Transfer**

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<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>English Composition I</td>
<td>3 credits</td>
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<tr>
<td>English Composition II</td>
<td>3 credits</td>
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<tr>
<td>General Psychology</td>
<td>3 credits</td>
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<tr>
<td>Anatomy and Physiology I</td>
<td>4 credits</td>
</tr>
<tr>
<td>Anatomy and Physiology II</td>
<td>4 credits</td>
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<tr>
<td>Introduction to Chemistry</td>
<td>4 credits</td>
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<tr>
<td>Microbiology</td>
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<td>Pathophysiology</td>
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<td>Statistics</td>
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<tr>
<td>Developmental Psychology</td>
<td>3 credits</td>
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</tbody>
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Ethics in Healthcare 3 credits

Please note that clinical nursing courses from other institutions will not be accepted for transfer. Revised Faculty Meeting 11.19.19

Transfer Credits
Transfer credits will appear on the SEU transcript; however, transfer grades will not be reflected nor used in the calculation of the student’s SEU grade point average.

Credits accepted in transfer become part of the student’s permanent SEU record; as such they cannot be replaced by new transfer courses.

Credit-by-Examination
SEU accepts transfer credits achieved through successful passage of CLEP, TECEP and DANTES academic subject exams. For additional information, please contact your Program Chair/Course of Study Coordinator.

A student with prior work experience that parallels the content of a course in the major program, as determined by the Course of Study Coordinator/Program Chair may file an application for an exam. Credit by Examination Application Form. See: www.steu.edu/creditbyexam

PELA (Portfolio Experiential Learning Assessment)
SEU recognizes that some individuals gain college-level knowledge and competence through learning experiences outside a traditional classroom. University credit may be earned by students who believe they have acquired learning outcomes equivalent to college courses. Credit may be awarded only if specific course outcomes have been achieved, and this can be demonstrated through the student's narrative analysis and compilation of supporting materials in the form of a portfolio. A "pass" or "fail" grade is given for the portfolio, and the document is retained with the student's file within the program/course of study.
See Academic Policies at: www.steu.edu/pela
All students applying for PELA must submit an academic integrity form.

Assessment Technologies Institute: Test for Essential Academic Skills (ATI TEAS)
TEAS test is comprised of 170 questions set up in a multiple-choice format with four-option answers. Questions are designed to test the basic academic skills you will need to perform in class in the areas of: Reading, Math, Science, and English and Language Usage. The reason for taking the TEAS is that based on your performance, ATI will recommend a series of remediation steps to help you maximize your academic performance.

Medical Compliance Requirements
Purpose
All nursing students are required to comply with SEU, New Jersey Department of Health and Senior Services (NJDHSS), Clinical Site, and Nursing Program medical records requirements in order to prevent or reduce the risk of transmission of vaccine-preventable and other communicable diseases among SEU students, patients and other persons. This document details the specific medical record requirements of a nursing student.

Please note, Clinical Agencies may impose additional medical compliance standards.

All nursing students (including BSN, RN to BSN, MSN) are held responsible to submit all pertinent medical records to SEU Student Health Services prior to starting classes as a nursing major. Subsequent annual requirements must be completed and submitted before the Fall semester begins. Pre-licensure students have additional health requirements and will not attend clinical if they are not medically compliant (See requirements below).

Clinical Clearance Process
Prior to starting any clinical rotation, all students must complete a clinical clearance process which will include obtaining:

1. CPR certification-American Heart Association-BLS for HealthCare Providers
2. Malpractice insurance
3. Background check & drug screen
4. Medical clearance

CPR Certification
You will need CURRENT CPR certification (American Heart Association-BLS for HealthCare Providers) and maintain certification for the remainder of the time in the Nursing Program.

For those who do not have CPR certification, you must complete a course prior to the start of the Spring semester. Here are the websites for two local training centers where you can find a CPR class. SEU will begin to offer the class on campus in the near future.

- RWJ Barnabas Health: http://trainingcentertechnologies.com/rwjbh/CourseEnrollment.aspx
- Atlantic Training Center: https://www.atlanticambulance.org/atlantic-training-center.html

Malpractice and Liability Insurance
BSN students are required to obtain professional liability insurance in the amounts of
2 million per incident/4 million annual aggregate prior to clinical rotations and annually until graduation. *BE CAREFUL when obtaining insurance – you need a $2 million per incident/$4 million annual aggregate.*

The University does not endorse any one company, but Proliabilty (800) 375-2764 has this coverage amount for nursing students in the state of NJ. 
[https://www.proliability.com/professional-liability-insurance/healthcare-professionals](https://www.proliability.com/professional-liability-insurance/healthcare-professionals)

You may use any company for liability insurance as long as it has the covered amounts stated above. The cost should be around 40-45 dollars.

**Make sure your coverage is for professional student nurse coverage in the amounts of $2 million per incident/$4 million annual aggregate.**

**When applying for the insurance, have coverage begin December 15, 2019.**

**Student Criminal Background Check and Drug Screen**

The Joint Commission on Accreditation of Healthcare Organizations (JC) now requires all healthcare students to have their identity verified and a criminal history search conducted prior to being allowed to participate in any cooperative educational program. In order to facilitate these requirements, SEU has engaged Adam Safeguard to provide the necessary service.

The fee is $53.00 for the base package includes:

- Social Security Trace
- National Sex Offender Search
- OIG Sanction Search
- Multi State Database Criminal History Search
- New Jersey Criminal History Search

You will also be required to complete a 13 Panel Urine Drug Screening ($59 Fee) and this will automatically be included.

Your Social Security Trace will dictate if additional venues will be searched. Due to your clinical requirements, if an address in an address other than a NJ location is developed, we are required to search the location for criminal history. The fees for additional locations will be $10 plus any fees charged by the court involved. *(All subject to NJ Sales Tax).* An information sheet with Frequently Asked Questions is included at the end of this document.

**INSTRUCTIONS TO SIGN UP FOR ADAM SAFEGUARD:**

- Go to [www.adamsafeguardstudents.com](http://www.adamsafeguardstudents.com)
- Click on the “Order Student Background” tab
- You will be required to enter School Code: SEUpIn

Criminal Background Check
For this purpose, the Nursing Programs will be using the services of Adam Safeguard (www.adamsafeguard.com).

Students returning to the Program after one year of non-enrollment must repeat the criminal background check. Students may be asked to repeat the criminal background check if three (3) years has elapsed since initial background check at the request of a clinical site. If worked in other states, all states need to be checked.

Students may be required to submit or have the SEU Program submit the results of their background check directly to a clinical site. Students will be required to sign a release of information form indicating that the SEU Program has the right to release this information to the clinical affiliates as appropriate. Clinical sites reserve the right to require additional background checks. Clinical sites are not obligated to take any students who have any adverse finding(s) on the background check report.

The results of the background checks will be kept separate from the other student educational and academic records in accordance with FERPA.

**Criminal Background Check Policy:**

All students enrolled in the SEU Nursing Program are required to have a negative or clear criminal background check to register for a NURS clinical nursing course.

The background check must be completed through the approved Nursing Program vendor, Adam Safeguard. In addition, the New Jersey State Board of Nursing requires a criminal background check prior to licensure as a Registered Nurse. [Faculty 11.22.19]

**Urine Drug Screen Policy:**

All students entering the first clinical course must complete a 13-panel urine drug screen through Adam Safeguard prior to course registration. All drug screens must be negative or clear for all 13 substances for the student to register for NURS courses.

Adam Safeguard must be notified of all prescription medication(s) that a student may be taking prior to submission of the drug screen. Any student with a positive urine drug screen who cannot provide documentation the medication is prescribed by a healthcare provider or who submits an adulterated drug screen will not be permitted to remain in the SEU nursing program. Random urine drug testing may be required of any student as deemed necessary by the Nursing administration.

Students may be required to submit the results of their urine test results directly to a clinical site. Students will be required to sign a release of information form indicating that the right to release this information to the clinical affiliates as appropriate. Students may be required to undergo additional urine screening at the discretion of a clinical affiliate. In this event, the student is responsible for all costs. Clinical sites are not obligated to take any students who have any
positive finding(s) on the urine drug screen report. The information obtained from the urine drug testing results will be kept separate from the other student educational and academic records in accordance with FERPA.

Both the criminal background check and the urine drug screen are to be done according to SEU Nursing Program policy listed on the appropriate forms. See Appendix ______

**A new Criminal Background Check and a urine drug screen are required for any student reentering a clinical course following a voluntary stop out, course withdrawal or unsuccessful attempt.** [Faculty 11.22.19]

**Medical Clearance**
Students are responsible for ensuring that all required forms are completed and that the provider completes all medical information in the forms. All forms are included at the end of this document. Schedule your physical exam for after December 1, 2019.

Medical Requirement forms for the Nursing Program include:
- Required Form A - Health Form History, Physical, Health Care Provider Attestation
- Required Form B - Immunization Record
- Required Form C - Meningitis Information Sheet and CDC Form
- Required Form D – Authorization to Release Health, Immunization, Laboratory, Testing and TB Screenings
- Authorization to Release Medical/Immunization Records to SEU Health Services

Complete and send a copy of all required forms to:

Health Services  
Saint Elizabeth University  
Founders Hall  
2 Convent Road  
Morristown, NJ 07960  
Phone: 973-290-4132  
Fax: 973-290-4182

Upload: [www.steu.edu/secureupload](http://www.steu.edu/secureupload)

In addition to sending the completed forms to the Health Services, please make a copy of the following documents and place in sealed envelope with your name on outside and bring to the Nursing Office and give to Mrs. Janet Okken in the Nursing Department Office.

- Healthcare Provider Attestation
- Immunization Record
- Authorization to Release Information to SEU Nursing Program
- Copy of CPR card
- Copy of Malpractice Insurance
YOU MAY NOT ATTEND CLINICAL UNLESS YOU COMPLETE REQUIRED PAPERWORK AND ARE CLEARED BY THE NURSING DEPARTMENT

KEEP A COPY OF YOUR FORMS FOR YOUR OWN RECORDS!

For RN-BSN and MSN Programs:

Follow the University Requirements. Students may be asked to comply with additional requirements if requested by clinical placement. www.steu.edu/medreqs

Medical Exemptions

If the student is claiming an exemption related to a pregnancy or other medical contraindication, the student must provide SEU with documentation from your healthcare provider indicating the reason and time limitations that the vaccination is medically contraindicated. This exemption will be reviewed at the beginning of each semester. In some circumstances the student may not be able to complete clinical requirements due to a medical exemption. Physician forms and guidelines for requesting medical exemptions can be found on the SEU website Medical Requirements and Forms. The Request for Medical Exemption from Mandatory Immunization Form must be completed by the student’s healthcare provider and returned to SEU Health Services.

. Revised Faculty Meeting 11.19.19 es

Student Health and Accident Insurance Fee

Students in the undergraduate college are automatically enrolled under SEU health and accident insurance policy. An opt out can be done by waiving coverage via www.steu.edu/firststudent.

International Students health and mandatory coverage cannot be waived. Students who are enrolled full-time (12 or more credits) in the Continuing Studies programs are eligible to enroll voluntarily and pay United Health Care directly at www.steu.edu/firststudent. All students who plan to use the SEU insurance plan, offered through United Health Care, must create "MyAccount" at www.steu.edu/firststudent.

"MyAccount" gives you access to your ID card, claims, benefits, network providers and additional insurance information. If for any reason you lose coverage from a private carrier, contact the Business Office to enroll in our plan immediately. Greater detail and information on the SEU Student Health Insurance Plan is available at www.steu.edu/firststudent.

Additional Requirements

TB (Mantoux) Testing, Flu Vaccine
All TB (MANTOUX) testing needs to be current for the academic semester in which the student is enrolled.

Seasonal Flu Vaccine
All students and clinical faculty are required to provide proof of influenza vaccine on an annual basis. Students must receive the current year’s influenza vaccine by December 1. Students enrolling for the Spring semester must provide proof of influenza vaccine documentation at the time of Spring semester course registration. Clinical faculty and students must adhere to the clinical site’s policy regarding influenza vaccination.

Bloodborne Pathogen Exposure
Students are advised to refer to the full Bloodborne Pathogen policy. In the event that a student sustains an exposure, they should follow the appropriate procedure:

- If the incident occurs on-campus, report to either Student Health Services or their personal provider
- If during a supervised clinical practice experience, adhere to the clinical site’s procedures and follow up with either SEU Student Health Services or their personal provider.

Students must submit a BBF Exposure Incident Report (Appendix H) to the SEU Nursing Program Coordinator. The student may obtain post-exposure care from Student Health Services or the provider of his/her choice. The information regarding the student’s medical care must be kept confidential and is not shared with the SEU Nursing Program.

The health and immunization forms and information regarding the background check with drug screen are in the Appendices

SEU Nursing Program Orientation Policy
An orientation session will be held prior to beginning classes in the Nursing Program. Our students and faculty have found that the secret to success in coursework at SEU is to have a good foundation. Our curriculum is structured to provide you with the tools that you need to be successful. Attending the orientation assists you in gaining familiarity with our campus, mission, and overall program resources. It is essential that all students have some basic understanding of our program in order to achieve their goals. Attendance at Orientation is mandatory. PowerPoints are on Nursing Program Moodle site. Students will take the clinical thinking and self-assessment ATI tests during Orientation. [Faculty 12.3.19]

Discipline Specific Knowledge and Skills
The Board of Nursing governs the expectations of professional nurses. It is expected that students will demonstrate knowledge and skills in the discipline of nursing. Throughout the program students will be assessed and in order to continue the program must obtain a grade of
“C+” or better. Each course you attempt will have educational objectives which outline areas of professional development and skills that are required by the ANCC Essentials as well as the Board of Nursing.

**Employment**

Balancing employment with the demands of the nursing program is very difficult. Students are expected to be attentive in classroom, laboratory and clinical learning experiences for academic success and client safety. Classroom, laboratory, and clinical expectations and schedules will not be altered to accommodate student employment. SEU Nursing Program accepts no responsibility for a student’s performance during employment activities in a health care agency.

Due to the full-time curriculum and intensity of the curriculum students are advised not to work. Any student who does undertake such employment must understand that the requirements of the Program will not be altered to accommodate a work schedule.

For pre-licensure courses, the first semester of the second year, students will begin their nursing focused courses. Students become introduced to skills laboratory and simulations. Later in the program, students will be placed in clinical areas. It is also expected that students will want to participate in case conferences and professional development activities on-site. Hence, students should expect to spend 10-15 hours per week at some practicum site, most or all of which may be during the day.

Practicum is a vital component of students’ professional development and it is the program’s expectation that students will make practicum a priority. In this regard, it is assumed that students will alter their schedules as necessary to fit the needs of a given practicum site. It is further assumed that students will embrace this training opportunity, being open not only to client interactions but also to the supervisory process and the accompanying professional interactions with other mental health professionals.

In the event that a student does engage in employment outside the SEU Program, they should: Inform the Chairperson, Acknowledge that they understand that under no circumstances will changes be made to the degree requirements to accommodate their job schedule/duties; and Meet with their adviser or chairperson periodically to determine if their job obligations are having a negative impact on their academic performance.

**ID Cards**

Photo IDs are produced and issued by the Student Services office, located on the 2nd floor in Santa Rita Hall. New IDs are issued, as well as replacements for lost and non-working access ID cards. Further details and instructions are available at [www.steu.edu/parkingdecals](http://www.steu.edu/parkingdecals). Accepted Nursing students are able to obtain photo IDs upon matriculation.
Parking Permits / Decals
The Student Services office issues all parking decals. Decals are valid August to August and expire each school year on August 31. Parking on Saint Elizabeth University campus is free. New and returning students must register their car at www.steu.edu/parkingdecals each academic year. A University photo ID card or photo license is required to pick up a parking decal. Decals are to be placed on the back of the rearview mirror, facing the front of the car.

Transportation to Clinical Agencies
Clinical experience in a variety of health care settings is an essential component of the education of the students. Numerous agencies in New Jersey providing health facilities are selected for use based on their excellence and ability to provide clinical educational opportunities. Students are expected to arrange their own transportation to the clinical agencies to which they are assigned and must comply with parking regulations of each agency.

Clinical Placements
Clinical placements will be assigned during the school year. Students who have transportation issues should discuss this with the course leader prior to their clinical placement. You will represent Saint Elizabeth University and professional polite behavior is a professional expectation.

Safety and Security – see University Site - www.steu.edu/security

Curriculum
BSN Programs Generic BSN Program
http://steu.smartcatalogiq.com/current/academic-catalog/academic-programs/nursing/bsn

RN-BSN Program
http://steu.smartcatalogiq.com/current/academic-catalog/academic-programs/nursing/rn-to-bsn

MSN Programs MSN- Educator and Leadership Tracks
http://steu.smartcatalogiq.com/current/academic-catalog/academic-programs/nursing/msn

Academic Calendar - www.steu.edu/academiccalendar

Academic Advisement
1. The Academic Advisors are intended to support student learning and growth during their program. Students should feel free to approach the chairperson, faculty and advisors for information about the program. However, for consistency it may be better to approach your advisor with more complex issues such as academic or
professional issues.

2. Pre-licensure students will be guided by SEU Transition Advisors who will advise them their freshman year. Once the student is approved to begin the nursing courses, the nursing faculty will advise students.

All students are assigned a nursing advisor when they enroll at the University. Students are encouraged to communicate with their advisor regarding issues that may interfere with coursework or if they are in need registration advisement. It is the student’s responsibility to be aware of the degree requirements and to follow the catalog according to the year he/she entered the University. Feel free to email your instructors if you have questions that you are unable to answer from your Moodle site.

**Faculty Office hours**

Faculty are available for student questions and problems that may arise at various times during the semester. Their availability to their students is described in their syllabi. Virtual hours are also available. Students are encouraged to introducing themselves to their faculty and maintaining regular contact throughout the semester to maximize their learning experience. They also are encouraged to schedule appointments with faculty via phone or email.

**Registration**

- Course schedules for upcoming semesters are available on [Self-Service](http://steu.smartcatalogiq.com/current/academic-catalog/academic-policies/grading/attendance-class-participation-policy) and are available approximately four weeks before the registration period begins.
- Students select courses for an upcoming semester with guidance from their nursing advisor.
- Students on a Stop List will not be able to register for an upcoming semester. Students should check their status using [Self-Service](http://steu.smartcatalogiq.com/current/academic-catalog/academic-policies/grading/attendance-class-participation-policy) and contact the appropriate office prior to registration. This will ensure a smoother registration process.

**Clinical Policies**

**Undergraduate Attendance University Policy**

http://steu.smartcatalogiq.com/current/academic-catalog/academic-policies/grading/attendance-class-participation-policy

**Clinical Attendance Policy**

Students must attend all scheduled clinical and University labs on time. However, in the event extenuating circumstances, each student will be allowed one absence that must be made up before the end of the semester. A second absence may result in course and clinical failure. Students are
required to attend the clinical orientation on campus and at the clinical site for clinical courses. If unable to attend clinical, the student is responsible to:

- Notify his/her clinical instructor of the absence at least one hour prior to the start of the clinical session.
- Notify the clinical agency of his/her absence at least one hour prior to the start of the clinical session.
- Submit appropriate documentation for the reason of the absence to the clinical instructor.
- Provide medical clearance indicating that student has been cleared to return to clinical and class, if applicable.
- Arrange and Complete make-up days as determined by course coordinator.

Failure to notify the faculty and the clinical agency of an absence in clinical will result in course & clinical failure. Notifying a third party of the absence is not acceptable. Failure to complete make-up days as determined by the course coordinator will result in an incomplete in the clinical course. An incomplete in any clinical course must be resolved by the end of the semester in order to register in the next clinical course. [Faculty Approval: 11.25.19]

Continuous Enrollment and Leave of Absence
Students must maintain continuous enrollment in the program. Under extraordinary circumstances, students may request a leave of absence for up to two semesters. They should refer to the Saint Elizabeth University Academic Catalog for a full description of the Leave of Absence policy. Students who wish to take a Leave of Absence for more than one full year must re-apply to the Nursing Program. Leave of Absence requests must be approved by the Dean, the Academic Dean, and, if appropriate, the Director of Financial Aid.

School Closing/Inclement Weather
- Students should refer to area radio and television stations or the SEU website for class delays, late openings, cancellations, or school closing.
- Students can sign up for text and voicemail alerts through the University.
- If University classes are cancelled, clinical experiences for that date will be cancelled. Course faculty will review clinical site-specific instructions and methods of communication regarding inclement weather.
- Check Moodle and email for class communication. Students are responsible for class work scheduled. Faculty may send a Zoom link to hold class.

Tardiness Policy
Students must attend all scheduled classes, clinical and University labs on time. Tardiness will not be tolerated. If student is going to be late for class or clinical, the student is responsible to:

- Notify his/her faculty/clinical instructor of the tardiness at least one hour prior to the start of the class or clinical session.
• Notify the school or clinical agency of his/her tardiness at least one hour prior to the start of the class or clinical session.
• Submit appropriate documentation for the reason of the tardiness to the faculty/clinical instructor.

Failure to notify the faculty and the clinical agency of tardiness in clinical or class may result in course and clinical failure. Notifying a third party of the tardiness is not acceptable. At the discretion of the faculty, any student who is late for clinical may be sent home and this may be considered an absence from clinical and will need to be made up before the end of the semester. More than one incident of tardiness in class or clinical may result in course and clinical failure.

Classroom and Laboratory Settings Behavior
In order to ensure a proper learning environment for all students, appropriate behavior in the classroom and laboratory settings is essential. Students are expected to actively participate in all learning activities, including but not limited to class preparation, reading assignments, class discussions, assignments, small group activities, team-based learning, laboratory sessions, simulated patient, and simulation activities. Failure to actively participate is considered unprofessional behavior and may result in a professional warning and/or professional probation. In all professional settings, faculty and staff are to be addressed by their appropriate professional titles.

In keeping with the SEU Student Professional Behaviors, under no circumstances should the following activities take place in the classroom: dishonesty, disruption of class activities, expression of derogatory or disrespectful comments to the instructors or classmates, confrontations with instructors or classmates or a display of temper. Such behavior will be immediately referred to the Nursing Program Chairperson for disciplinary professionalism action and may result in a professional warning and/or professional probation, or dismissal from the SEU Program.

Cell phones may not be used during class or laboratory time, unless expressly permitted by the instructor. All phones must be put away and out of sight during class or laboratory sessions. At no time will students engage in a telephone call, e-mailing, texting or any other social media while in a classroom or laboratory setting. Students are to refrain from bringing food into the laboratory spaces. Students should use the lounge, study, and eating spaces available throughout the campus.

Clinical Professional Behaviors
Confidentiality, Respect, Legal Concerns, Professionalism
• Students are not permitted to visit any patient in the hospital while in uniform nor may they go to any area of the hospital, other than their assigned unit, unless they have permission from their clinical instructor.
• Students may not discuss patients or patient care in elevators, corridors or other public areas of the hospital; this is a potential violation of patient rights. Students are not permitted to photocopy or otherwise duplicate patient information - this is a violation of patient confidentiality and can result in program dismissal.
• Students may not act as a witness for any consent form. The student may not transact any business for patients.
• Students are not to make engagements with or to take gifts from patients, nor are students to give patients gifts. This is both unprofessional and unethical.
• Students are never permitted to take or receive medications from the clinical unit in the hospital.
• All breakage of equipment should be reported to the clinical instructor and charge nurse of the patient care unit.

Simulation Lab (see Simulation Policies and Procedures - www.steu.edu/medsimcenter)
Students are required to actively participate as both patient models and examiners during laboratory sessions and skills assessments. Students are expected to willingly participate in a professional manner with both male and female classmates. Students will be expected to dress appropriately to facilitate physical examination by fellow classmates. For females, this will consist of an appropriate sports bra or tank top and shorts and males are expected to wear shorts. Patient gowns will also be available. Students who require accommodation due to religious reasons related to this policy should meet with the course leader to determine a reasonable alternative approach that allows the student to comply with the requirement.

Simulation Lab Practice/Evaluation Session Attendance
Students are expected to attend all self-scheduled skills practice and evaluation sessions at the Simulation Lab. Excessive late cancellations (less than 2 hours), lateness, and/or absenteeism will lead to a progressive disciplinary action up to and including dismissal from the program. Student must email clinical faculty if they need to cancel any appointments.

All students must submit acknowledgement of Receipt and Review of Policy and Procedure Manual and of Simulation Center Rules and Regulations.

Missed Examinations
Students who arrive late to an examination may forfeit missed time up to 15 minutes.

• At that time, he/she will not be permitted to take the exam; and must meet with course instructor and/or course director to determine if a makeup test will be given;
• In the event the student is allowed to make up the examinations, 10 points may be automatically deducted from the student’s overall score on the exam.
• Repeated tardiness is considered unprofessional behavior and may result in Professional warning and/or Professional probation.
• In the unlikely event that a student has an approved personal day on the day of an examination, he/she must make arrangements for a make-up examination or equivalent in advance of the missed days.
• No early examinations will be given unless there are extenuating circumstances, which will be determined on a case-by-case basis.
• Unexcused absence from examination without reasonable extenuating circumstances as determined by the SEU Program faculty will result in a grade of zero (0).

Exam Reviews
The results of all examinations will be reviewed by the course instructor, course director and/or SEU Program faculty. Students will be notified of the outcome of such a review that impacts the grading of the examination.

Class review of examinations will be done at the discretion of the course instructor/course coordinator. Students should expect that such reviews will focus on topics to ensure student attainment of the course learning objectives rather than on specific questions.

Practical and Objective Structured Clinical Examinations (OSCE)
Students will be provided with the policies for practical and OSCE examinations in either the course syllabus or prior to the evaluation / assessment activity.

Clinical Class Policy
Clinical learning takes place in a hospital, a healthcare facility and in the Simulation Lab. Most clinical experiences will include a conference activity, direct patient care, and simulation scenarios under the guidance and supervision of SEU Nursing faculty. Clinical performance is evaluated on an ongoing basis. The student is expected to demonstrate consistent and safe performance for successful achievement of clinical objectives. Clinical is graded on a pass-fail system. Clinical assignments are determined by the clinical instructor.

Students are expected to adequately prepare to care for assigned patients and Sim lab assignments prior to the clinical experience. Faculty are authorized to deny a student the privilege of participation in clinical sessions when the student is unprepared, the student presents a health hazard to patients, when performance falls below a competent level with regard to patient safety, or when the student does not meet agency health or professional standards. In such situations, participation in clinical experiences will be discontinued until there is evidence that
the student's progress meets minimal criteria for safe clinical performance. Students who are identified as not meeting clinical objectives will have an action plan for performance improvement developed by their clinical instructor.

Under no circumstances should any patient identifying information leave the clinical setting this includes printed care reports or any documentation including patient identifiers (name, medical record number, birthdate, etc). Students in the clinical sites are permitted to take notes regarding their assigned patients but may only use client initials in their documentation.

In the clinical setting, students will focus on application of skills and procedures which have been practiced in the skills lab. No student will be allowed to perform any procedures on clients which have not been learned and practiced in the Skills Lab; however, they may observe such procedures with the consent of the client and nursing.

Clinical Experiences
The student must pass all segments of the clinical experience to pass the course. The respective course clinical syllabus contains information necessary to complete clinical requirements for each nursing course.

Clinical objectives will be met in the Simulation Center and/or in a clinical/community setting. The student is expected to demonstrate consistent safe performance for achievement of a clinical objective. Clinical evaluation conferences are held to apprise the student of his/her performance each semester. A student may, at any time during the semester, be placed on clinical warning or be issued a clinical failure for inconsistent or unsafe performance. Failure to achieve clinical objectives during any segment of the course will result in a Clinical Failure and a failure in the course. A student who has received a Clinical Failure may not withdraw from the current course.

SEU Nursing Program Uniform Dress Code

Dress Code Policy
The dress code is implemented in order to promote professionalism and to ensure student and patient safety. The appearance of the Nursing student is reflective of the SEU Nursing Program and profession. The following applies to all students in all phases of the SEU Nursing Program. Students may be dismissed from class, laboratory activities, clinical sites, etc., if inappropriately dressed. Violation of the Dress Code may result in professionalism warning and/or professional probation. A professional appearance in the clinical setting is expected of all students enrolled in the SEU Nursing Program. Students must adhere to the uniform policies and expectations of the clinical agency in which they are participating in a clinical experience.

1. Clothing and/or uniforms worn to the clinical setting must be well-fitting, sized appropriately, clean and in good repair.
a. The SEU Nursing Picture Identification must be worn to every clinical experience.
b. The picture identification should be worn just below the shirt collar so that the picture and name are consistently visible.

2. Hair:
   a. Hair must be restrained away from the face.
   b. Hair should be worn so it does not fall into or contaminate the workspace.
   c. Beard and/or mustache must be neatly groomed.

3. Headwear is not allowed unless serving cultural or religious purposes.

4. Cosmetics:
   a. Cosmetics must be natural-looking.
   b. No lotions, colognes or perfumes should be worn to the clinical area.

5. Nails:
   a. Nails must be trimmed so that the nail is not visible from the palm side of the hand.
   b. No nail polish or artificial nails may be worn.

6. Jewelry/Adornments:
   a. Wristwatch with a second hand or a digital watch marking seconds should be worn to every clinical experience.
   b. Engagement ring and/or wedding band is the only permissible rings that may be worn.
   c. No other jewelry may be worn.
   d. Earrings must be small. Only gold, silver or white studs are permitted.
   e. No more than two earrings may be worn per ear.
   f. No other piercings may be worn. No nose, tongue or eyebrow rings are permissible.
   g. Tattoos must be covered and not visible through clothing.
   h. No smart watch

7. Clothing Requirements Vary by Clinical Location
   For all clinical locations:
   a. Pants must sit at the natural waistline.
   b. Pants should be hemmed to appropriate length. Pants must not be long enough to touch the floor.
   c. Skirt length should fall just below the knee.
   d. Skirt length should not touch the floor.
e. Underwear must not be visible above the waistband.

8. For Hospital, Long-Term Care, or Rehabilitation Clinical:
   a. Nursing Program uniform is a navy-blue scrub top and pant or skirt and a white lab coat.
   b. White, Navy or black socks or hosiery.
   c. Closed-toe, closed-heel, rubber soled shoes without colored design
   d. Optional black or white long-sleeve turtleneck or crew neck shirt under scrub top.

9. Professional Attire:
   a. Well-pressed professional shirt or sweater. Shirt must be tucked in or longer than waist-length.
   b. Dress pants or skirt.
   c. Closed-toe, closed-heel street shoes.

10. Supplies Needed for clinical areas:
    a. BP Cuff
    b. Pen light, Bandage Scissors
    c. Stethoscope: 3M Lippincott Classic Monitoring
    d. Second-Hand Watch

Students may be dismissed if inappropriately dressed.

ATI Testing

The Nursing Program has collaborated with ATI in developing testing and educational materials available to all students. This information is designed to maximize your critical thinking and clinical decision making. These skills are essentials to passing NCLEX and to becoming safe professional registered nurses. There are materials for all the nursing courses as you progress throughout the curriculum. Taking all tests and following the remediation is your responsibility. It is important for you to be an active collaborator in your learning. See your syllabi for more data.

Testing Standards and Practices
It is expected that students will be present for all examinations. If a student misses an examination for any reason, it is the student’s responsibility to contact the course leader prior to the administration of the examination. The student’s request for a make-up examination should be directed to the course leader. Any student taking a make-up examination will have 10 points subtracted from the make-up examination grade unless an extenuating circumstance is documented and approved by the Nursing Program Administrator or designee.
SEU Nursing Testing standards and practices are consistent with NCLEX-RN ® examination practices and are as follows:

1. No study aids (i.e. textbooks, notebooks, classroom notes) are allowed in testing areas.
2. No papers, books, food, pens, wallets, hats, dark glasses, watches, beepers, or cellphones are allowed in the testing rooms.
3. Students are required to leave personal belongings in designated areas.
4. No cameras, photographic equipment or any other electronic devices are allowed in the testing rooms.
5. Unauthorized scrap paper may not be brought into the testing rooms.
6. No personal calculators may be used during an examination; test proctors will provide calculators as necessary.
7. Students may not leave the testing rooms during an examination without supervision.
8. Test proctors may provide pencils allowed for use during testing.
   (see: https://www.ncsbn.org/1268.htm)

**Student Injuries During Clinical Activities**

All incidents/accidents that occur in the in an affiliating agency during clinical activities are to be reported immediately to the clinical faculty. An Agency Incident Report and a SEU incident report are to be completed by the clinical faculty to whom the incident/accident was reported. The individual involved will be referred to the Emergency Department, if necessary. Faculty members will report all incidents/accidents to the Nursing Department office. Students are responsible for any emergency room visit expenses related to injury or accident.

**Clinical Evaluation**

Classroom and clinical experience components of a nursing course are graded as a single unit. A student who earns a grade of unsatisfactory No Credit in his/her clinical receives “NC” for the lab, and “F” for the classroom component of that course regardless of other grades earned in the course.

*Students must take and pass both the classroom and the clinical component of each Nursing course that is so designed. This requirement also applies to students retaking a course.*

Clinical evaluation forms list the major Student Learning Outcomes (SLO) and competencies that apply to each course. Each SLO is stated as an observable behavior that incorporates more detailed and measurable statements. Clinical evaluation forms are used to review and summarize learner progress toward achieving SLOs and competencies, and to identify recommendations for further development. Rationale for unsatisfactory ratings must be provided by nursing faculty.
A satisfactory grade must be attained on the clinical evaluation to achieve a passing grade for the course. Evaluation forms are intended for use as an evaluation guide and are maintained in the student record. Students are responsible for attending and completing the evaluation process in conference with the nursing faculty. Faculty utilize a variety of methods to assist students who have areas of performance that need improvement.

**Clinical Warning/Anecdotal Record**
A student may be given a verbal or written warning concerning unacceptable behavior or performance on any particular clinical day. The student will be counseled by the clinical instructor that s/he is in jeopardy of failing the clinical rotation because of not meeting specifically identified clinical outcomes. The clinical instructor clarifies for the student how the student must improve in order to pass the clinical component of the course. The student will be asked to sign a written Clinical Warning or Anecdotal Record and indicate the measures to be taken to correct the deficiencies. Student refusal to sign does not invalidate the clinical warning or anecdotal record.

**Clinical Probation**
A student may be placed on Clinical Probation at the end of a clinical rotation if the student demonstrates either of the following: He/she cannot carry out expected clinical activities without direct supervision or fails to demonstrate professional growth and development, or appropriate initiative, decision-making, or leadership. After meeting with the course-responsible faculty or course instructor to discuss the student's performance and the probationary process, the student will sign a contract agreeing to a plan to remove the probation.

Responsibility shifts to the student to clearly demonstrate satisfactory attainment of the clinical outcomes in the new semester's courses. **Part of this contract requires the student to meet with clinical faculty at the start of the new courses to formulate a plan for meeting the outcomes and regularly, to assess progress toward the goals.** At the end of these courses, the student will meet his/her outcomes and probation will be lifted or will not meet the outcomes and will fail the current courses with an “F”.

**Clinical Dismissal**
Grounds for clinical dismissal are:

1. Failure to meet clinical educational outcomes
2. Behavior that requires direct instructor intervention to prevent omissions or incomplete or unsafe care that would result in actual or potential physical or emotional harm to the client
3. Behavior that actually or potentially harms the client physically or emotionally.
Any of these behaviors may result in an “NC” (No Credit) grade for clinical and an “F” in the professional course. The student is not allowed to continue in the clinical experience for that course. If this is the student’s first failure in a professional course, she/he may repeat the course the next time it is offered in their cohort.

Transportation to Clinical Agencies
Clinical experience in a variety of health care settings is an essential component of the education of the students. Numerous agencies in New Jersey providing health facilities are selected for use based on their excellence and ability to provide clinical educational opportunities. Students are expected to arrange their own transportation to the clinical agencies to which they are assigned and must comply with parking regulations of each agency.

Clinical Placements
Clinical placements will be assigned during the school year. Students who have transportation issues should discuss this with the course leader prior to their clinical placement. You will represent Saint Elizabeth University and professional polite behavior is a professional expectation.

Reporting Concerns Regarding Impairment or Incompetence
Students experiencing difficulty will be treated with dignity and compassion. Students are welcome and encouraged to approach core faculty to discuss any difficulties they believe may impair their ability to function in academic and/or clinical settings. Students, faculty, or staff who have concerns about possible impairment in a Nursing student should follow the steps described below.

- When possible, express concern directly with the student and encourage the student to remediate the problem. Be prepared to provide specific behavioral examples that illustrate the concern. Any student, faculty or staff can submit a care report (see below).
- Encourage the student to approach the chair if the student does not take steps to remediate.
- If faculty, student, or staff is unwilling or unable to talk to the student, the concern should be reported to the Chair of the Nursing Department.
- Once such concerns have been brought to the attention of either the Chair, the issue will be directly addressed with the student in question.

SEU Advocate Incident Reporting
Saint Elizabeth University is committed to the safety and security of students, faculty, staff and guests. Should an incident happen on campus that must be reported or should a campus community member wish to report their concern about a person on campus, please complete one of the reporting forms found on this link: www.steu.edu/incidentreporting
Grading for the Clinical Component of Nursing Courses
Supervised clinical learning experiences are offered in the simulation lab and in clinical practice settings (i.e. hospitals, long-term care facilities, community-based settings, etc.). Course specific Clinical Evaluation Forms are used to document the student’s progress toward achievement of learning outcomes and clinical competencies throughout the nursing courses (formative evaluation). The final (summative) evaluation must indicate “Satisfactory” (S) in all clinical competencies to pass the course and progress in the nursing program.

If a student receives an unsatisfactory grade (U) in one or more competencies in the summative clinical evaluation at the end of the semester, the student will receive a grade of “F” for the course. Course grades for students who receive an overall clinical grade of ”Satisfactory” (S) are derived from the numerical grade earned for the theoretical component of the course. A student who does not meet clinical learning outcomes will receive a course grade of “F” (clinical failure) regardless of the numerical grade earned for the theoretical component of the course. Selected clinical skills cannot be performed by students until the student’s performance of the skills has been validated. These specific skills, and the methods by which they are evaluated, will be identified by nursing faculty and specified in each nursing course syllabus.

Clinical Practice Expectations
Clinical learning experiences are an essential component of SEU Nursing courses. Clinical experiences provide opportunities to apply theoretical knowledge and psychomotor skills within the framework of the SEU Nursing curriculum to achieve student learning outcomes (SLOs).

Clinical experiences are provided in both traditional clinical sites and in simulation labs. In traditional sites such as inpatient, ambulatory care or community settings, students provide care to patients under the guidance and supervision of nursing faculty. Simulation experiences are faculty guided and replicate real patient care in healthcare environments. Every effort is made to provide the most realistic experience possible. However, due to the nature of replication, there may be limitations to the realism provided. Nonetheless, students should proceed demonstrating knowledge, skills and attitudes in the simulation experience as if they were caring for an actual patient.

Students are expected to actively engage in both traditional and simulated clinical experiences. Clinical practice expectations are established to promote student success and to ensure student and client safety during clinical experiences. Repeated or serious violations of these expectations may result in immediate dismissal from the clinical setting, the course, and/or nursing program.

Guidelines for clinical practice, clinical lab, and simulation experiences include, but are not limited to, the following:
• Arrive on-time. Students who arrive late to clinical may be dismissed for the day. Dismissal from clinical for the day will result in a clinical absence.
• Demonstrate application of principles and performance criteria presented in classes, seminars, clinical laboratories, and required instructional materials.
• Demonstrate evidence of preparation and initiative to provide responsible, safe nursing care. Students who are unprepared for clinical may be dismissed for the day. Dismissal from clinical for the day will result in a clinical absence.
• Performance of patient care activities within a reasonable span of time.
• Uphold the legal and ethical principles of patient care.
• Build upon prior learning, clinical competencies, and performance expectations.
• Apply and integrate faculty feedback related to clinical performance.
• Seek direction from nursing faculty prior to performing nursing skill, particularly for the first time. Nursing skills must be performed according to clinical site policies and with direction, guidance, and supervision.
• Students may only perform nursing care when nursing faculty are present in the assigned clinical agency during scheduled times.
• Students may not remove clinical agency-generated client information from the clinical agency.
• Unless otherwise specified, the use of personal electronic devices, tape recorders, cameras, cell phones and personal audible pagers is not permitted on clinical units.
• Students must notify nursing faculty prior to leaving the clinical unit for any reason.
• Students must attend pre and post clinical conferences unless excused by nursing faculty prior to the conference. Missed conference time is considered clinical absent time.
• In the event a student’s behavior, physical or emotional condition threatens or disrupts the clinical learning experience, the nursing faculty may dismiss the student from the clinical site for the day, or balance of the day. If a student is dismissed, the incident will be documented, and the dismissal will be considered a clinical absence.
• Any student who observes behavior by another student that threatens student or client safety has a responsibility to immediately report the behavior to the nursing faculty.

Dosage Calculation Competency

Students are required to take a dosage calculation examination in each of the four semesters in the nursing program. In addition to the dosage calculation examination, course examinations may also include dosage calculation items. Guidelines for dosage calculation competency assessment include:

• A grade of 90% or higher is required to pass the dosage calculation examination in each of the four semesters.
• The University will provide calculators for examinations involving dosage calculations.
• Students may not administer patient medications until the dosage calculation examination is passed each semester.
• Remediation is required for students who fail the dosage calculation examination before taking the next examination.
• Students will be given no more than three (3) attempts to pass the dosage calculation examination in each semester.
• Students who fail the third (3rd) dosage calculation examination will be dismissed from the nursing program.

Retaining and Supporting Students (Retention Policy)

Saint Elizabeth University highly values the importance of student retention. All students receive consistent mentorship and advisement throughout their time in the program from the program faculty. Our program cultivates an inclusive, supportive, and diverse climate that promotes timely completion of the program and student retention.

Retention strategies may include the following:
  • The University offers opportunities for financial assistance.
  • Several new opportunities may become available during the program of study; in these instances, the Course Leader or Program Coordinator will forward information to the students.

The faculty has provided mentorship support to all students but recognizes the special importance of this for minority students who may not be as apt to have personal and professional contacts and role models already in the field.

The nursing program self-examines in an effort to retain students who are diverse. Cultural diversity is addressed in course content.

See Appendix for retention programs emerging through the current year.

Academic Warning Policy — Effective Spring 2020

The Saint Elizabeth University Nursing Program established an academic warning policy to give students the opportunity to improve their academic status.

The following academic conditions will result in an academic warning:

1. Students who earn less than a 2.3 in any nursing course.
2. Students who have a cumulative GPA less than 2.3
3. Students who have an incomplete in any course.

*Note: FI’s convert to F after 2 weeks if course outcomes are not fulfilled.*

Being on academic warning affords the student the opportunity to work with an advisor to help coordinate a plan for academic success. The student will need to develop a plan to improve grade point average or to resolve the incomplete in a timely manner and communicate with their advisors.

Students are encouraged to start on a pathway to success through meeting with an academic success coordinator (their faculty advisor) within two weeks of the date on the academic warning letter. Restriction from registering for classes for the next semester will occur if student fails to meet with an academic success coordinator or fails to adhere to the plan.

Students on academic warning are expected to increase attention to academic activities and decrease hours committed to non-academic activities. The student must work with his or her advisor to develop an action plan for academic improvement. In developing this plan, the student and advisor should utilize the University Academic Support Programs, as appropriate.

Students are automatically taken off academic warning when their cumulative grade point average reaches the required level (2.3), or they successfully complete the course in question. Students with a grade less than 2.3 in any nursing course will have to retake the course. Students who have an incomplete may be restricted from registration until the incomplete is resolved.

**Suspension or Dismissal**
Student behavior, physical, or emotional condition in the academic or clinical teaching setting that conflicts with the expectations for student conduct will be managed in accordance with the judgment of involved faculty. In consultation with the Course Leader and Nursing Program Administrator, faculty may determine that the expertise of additional University personnel, healthcare professionals, or administrators is needed to establish direction appropriate to an individual situation.

**Disabilities and Clinical Performance:**
If the physical or emotional condition of the student is disability related and an academic adjustment/accommodation has been granted by the University Disability/Accessibility Services Coordinator and the clinical agency, then faculty must consult with the University Disability/Accessibility Services Coordinator prior to making further determination.
The actions of faculty are sanctioned based upon the overarching requirement to protect the student(s) and/or patient(s)/client(s), other students, and/or agency employees with whom they carry responsibility for delivering safe and competent nursing care. Nursing faculty may dismiss a student from clinical learning activities related to unsafe nursing practice for up to one day. If suspension from clinical learning activities beyond one day (interim suspension) is a consideration, the student is provided an opportunity to meet with designated University personnel to provide pertinent information for consideration prior to any decision addressing interim suspension from clinical.

The decision to dismiss a student from any course teaching/learning activities other than clinical beyond one day (interim suspension) must be made in collaboration with designated nursing program leadership and the Dean of Student Services for the University. If interim suspension from any course teaching/learning activities other than clinical is a consideration, the student is provided an opportunity to meet with designated University personnel to provide pertinent information. The information provided by the student is considered by the designated University personnel in collaboration with the Dean of Student Services prior to any decision addressing interim suspension from course activities other than clinical. [www.steu.edu/accessibility](http://www.steu.edu/accessibility)

### Re-Entry into The Nursing Program

Students may re-enter the SEU Nursing only once through reapplication or readmission.

- **Reapplication:** Students who withdraw from, do not successfully complete, or are dismissed from the first nursing course (NURS201) must re-apply to the program to be considered for admission for a second time.
- **Readmission:** Students who have successfully completed the first nursing course (NURS201) and fail, are dismissed, or withdraw from a subsequent nursing course may request readmission to the program.

Reasons for withdrawal or failure include, but are not limited to:

- **Academic Failure**, a grade less than 77, for the theoretical component of any nursing course.
- **Unsatisfactory grade or clinical failure** in the clinical component of any nursing course.
- **Violation of program policies.**
- **Withdrawal from a nursing course for any reason.**
- **Failure to meet program requirements** such as toxicology screening, background check, clinical placement requirements, dosage calculation competency.
- **Failure to complete course requirements**, such as assigned assessment testing.
- **Violation of the SEU Student Code of Conduct** or the ANA Code of Ethics may deem a student ineligible for re-entry to the nursing program.

### Standards for Readmission
Readmission to the nursing program is based on a review of, but not limited to, reason for withdrawal from the program, academic achievement, clinical evaluations, and evidence of interim efforts to strengthen areas of weakness. Evaluation criteria for students requesting to reenter include, but are not limited to, nursing GPA, compliance with code of conduct, attendance, ability to deliver safe and competent care, adherence to University and program policies, use of remediation resources, and completion of the recommended exit plan. Consideration for readmission to the program can only be granted if there are available openings and sufficient clinical resources and faculty. In the event there are more readmission requests than available openings, a ranking system will be applied using the evaluation criteria as stated above.

Eligibility requirements for students to be considered for readmission are as follows:

1. Successful completion of NURS201 or last NURS course completed successfully.
2. Minimum Nursing Readmission GPA of C+. The Nursing Readmission GPA is based on those courses assigned credit within the nursing program plan of study. The Nursing Readmission GPA is not the same as the Nursing Admission GPA or the University GPA.
3. Completion of an exit interview scheduled within thirty days after withdrawal from the course with the Nursing Program Administrator or designee.
4. Written requests for readmission submitted by SEU academic admission dates. Requests should be addressed to the Nursing Program Administrator and describe efforts made to strengthen the areas of concern identified during the exit interview.
5. Students approved for readmission must be enrolled in the SEU Nursing within 18 months of leaving the Program.
6. Documentation of current health requirements, Basic Life Support training, Malpractice insurance, repeat criminal background check, and repeat toxicology screening is required prior to re-entry and readmission into the nursing program.

Readmission is granted on a space available basis. Additional items may be required of the student to complete the readmission process. Students should seek academic guidance from the Nursing Program Administrator or designee.

Academic Review Board: Grievances and Grade Appeals:
http://steu.smartcatalogiq.com/current/academic-catalog/academic-policies/grading/arb-grievances-grade-appeals

University Grievance Policy: www.steu.edu/grievancepolicy

Nursing Program Related Complaints
Our students shall be afforded fair and respectful treatment in the application of procedures and regulations. Consistent with the mission, the Nursing Program and University has instituted various mechanisms to address student complaints. In an instance where there is a perceived violation or misapplication of the regulations in the University catalog, school of nursing policies and/or operating procedures or denial of due process, a student may file a Formal Complaint. Students with questions about the applicable procedure to follow for a complaint should contact the Nursing Chairperson.

**Progression and Grading**  
**Progression Requirements**

Students must meet all course requirements to progress to the next course. Nursing courses are sequential and have prerequisite and/or co-requisite course requirements which may include nursing and general education courses. All nursing courses must be successfully completed in the prescribed order to progress in the nursing program. It is the student’s responsibility to:

1. Obtain the minimum grade requirement for nursing (NURS) courses: C+ or higher.
2. Obtain the minimum grade requirement for co-requisite Courses: A grade of C higher is required for all non-nursing courses.  
   **Exceptions:** BIO*121, 123, 209, 301 and Chem 121 or higher or Organic or Biochem for which a grade of C+ is required. Students must retake it, pass with a grade of C+ prior to the next Nursing course (NURS 204).
3. Verify that transfer credits are recorded on the University transcript. Transfer credits are not included in the University GPA, but grades must meet the nursing and co-requisite course grade requirements. Transfer credits completed prior to acceptance into the Program and/or not submitted for admissions evaluation will not be accepted in transfer if the credits were not evaluated during the admissions process.
4. Complete all course requirements including standardized testing.
5. Pass all dosage calculation competencies.
6. Meet the graduation requirements of the University and the nursing program plan of study.
7. Apply for eligibility to take the NCLEX-RN® and obtain licensure as a registered nurse.

**Program Administrator**

The student is not allowed to progress to the next nursing course until the grade of “I” has been changed to a grade of “C” or higher. All assignments are due on the assigned date. Late assignments are subject to point deduction per course syllabi. Written work is expected to be original and completed independently unless otherwise instructed. American Psychological Association (APA) format is to be used for all written assignments. Citations must be used to acknowledge sources and avoid plagiarism in accordance with APA standards. Plagiarism is considered a violation of the SEU Student Code of Conduct and is addressed accordingly.
Finances

Tuition and Fees – UG: www.steu.edu/ugtf | Grad: www.steu.edu/gradtuition
Malpractice Insurance Fee: www.steu.edu/gradrelatedfees
General Fees: www.steu.edu/gradgeneralfees
Student Health and Accident Fees: www.steu.edu/gradinsurance

Student Financial Obligations
Students are expected to be aware of financial obligations to the University. Students with outstanding financial obligations will be withdrawn from nursing and/or college courses and will not be permitted to register for NURE courses or obtain grades or transcripts until financial obligations are met.

Financial Aid
Your potential in life isn't determined by your income level, and at Saint Elizabeth University, we believe that access to a quality college education shouldn't be either. "Access" is what our financial aid program is all about, and we're committed to working with students and families to help make a SEU education affordable.

More than 90 percent of full-time SEU undergraduates receive some form of financial assistance. SEU provides not only need-based funding but also merit awards for academic achievement, leadership potential, and community service. Graduate students and part-time undergraduates are also eligible for aid. A college education is one of the most important investments you'll ever make but paying for it can be a big challenge for many. Contact us to find out how our financial aid program can help bring a SEU education within your financial reach.

To assist students in meeting their educational goals several scholarships are available for SEU students, some are specifically designed for nursing students. Available scholarships and application forms are posted on the SEU website under financial aid. To apply for a scholarship, students must complete and send a Nursing Scholarship Application to the Director of Financial Aid at Saint Elizabeth University. It is the responsibility of the individual student to make application. Applications are available online.

Scholarships
There are a number of scholarships available to nursing majors, both from external and internal sources. Announcements of hospital scholarships, minority scholarships, and general scholarships can be obtained in the Nursing Department. Some of these are available to nursing majors who meet certain criteria (e.g., a specific cumulative grade point average), and some are available only to accelerated track nursing majors (also based on cumulative grade point average criteria). These lists are updated regularly and are subject to change and students are advised
whenever new scholarship funding is available. Students must have completed all forms required by the Office of Financial Aid to receive any scholarships.

Examples of Scholarships:
- Becton Dickinson Nursing Scholarship
- Sutcliffe Scholarship
- CR Bard Nursing Scholarship
- Van Houten Fund

STUDENT SERVICES

Campus Ministry
The Office of Campus Ministry is dedicated to building the community through worship, service, prayer, spiritual development, interfaith dialogue and outreach. Information on daily, weekly, and Sunday liturgy opportunities can be found at: www.steu.edu/campusministry.

Conklin Academic Success Center
Conklin Academic Success Center (CASC) provides free, high-quality academic assistance to all students through one-on-one and small group tutoring in a wide range of content areas, as well as workshop presentations on study skills and learning strategies. The CASC staff welcomes all students and provides tutoring in a variety of subjects by highly motivated, well trained tutors.

Students will be able to utilize resources available through the CASC for their general academic needs. In addition, the Nursing Program will work with the CASC to develop tutoring options designed to support the specific content of the Nursing Program curriculum. www.steu.edu/successcenter

The recommended links can assist you in the development of research papers: Purdue University Online Writing Lab: https://owl.english.purdue.edu and The Writing Center: http://writingcenter.unc.edu/handouts/literature-reviews/

Office of Accessibility Services
Saint Elizabeth University, in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the ADA Amendments Act provides eligible students with documented disabilities equal educational opportunities and participation. While all students are expected to meet the University’s academic standards and requirements, the University encourages students who are entitled to accommodations to submit the documentation early in the enrollment process so that documentation may be assessed, interpreted, and services arranged in a timely manner. Students are encouraged to contact the Coordinator of Accessibility Services for more information about disabilities services and academic accommodations. Nursing students will be advised to contact the Office of Accessibility Services directly in the event they require
and are eligible for reasonable accommodations to meet the Nursing Program’s technical standards www.steu.edu/accessibility.

**Mahoney Library**
Mahoney Library is both a physical place and a 24/7 digital toolkit. The physical space includes a reference room, circulation desk, research help desk, and collections of encyclopedias and print periodicals. Digitally, the website connects faculty and students to over 100 specialized research databases, with millions of full text peer-reviewed articles. www.steu.edu/library

A video on conducting a literature review will be on your Moodle page for your first Nursing course. The Nursing Program has its own Subject Guide, which provides a centralized access point location for multiple resources such as key databases, links to key journals, books, websites and citation sources.

**Office of Information Technology**
The Office of Information Technology at Saint Elizabeth University provides students with six general purpose computer labs across the campus. Trained student lab assistants are available to assist users with hardware, software, and scanning issues. The Office of Instructional Technology will train students on the use of Moodle and support students in the use of the academic resources. (973) 290-4015; www.steu.edu/it.

All students can download Word365 for free. A video on Moodle can be found in your orientation folder in your first nursing class.

**Office of Student Health Services**
SEU Health Services promotes comprehensive health and wellness, which includes health promotion, disease prevention, treatment for illness and injuries, consultations and collaboration with other healthcare professionals, and referrals to appropriate healthcare resources.

SEU does not provide urgent or emergent care. In the event of a sudden, life-threatening illness or injury, dial 911 to reach the local ambulance/EMS. The person will be transported to the nearest available hospital.

Health Services is housed in the Wellness Center, which is located on the Ground Floor of Founders Hall. Clinical hours are by appointment only Monday through Friday when the office is open. During academic breaks, meetings, events, holidays and summer session, Health Services is closed. Appointments are necessary. Please call (973) 290-4175 for an appointment. Further information and details on: University Health Insurance; Health Information Links and Hotlines; Medical Emergency; Medical Requirements; Medical Services; Schedule of Fees; and COVID-19, Flu, Meningitis and Zika Information may be found at www.steu.edu/studenthealth.
Office of Counseling Services
Professional counselors are available on campus in Saint Elizabeth University’s Office of Counseling Services to assist students in identifying and handling their stressors in healthy ways. The staff provides free confidential counseling for all students as well as educational programming throughout the academic year. The Office of Counseling Services is staffed by licensed mental health professionals, who can render care, provide crisis intervention, or provide referrals to a variety of community and individual service providers. Nursing students will be able to use the full resources of the Office of Counseling Services. www.steu.edu/counseling.

Career Services
Saint Elizabeth University’s Office of Experiential Learning and Career Services is dedicated to helping students and alumni connect to employers and opportunities to advance their careers. The PA Program will collaborate with the Office of Career Services to provide support for the PA students as they prepare to enter the clinical workforce. www.steu.edu/elc.

Financial Aid Office
Saint Elizabeth University will assist all students in their effort to meet their financial need in accordance with Federal, State and University regulations. A student’s financial need is determined by subtracting the parents and student contribution from the total estimated cost of attendance. www.steu.edu/financialaid.

Office of the Bursar
At Saint Elizabeth University, the primary mission of the Office of the Bursar is to service the student population in an efficient and professional manner. The office strives for excellence in providing services to its constituents. In addition, the Bursar's Office is charged with providing various fiduciary functions to students, faculty and staff, which involve management of billing and collections, refunding and accounting of student tuition, coordinating with financial aid, disbursement of federal, private, institutional aid, handling refund checks. Specific responsibilities of the office require providing timely and accurate information to students regarding account balances and disbursements as well as collecting tuition and housing revenue. Further Details about the Functions and operations of the Bursar office can be found at: www.steu.edu/bursar.

SEU's Student Life and Academic Affairs Divisions both provide programs and support services that help all students not only develop intellectually, but socially, emotionally, and spiritually as well. Students are made aware of these resources during orientation. In furtherance of its mission, the University offers an array of support services to meet students’ needs with the following administrative assistance and support:
• Students are automatically registered each semester through self-service by the department program chair.
• Faculty provide orientation and academic advising.
• The staff of Mahoney Library, the Wellness Center, and the Conklin Academic Success Center provide tutoring, career development, counseling, and health and disability services.
• Health Insurance is available for students.

Notice of Sexual Misconduct and Discrimination Policy
Saint Elizabeth University practices equal opportunity with respect to its students and its employees. No one will be denied employment at or admission to Saint Elizabeth University based on sex, race, creed, color, religion, disability, age, marital status, sexual orientation, gender identity or expression, or national origin.

The University does not discriminate based on any of the aforementioned protected bases in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities as specified by federal and state law and regulations.

Saint Elizabeth University complies with Title IX of the Education Amendments of 1972, which prohibits all recipients of federal funds from discriminating based on gender in its educational programs and activities. The University also prohibits harassment based on sex, race, or other bases listed above, and prohibits sexual assault, dating violence, domestic violence, stalking, or other forms of violence against its students and employees. Any of these acts or other acts of violence will not be tolerated.

The University will respond promptly, fairly, and impartially to all complaints of harassment, sexual assault, or violence. This policy applies to all members of Saint Elizabeth University community and describes an individual’s rights as a student or employee with respect to sexual or other forms of harassment, sexual assault, dating violence, domestic violence, and/or stalking. The Title IX Policy has been revised to improve its organization and formatting and to align the policy with new regulations recently released by the federal government. Our policy remains within the parameters established by federal and state law including: Violence Against Women Reauthorization Act of 2013, Preventing Sexual Violence in Higher Education Act and 2017 Title IX Guidance.

We will continue to use a "preponderance of the evidence" standard in determining whether the facts support a finding of responsibility for violation of our sexual misconduct policies. This is consistent with the standard we use for other policy violations.
Saint Elizabeth University is also committed to promptly, impartially, and equitably addressing and resolving all reports of sex discrimination, sexual harassment, and sexual misconduct. When the University discovers that such behavior has occurred, we will take steps to stop the behavior, to prevent its recurrence, and to remedy its effects.

Creating a safe campus environment and a culture of respect is the shared responsibility of all members of Saint Elizabeth University community. This must continue to be among our highest priorities. www.steu.edu/titleixpolicy

University Academic Integrity Policy:
Academic integrity is a demonstration of respect for the scholarship and the intellectual and creative efforts of others. Membership in the academic community of Saint Elizabeth University implies a high regard for human dignity and the expectation that ethical conduct be understood and practiced. We recognize that every individual has the right to the fruits of her/his own labor and is entitled to the appropriate acknowledgement of that labor. Consequently, academic integrity is a vital part of the relationship among the University’s faculty, administrators, staff and students.

Each member of the academic community must recognize her/his individual responsibility to uphold academic integrity. The University will not accept academic dishonesty, which includes but is not limited to plagiarism, cheating in any form, theft of educational materials, the falsification of data, and illegal production of computer and audio/video software. Penalties will be imposed for violations of academic integrity. All submitted work should be the student’s own work, which is not 1) plagiarized from a published author (plagiarism entails presenting another’s work as one’s own), 2) copied from a fellow student, or 3) purchased from a paper writing service. For a detailed description of the University’s Academic Integrity Policy, visit www.steu.edu/academicpolicies.

Electronic Communication
To ensure information between students, faculty, and staff are communicated in an effective manner, all students, staff, and faculty will use their assigned @stEU.edu email account for all electronic communication. Email notifications may also be sent directly from Moodle to a student email account. Students are expected to check their @stEU.edu email account on a regular basis, ideally daily. At a minimum, students should check their email twice a week. Time sensitive information may be sent via email. As with all communication between faculty, staff, and students, respectful and professional language is to be used always.

Social Media, Personal Electronic Devices and Recordings
Selected portions of the nursing curriculum are taught, reinforced, or reviewed using educational software, instructional media, publisher resources, computer programs, audio/video recordings,
and online learning activities. Students are required to adhere to all copyright policies when using these resources.

Use of electronic devices for making calls or text messaging is not permitted in the clinical area, University laboratory, or classroom. Some clinical agencies do not allow personal electronic devices on the premises; students must abide by the policies of the clinical agency. If use is permitted for academic purposes, devices must be set to silence mode. Disrupting other students, faculty or staff with the use of electronic devices will subject the student to disciplinary action. Nursing students are reminded that posts to any social networking or social media (i.e. Facebook, Twitter, blogs, Snapchat) must reflect the same behavioral standards of honesty, respect, consideration, and professionalism that are expected in academic and clinical environments. In any social media posts or communications, students must adhere to the same restrictions related to privacy for fellow students, faculty, and clients/patients as they do in classroom, laboratory, or clinical environments in accordance with the federal Health Insurance Portability and Accountability Act (HIPAA- [https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html]). Information related to clinical experiences must NOT be posted on any social media. Inappropriate use of social media by students is subject to disciplinary action up to and including dismissal from the program. Students should review A Nurses Guide to Social Media ([https://www.ncsbn.org/11_NCSBN_Nurses_Guide_Social_Media.pdf](https://www.ncsbn.org/11_NCSBN_Nurses_Guide_Social_Media.pdf)) made available through the National Council of State Boards of Nursing’s (NCSBN [https://www.nsna.org/nsna-code-of-ethics.html](https://www.nsna.org/nsna-code-of-ethics.html)) and the ANA’s Principles for Social Networking and the Nurse ([https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf](https://www.nursingworld.org/~4af4f2/globalassets/docs/ana/ethics/social-networking.pdf)) for additional guidance. Noncompliance with this policy could lead to disciplinary action up to and including program dismissal.

**Student Organization:**

**Sigma Theta Tau International**

The Nursing Program is chartered as Sigma Theta Tau, **Mu Theta-at-Large Chapter** of the International Honor Society of Nursing that recognizes superior achievement in nursing. At the undergraduate level, students in the top third of their class who have completed 50% of the nursing program and with a GPA of 3.0 on a 4.0 scale are considered for membership. Graduate students must have completed at least one-fourth of their program requirements and achieved a 3.5 cumulative GPA. [http://www.nursingsociety.org/Pages/default.aspx](http://www.nursingsociety.org/Pages/default.aspx)

**SEU Student Nursing Club**

All SEU nursing students are invited to participate in the SEU Nursing Student Club. The Nursing Chairperson and faculty advisors guide and assist the Student Club to function effectively and efficiently. Consult the Student Club bulletin boards located in the Henderson Hall near Simulation Lab for current information. The Nursing Student Club promotes leadership among students through opportunities to participate as an officer, class representative, peer mentor or
The Nursing Program faculty strongly value membership in our professional associations. With these memberships, students will have access to the resources available through each organization. Students will also be able to participate in each organization’s student level government opportunities.

**Student Input into the Nursing Curriculum**
Each semester the nursing program requests student volunteers to participate on program governance activities. Student volunteers are invited to participate in monthly Curriculum Committee meetings as an identified community of interest impacted by the Nursing Program. These individuals will represent the concerns of students in the class as a whole to the Nursing Program faculty and staff and bring information regarding Nursing Program issues back to their classmates.

**Nursing Program Faculty Committee**
As a whole, the Nursing Program faculty meets regularly to discuss SEU Nursing Program and student issues and concerns. Students are invited to the Nursing Curriculum Committee.

**Nursing Curriculum Committee**
The Curriculum Committee is responsible for evaluating the effectiveness of the curriculum. The Committee is also responsible for monitoring emerging instructional modalities, evolving science, and clinical practice trends. Student representation is an important part of the committee.

**Community of Interest input into the Nursing Program**
The nursing program holds regular biannual Nursing Advisory Board meetings with the goal of obtaining input from communities of interest. The Nursing Advisory Board members represent local healthcare agencies, alumni, academic partners and community members. As of Spring 2020, student representatives will be included.

**University Student Activities**
There are numerous activities and functions in which the Nursing student body may participate at SEU. See University website.

**Alumni Engagement**
Here at SEU, the Alumni Engagement office strives to provide meaningful connections with graduates and students by keeping them informed, engaged and invested in the University and with each other.

We always want to hear from you – share your news, update your address, attend an event, mentor a student and participate in giving to the annual fund. Your involvement with the University is instrumental in our success.
For more information, or to suggest an upcoming event, please contact Carol Ann Koert at ckoert@steu.edu or (973) 290-4208.

ASSESSMENT OF STUDENT COMPETENCIES

Academic Competencies
Professional nurses are expected to demonstrate competence across a number of different but related dimensions. The nursing students must maintain a C+ (2.3) grade average to be maintained in the program. Programs that educate and train professional nurses also strive to protect the public and the profession. Consequently, faculty, supervisors, and administrators in such programs have a duty and responsibility to evaluate the competence of students across multiple aspects of performance, development, and functioning. In addition to performance in coursework, scholarship, comprehensive examinations, and related program requirements, other aspects of professional development and functioning (e.g. cognitive, emotional, psychological, interpersonal, technical, and ethical) will also be considered.

Assessment Intervals
The Nursing Department in providing for a quality program follows evaluations at various intervals throughout your program. These evaluations include but are not limited to: written examinations, project work and direct observation of skills. As such, within the developmental framework, and with due regard for the inherent difference between students and faculty, students should know that their faculty may evaluate their progress in areas such as coursework, seminars, professional development, comprehensive examinations, or related program requirements.

Discipline Specific Knowledge and Skills
Board of Nursing governs the expectations of professional nurses’ knowledge competencies. It is expected that students will demonstrate knowledge and skills in the discipline of nursing. Throughout the program students will be assessed and in order to continue the program must obtain a grade of “C” or better. Each course you attempt will have educational objectives which outline areas of professional development and skills consistent with ACEN standards, Quality and Safety Education for Nurses (QSEN) and the ANCC Essentials of Nursing Education.

Capstone Experiences
Capstones are a University requirement for every department. Nursing students are expected to demonstrate competence across multiple domains. In addition to ongoing student evaluation, there is one capstone experiences that are evaluative in nature and are meaningful components of the nursing program of choice.

National Council Licensure Examination (NCLEX) For Pre-Licensure Students
Students in the pre-licensure program will be eligible to take the NCLEX examination. To help students prepare for this exam, they will be practicing test taking skills with ATI exams. These examination gives students the opportunity to demonstrate their ability to integrate acquired knowledge in response to specific questions by articulating a clear and focused explanation of the relevant to the nursing discipline. The ATI examination consist of NCLEX style questions. Students who pass the NCLEX comprehensive examination will be licensed to practice nursing. In the event that a student fails to pass on first writing, the student may be given the opportunity to remediate their response to question(s) with the guidance of ATI staff.

**Time Limitations**

All degree requirements must be completed within seven (7) years of initial enrollment. The seven-year limitation includes authorized leaves of absence. Extensions may be requested by submitting a formal written request to the chair of the Nursing Department. The request will be considered by the Program Faculty and the student will be notified of the faculty’s decision in writing by the Dean of Professional Studies.

**Degree Completion**

Saint Elizabeth University confers degrees in May, August, and December. However, commencement ceremonies are held only in May. Additional information about graduation policies can be found in the Saint Elizabeth University Academic Catalog.

www.steu.edu/academicpolicies

**Conduct Policies:**

**Zero Tolerance Policy**

All students enrolled in a nursing courses will be required to read, sign, and uphold the Zero Tolerance Policy. The School adheres to zero tolerance of academic misconduct, academic dishonesty, professional misconduct, and illegal activities. The commitment to zero tolerance is intended to foster and uphold academic and professional integrity as well as to create a safe, secure, and healthy environment in which to learn and work.

**Smoking Policy**

All SEU property is smoke-free which includes the use of electronic cigarettes.

- Smoking is defined as the burning of a lighted cigar, cigarette, pipe, or any other matter or substance that contains tobacco as well as the use of smokeless tobacco, snuff, and electronic cigarettes or any product that simulates the act of smoking.
- Students are required to follow the smoking policies for all clinical facilities while on facility grounds.
- Fines and disciplinary action may be imposed on students violating this policy as defined by the University Student Code of Conduct.
Appendices
Appendix A
Student Handbook Agreement

SEU Nursing Student Handbook Acknowledgement

I understand that it is my responsibility to become thoroughly familiar and to comply with the Saint Elizabeth University Nursing Student Handbook. Failure to read this handbook or other University publications does not excuse me from knowing the rules and regulations.

I am invited to feel free to ask nursing faculty and staff questions that are unclear about any of the items.

I have read and understand my personal responsibility in my nursing education program.

Student’s Name

Date

____________________  ______________

Please return to the Nursing Coordinator, Janet Okken before the first class.

Thank you.

{7.13.2020vc}
Appendix B
Requirements for Licensure as a Registered Professional Nurse (Nurse Practice Act of NJ)

The Nurse Practice Act of the State of New Jersey, the Board of Nursing Statutes (NJSA 45:11-26 et seq.) and Regulations (NJSA 13:37) govern the legal practice of nursing in the state. It is important for students who plan to study nursing know the licensure requirements which include the following:

"An applicant for a license to practice professional nursing shall submit to the board evidence in such form as the board may prescribe that said applicant...is of good moral character, is not a habitual user of drugs, and has never been convicted or has not pleaded nolo contendere, non vult contendere or non vult to an indictment, information or complaint alleging a violation of any Federal or State law relating to narcotic drugs;"

There are three elements that are required for licensure as a nurse in New Jersey:


In addition, the official application for professional nurse licensure by examination requires that applicants provide information or answer the following questions. The graduate will be required to:

1. Submit a valid social security number. 2. Provide proof of US citizenship or permanent residency. 3. Provide documentation if you are in default of any student loan. 4. Provide information regarding court ordered child support. 5. Answer questions and provide information regarding any medical conditions or impairments. 6. Answer the question, have you ever been summoned; arrested; taken into custody; indicted; tried; charged with; admitted into pre-trail intervention (PTI); or pled guilty to any violation of law, ordinance, felony, misdemeanor or disorderly persons offense, in New Jersey, any other state, the District of Columbia or in any other jurisdiction. (Parking or speeding violations need not be disclosed, but motor vehicle violations such as driving while impaired or intoxicated must be). 7. Answer the question, have you ever been convicted of any crime or offense under any circumstances? This includes, but is not limited to, a plea of guilty, non vult, nolo contendere, no contest, or a finding of guilt by a judge or jury.

Thus, before beginning a nursing education program, applicants must consider whether there is any legal reason why they might not be qualified for licensure. A criminal background check is now required for all new licenses. The state Board of Nursing has the authority to deny licensure if the applicant has a criminal record.

The Board of Nursing for each state decides on an individual case basis at the time of application for licensure. Applicants should consider their current lifestyle and personal history before embarking on a course of study to ensure that, even though successful in completing the nursing program, they are ineligible for licensure.

Questions and concerns regarding these requirements may be discussed in confidence with the Director of Nursing Education. Applicants may, if they prefer, call anonymously to discuss their situation with the Director. The full application and detailed information can be found at http://www.nj.gov/lps/ca/nursing/nurse_app.pdf.
Appendix C

Curriculum: Generic BSN Nursing Courses Descriptions and Objectives with Pre and Co-Requisites and Course Hours:

NURS 101 Medical Terminology 1 credit (1,0,0)
This course is the study of the principles of medical discourse to help students develop the extensive medical vocabulary used in health care occupations. Students receive a thorough grounding in basic medical terminology through a study of root words, prefixes and suffixes. This course will be taught as an independent study consisting of a series of quizzes throughout the semester. The textbook presents scenarios and quizzes students prior to a comprehensive online quiz.

Course objectives: Upon completion of the course, the student will be able to:
- Define words in medical terminology.
- Develop a familiarity and comfort with using common medical terms.
- Utilize medical terms and abbreviations correctly in written work.
- Identify medical terms in readings that use medical terms and abbreviations.
- Construct singular and plural forms of medical terms.

7 week course, No Pre-req, 1 hour theory plus 1 hour of Independent work P/F

NURS 201 Physical Assessment across the Lifespan 3 credits (2, 1, 0)
This course focuses on theory and practice of holistic assessment and health appraisal of the client across the lifespan. The goal is to help students acquire the skills necessary to perform an accurate nursing assessment for a variety of settings and client ages. This course will begin the students’ journey using critical thinking skills to analyze data collected through physical assessment, including subjective data and objective data.

Course Objectives: Upon completion of the course, the student will be able to:
- Create a comprehensive health history on recruited client throughout the lifespan.
- Conduct a comprehensive physical assessment/examination on recruited clients/simulator.
- Demonstrate the basic and foundational techniques of conducting physical assessments across the lifespan.
- Demonstrate accurate recording of the health history and the physical assessments.
- Demonstrate how to conduct a comprehensive psychosocial history.

Prerequisites: BIO 121, BIO 123. CHEM 121, PSY 200,
Co-requisites: BIO 209, BIO 209L, BIO 301, MATH 119.
15 week course, 2 hours theory, 1.5 hours LAB per week.

NURS 202 Pharmacology for Nursing 4 credits (3, 1, 0)
This course provides students with the opportunity to develop the knowledge and understanding of essential principles of pharmacology. The course will focus on therapeutic classifications; characteristic drug groups; physiologic influences on drug effects; principles of therapy; drug interactions; and legal, ethical, and economic issues of drug therapy.

Course Objectives: Upon completion of the course, the student will be able to:
- Identify therapeutic classifications of pharmacologic agents.
- Describe characteristics of major drug-related factors that influence drug effects.
- Discuss legal, ethical, and economic aspects of drug therapy.
• Apply knowledge or selected pharmacological therapies in the nursing management of patients across the lifespan.
• Discuss principles of drug therapy in relation to dosage and side effects of major drug groups and selected individual drugs.
• **Pre-requisites:** BIO 121, BIO 123, CHEM 121, PSY 200, NURS 101, NURS 201
  • **Pre- Co-requisites:** BIO 209, BIO 209L, BIO 301, MATH 119
  • **Co-requisite:** NURS203, NURS 204
  • 15 week course, 3 hours theory, 1.5 hours lab per week.

**NURS203 Informatics in Nursing**  3 credits (3, 0, 0)

Nursing informatics is a combination of computer science, information science, and nursing science. The goal of this course is to examine the student’s basic computer skills, informatics knowledge, and informational literacy. The students will be assisted in learning the process of the management of nursing data and the knowledge to support the practice of nursing through communication. The course also introduces students to how information is used in organizations and how information technology enables improvement in quality and timeliness of information.

**Course Objectives:** Upon completion of the course, the student will be able to:

- Define nursing informatics and its importance in healthcare and clinical practice.
- Apply the competencies involved with nursing informatics which include basic computer skills, information literacy and information management.
- Explain the importance of HIPPA as it relates to informatics.
- Execute information effectively, as an individual or team member, to achieve a specific purpose.

  • **Pre-requisites:** BIO 121, BIO 123, CHEM 121, PSY 200, NURS 101, NURS 201
  • **Pre- Co-requisites:** BIO 209, BIO 209L, BIO 301, MATH 119
  • **Co-requisite:** NURS202, NURS 204
  • 15 week course, 3 hours theory per week

**NURS 204 Nursing Care Provider I – Fundamentals of Nursing**  6 credits (3, 2, 1)

This course is designed to provide student nurses with the basic knowledge necessary for registered nurse practice. Emphasis is placed on the nursing process, evidence-based practice and the introduction of critical thinking necessary for practice. Integrated throughout the course are concepts and issues that relate to nursing practice: the nurse-patient relationship, individual-centered care, effective communication, self-care and wellness, culture, mobility, teaching, learning, and basic skills learned in the lab with a simulator. Students are later introduced into the first clinical experience in a rehabilitation center or long-term care center with adult and/or geriatric patients.

**Course Objectives:** Upon completion of the course the students will be able to:

- Identify the components of the nursing process in the delivery of safe and responsible health care.
- Demonstrate competency in basic nursing skills.
- Explain concepts and rationales for skills performed.
- Demonstrate professional and caring behaviors according to the ANA standards of nursing practice.
• Identify the role of the nurse in assisting patients in the management of their protection; comfort; and physiological, safety, and situational needs.
• Discuss the legal and ethical issues that influence the practice of professional nursing.
• Engage in basic therapeutic communication techniques using appropriate verbal and nonverbal skills.
• Describe the medications the assigned patient is receiving and the use and side effects of each medication.
• **Pre-requisites**: BIO 121, BIO 123, CHEM 121, PSY 200, NURS 101, NURS 201
• **Pre-Co-requisites**: BIO 209, BIO 209L, BIO 301, MATH 119
• **Co-requisite**: NURS202, NURS 203
• 15-week course, 3 hours theory, 3 hours lab, 3 hours of clinical per week

**NURS 301 Nursing Care Provider II – Adult and Geriatric  6 credits (3, 1, 2)**

This course focuses on the etiology, clinical manifestations, and management of holistic nursing care for ill patients of various ages. Major concepts explored include the dynamics of common acute and chronic abnormalities observed in specific populations. Students utilize diverse roles of the nurse, integrating knowledge from pharmacology and health assessment, to manage the care of a patient in the clinical setting. Students are provided with clinical practicum experience that assists them in recognizing and delivering therapeutic nursing care to clients at all stages in human development during periods of changing health and illness. Selected concepts that contribute to human responses in health and illness are discussed. Students will be introduced to the regulations regarding organ donation. Health care technologies covered build upon those learned earlier- health promotion, health maintenance, and illness care. Implementation of the nursing process is a primary focus. Laboratory experiences are provided in the classroom laboratory setting as well as medical-surgical and critical care units, community agencies and any other clinical sites to meet the course objectives.

**Course Objectives:** Upon completion of the course, the student will be able to:

• Demonstrate competency with interviewing patients, taking patient histories, conducting physical exams, and documenting physical and psychosocial findings.
• Understand the role of the nurse in collaborating with an interdisciplinary team.
• Develop an understanding of nursing with a focus on the more advanced concepts and skills of nursing practice.
• Safely administer medication while understanding the interaction of medication and medication side-effects.
• Promote factors that create a culture of safety and caring for clients from diverse populations.
• Apply the nursing process to individuals experiencing acute and chronic illness.
• Demonstrate professional standards of moral, ethical, and legal conduct.
• Develop appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in care.
• Utilize critical thinking skills to assess, plan, implement, and evaluate the nursing care given to assigned patients and families by beginning application of the nursing process.
• Demonstrate an understanding of the guidelines and regulations required for organ donation.

• **Pre-requisites:** BIO 121, BIO 123, CHEM 121, PSY 200, NURS 101, NURS 201 BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 204

• **Co-requisite:** NURS302, NURS345

• 15-week course, 3 hours theory, 1.5 hours lab, 6 hours of clinical per week

**NURS 302 Mental Health Nursing  5 credits (3, 0, 2)**

Students synthesize knowledge and apply evidence-based practice in the care and management of clients experiencing a major psychiatric and/or mental health disorder. Emphasis will be placed on the role of the professional nurse in various treatment settings as well as current treatment modalities. The client population includes children, adolescents, and adults along the health-illness continuum. Laboratory experiences are provided in the classroom laboratory setting as well as medical-surgical and critical care units, community agencies and other clinical sites to meet the course objectives. Open to Nursing majors only. Students are required to provide their own transportation to all clinical sites. Nine hours of clinical experience every other week.

**Course Objectives:** Upon completion of the course, the student will be able to:

- Identify alterations in functional health patterns experienced by clients with psychiatric-mental health disorders.
- Relate knowledge of psychobiology and psychosocial theory to the assessment of psychiatric-mental health disorders.
- Analyze legal-ethical mental health issues involving advocacy by the professional nurse and other health care professionals.
- Incorporate research findings within the context of the nursing process to promote health and prevent and manage illness in clients with psychiatric-mental health disorders.
- Apply knowledge of psychopharmacological and other therapies in the nursing management of psychiatric disorders.
- Demonstrate competency in maintaining the therapeutic milieu for assigned clients in the psychiatric setting.

• **Pre-requisites:** BIO 121, BIO 123, CHEM 121, PSY 200, NURS 101, NURS 201 BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 304

• **Co-requisite:** NURS 302, NURS 345

• 15-week course, 3 hours theory, 6 hours of clinical per week

**NURS 303 Concepts and Trends in Professional Nursing  2 credits**

This course introduces the philosophical and scientific foundations of professional nursing. Students examine historical foundations of the nursing profession, scientific processes and frameworks underlying nursing theory and practice. Exploration of concepts in the nursing discipline builds knowledge and understanding essential to the provision of holistic patient care across the lifespan. Emphasis is on development of professionalism, use of critical thinking, change-theory, and evidence-based practice.

**Course Objectives:** Upon completion of the course, the student will be able to:

- Define professionalism.
• Describe the legal, social, ethical, and economic environments of healthcare in a global context.
• Explain the major historical events affecting nursing as a profession.
• Demonstrate professional communication and behavior.
• Apply ethical standards as they relate to healthcare management.
• Relate the influences on the healthcare system such as politics, insurance, regulation, healthcare, economics, quality, societal influence and safety.
• Pre-requisites: BIO 121, BIO 123, CHEM 121, PSY 200, NURS 101, NURS 201, BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 302, NURS 345
• Co-requisite: NURS 304, NURS 345, SEU 310, SEU310SL
• 15-week course, 2 hours theory

NURS 345 Evidence Based Practice in Nursing Research  3 credits (3, 0, 0)
The course focuses on understanding research as it applies to nursing practice. Students will examine the knowledge that guides nursing interventions and critique published research reports. The importance of reviewing the nursing literature in order to maintain currency in practice and to identify best evidence that supports nursing practice will be addressed. Ethical issues as they relate to research, theory and practice will be discussed. Prerequisite: MATH 119 Elementary Statistics.

Course Objectives: On completion of this course, the students will:
• Discuss the roles and responsibilities of the nurse related to research and evidence-based practice (EBP).
• Compare and contrast the research process and the EBP process.
• Explain the interrelationships among nursing theory, practice, and research.
• Formulate EBP questions that relate to relevant clinical problems and demonstrate critical thinking.
• Interpret research findings to determine statistical and clinical significance.
• Discuss current issues relevant to nursing research such as cultural diversity issues and ethical conduct of research.
• Pre-requisites: BIO 121, BIO 123, CHEM 121, PSY 200, NURS 101, NURS 201, BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 302, NURS 345
• Co-requisite: NURS 304, NURS 345
• 15-week course, 3 hours theory

NURS 390 Community Centered Nursing  5 credits (3, 0, 2)
The course focuses on primary, secondary and tertiary prevention within a community that emphasizes community as the client. Students learn the application of the nursing process to individuals, families, groups utilizing systems theory and group dynamics within a variety of community settings. Epidemiology, health promotion, prevention, and restoration for clients of diverse populations are studied. The influence of culture, economics, politics, environments, and ethics as they impact community health nursing practice are explored. The role of the nurse as coordinator of care is emphasized. Students will identify, plan and implement a health promotion
project using evidence-based practice and collaboration with community members for a selected population. 5 credits, lecture and 60 clinical hours in the community. Students are required to provide their own transportation to all clinical sites.

**Course Objectives:** Upon completion of the course, the student will be able to:

- Distinguish between public health, rural health, community health and community-based nursing practice.
- Describe the transformation of the health care system domestically and globally.
- Explain the epidemiological approach to understanding disease and identifying the causes of disease.
- Apply primary, secondary, and tertiary prevention strategies to family and community-focused mental health problems.
- Identify social and cultural barriers to accessing the health care system for population groups locally, nationally and globally.
- Identify how community organizations (voluntary, governmental, business, labor, and faith based) collaborate, prepare for, and respond to disasters and bioterrorism.
- Apply strategies for assessment, planning, intervention and evaluation that are appropriate to individual/family and population clients in community settings.

**Pre-requisites:** BIO 121, BIO 123, CHEM 121, PSY 200, NURS 101, NURS 201, BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 302, NURS 345

- **Co-requisite:** NURS 304, NURS 303, SEU 310

**NURS 401 Caring for the Pediatric and Adolescent Client**  
5 credits (3, 0, 2)

This course explores the physiological alterations of clients with acute and chronic healthcare needs. Students will examine the impact of and plan nursing care for pediatric-adolescent clients experiencing acute and/or chronic alterations. The clinical component will allow the application of nursing skills, knowledge, and critical thinking necessary for safe and effective nursing care of the pediatric population. Laboratory experiences are provided in the classroom laboratory setting as well as medical-surgical and critical care units, community agencies and any other clinical sites to meet the course objectives. Theoretical, scientific, and humanistic principles are used to achieve positive health outcomes for pediatric clients and their families with acute and chronic illness in a variety of pediatric settings. Emphasis is placed on normal growth and development. Students examine the application of current research evidence, principles of pharmacology, as well as legal and ethical issues influencing the planning and delivery of nursing care to pediatric clients and their families. Students are required to provide their own transportation to all clinical sites.

**Course Objectives:** Upon completion of the course, the student will be able to:

- Identify alterations in selected functional health patterns experienced by pediatric clients and their families.
- Apply principles of nursing management to the care of the pediatric clients and their families with selected alterations in functional health patterns.
- Incorporate appropriate research findings within the context of the nursing process to promote health, prevent and manage illness with the pediatric client and their families.
- Apply knowledge of selected pharmacological therapies in the nursing management of acute and chronic health problems in the pediatric client.
- Describe anticipatory guidance measures provided to the pediatric client and their families that contribute to a safe therapeutic environment.
- Apply effective communication skills with patients and families in pediatric health care settings, as well as with other health care professionals.
- **Pre-requisites:** BIO 121, BIO 123, CHEM 121, PSY 200, NURS 101, NURS 201, BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 302, NURS 345
- **Co-requisite:** NURS 304, NURS 390, SEU 310, SEU310SL
- 15-week course, 3 hours theory, 6 hours of clinical

**Nursing 402 Care of the Childbearing Family  5 credits (3, 0, 2)**

This course introduces nursing concepts related to women’s health, pregnancy, and immediate care of the newborn. The unique needs of the reproducing family will be explored. Students will study the nursing care for women with reproductive concerns as well as nursing care during preconception, perinatal, postpartum and neonatal periods. Emphasis is placed on normal as well as abnormal processes of childbirth to provide students with the knowledge and basic obstetrical skills to care for women, newborns, and families experiencing a normal obstetrical course and those experiencing complications. Laboratory experiences are provided in the classroom laboratory setting as well as simulation, medical-surgical units, community agencies and any other clinical sites to meet the course objectives.

**Course Objectives:** Upon completion of the course, the student will be able to:
- Summarize contemporary issues and trends in nursing care of childbearing families.
- Analyze common legal-ethical and social issues which involve advocacy by the professional nurse and other health care professionals when caring for members of the childbearing family.
- Apply knowledge from nutrition, nursing science, basic and social sciences to the care of families experiencing low-risk and high-risk pregnancies and births.
- Demonstrate competency in caring for the pregnant woman and her family during the antepartum, intrapartum, and postpartum phases of pregnancy and childbirth.
- Demonstrate competency in caring for normal newborns and newborns with complications.
- Apply current research evidence to the management and delivery of professional nursing care to the childbearing family during the antepartum, intrapartum, and postpartum phases of pregnancy and childbirth.
- Use appropriate nursing interventions to address health promotion, risk reduction, and complications associated with pregnant women, their families, and newborns.
- **Pre-requisites:** BIO 121, BIO 123, CHEM 121, PSY 200, NURS 101, NURS 201, BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 302, NURS 345, NURS 304, NURS 390
- **Co-requisite:** NURS 401, NURS 403, NURS 404, SEU 310, SEU 310SL
- 15-week course, 3 hours theory, 6 hours of clinical

**NURS 403 Leadership and Economics in a Healthcare Organizations  2 credits**
This course is a study of leadership and the role of economics in illness care, third-party payers and the business of healthcare. The application of economic principles and tools will be used to examine the health care industry and the role of the nurse. The content includes state and national regulations, health care policy and economic decision-making in the health care arena.

**Course Objectives:** Upon completion of the course, the student will be able to:
- Analyze health problems, societal forces, health economics and politics in relation to corresponding national health policy and population policy.
- Analyze the ethics of healthcare delivery.
- Relate the impact of health policy and population policy to structure, content, distribution and financing of health services in general and nursing services in particular.
- Analyze leadership theories.
- Identify the leadership roles necessary for nursing leaders for developing nursing profession and people’s health.
- Explore how leadership styles influence organizations.
- **Pre-requisites:** BIO 121, BIO 123, CHEM 121, PSY 200, NURS 101, NURS 201, BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 302, NURS 345, NURS 304, NURS 390
- **Co-requisite:** NURS 401, NURS 402, NURS 404, SEU 310, SEU 310SL
- 15-week course, 2 hours theory

**NURS 404 Nursing Care Provider III - Acute and Chronic Illness of the Adult**
6 credits (3, 0, 3)
This course prepares students for independence in nursing and for collaborative interdisciplinary work in acute care settings. Clinical experiences will emphasize outcomes of care that will maximize health management and reduce risks of complications through patient teaching, discharge planning, and safe nursing care. Students synthesize knowledge and apply evidence-based practice in the care and management of patients with multiple complex health conditions. The focus of this course is on caring for patients with limitations in their ability to function due to physical, mental, and psychosocial challenges.

**Course Objectives:** Upon completion of the course, the student will be able to:
- Discuss the impact of attitudes, values, and expectations on the care of frail older adults and other vulnerable adult populations.
- Synthesize applicable nursing and non-nursing theories and concepts from liberal education to build an understanding of the human experience.
- Develop patient and family-centered care around resolution of end-of-life and palliative care issues such as symptom management, support of rituals, and respect for patient and family preferences.
- Describe ethical and legal principles affecting health care for adults, including informed consent, diminished autonomy, individual freedom of choice, and confidentiality.
- Implement holistic, patient-centered care that reflects an understanding of ethical and legal issues, human growth and development, pathophysiology, pharmacology, medical management, and nursing process management across the health-illness continuum, for adults in the acute hospital setting.
• Collaborate with other healthcare professionals and patients to provide appropriate health promotion and disease/injury prevention intervention.
• Demonstrate an understanding of patient coping patterns related to cultural values; beliefs and practices; comfort and pain; hope; loss and the illness process as determined from assessment data.
• Pre-requisites: BIO 121, BIO 123. CHEM 121, PSY 200, NURS 101, NURS 201 BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 302, NURS 345, NURS 304, NURS 390,
• Co-requisite: NURS 401, NURS 402, NURS 403, SEU 310, SEU 310SL
• 15-week course, 3 hours theory, 9 hours clinical

NURS 405 Nursing Care Provider IV - Complex Health Concepts 4 credits (2, 0, 2)
This course represents the culmination of the clinical studies for the baccalaureate degree in nursing designed to assimilate the concepts within the three domains of the individual, healthcare, and nursing. Emphasis is placed on acute care and the concepts of fluid/electrolytes, metabolism, perfusion, mobility, stress/coping, violence, health-wellness-illness, professional behaviors, caring interventions, managing care, healthcare systems, quality improvement, and emergency medicine. Upon completion, students will be able to demonstrate the knowledge, skills, and attitudes necessary to provide quality, individualized, entry-level nursing care.
Laboratory experiences are provided in the classroom laboratory setting as well as medical-surgical and critical care units, community agencies and any other clinical sites to meet the course objectives.
Course Objectives: Upon completion of the course the student will be able to:
• Exercise time management in care of patients, documentation, and reporting findings.
• Demonstrate critical thinking skills in implementing evidence-based nursing interventions as appropriate for managing the acute and chronic care of adult patients.
• Analyze and synthesize accurate and current knowledge of pathophysiology, pharmacology, and complementary therapies when assessing and planning for the provision of patient care in an inter-professional healthcare environment.
• Contrast relevant nursing research findings in assessing, planning and evaluating information to provide evidence-based care to acutely and chronically ill adults and their families.
• Evaluate cultural diversity affecting client responses to health care and the interrelationships between and among personal, interpersonal, and social systems transactions based on knowledge of cultural diversity.
• Synthesize principles of management, leadership and critical thinking toward client’s restoration of wellness in acute care and ambulatory settings while incorporating the theories of holism and goal attainment.
• Apply knowledge of the nursing management of selected, complex adult health problems, incorporating best practice guidelines, across the continuum of care.
• Pre-requisites: BIO 121, BIO 123. CHEM 121, PSY 200, NURS 101, NURS 201 BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 302, NURS 345, NURS 304, NURS 390, NURS 401, NURS 402, NURS 403, SEU 310, SEU 310SL
• Co-requisite: NURS 407, SEU 420, PHIL 331
• 15-week course, 2 hours theory, 6 hours clinical

NURS 407 Preparing for the Profession  1 credit
Students discuss emerging nursing/healthcare issues and are guided in the development of strategies to prepare for the NCLEX-RN and for successful transition to baccalaureate generalist nursing practice. This course focuses on professional development, including personal philosophies of nursing and professional ethics. The course reviews the concepts used in the curriculum of nursing as they apply to pharmacology, to multiple clinical and community scenarios, class discussion, and multiple-choice testing formats. All nursing courses in the prior semesters must be completed.

Course Objectives: Upon completion of the course, the student will be able to:
• Apply knowledge, skills, and understanding of critical concepts required for entry into professional nursing.
• Demonstrate individual competency applicable to nursing content areas.
• Exhibit readiness for the licensure examination.
• Design personal study guidelines to prepare for the NCLEX exam.
• Discuss test-taking strategies relative to the NCLEX exam.
• Pre-requisites: BIO 121, BIO 123, CHEM 121, PSY 200, NURS 101, NURS 201, BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 302, NURS 345, NURS 304, NURS 390, NURS 401, NURS 402, NURS 403, SEU 310, SEU 310SL
• Co-requisite: NURS 405, SEU 420, PHIL 331
• 15-week course, 1 hour theory

SEU/NURS 420 Essentials Capstone: Strategies in Leadership and Management for Professional Nursing Practice  4 credits (2, 0, 2)
See above – Counts as a general education course and a nursing course. This course focuses on organizational strategies, leadership theories, decision-making and accountability in health care. Principles of management and responsibilities for needed change in nursing practice within the complex health care delivery system are emphasized. This course is the culmination of all of the students’ nursing studies at SEU. Clinical practice experience includes a change project based on a synthesis of knowledge derived from theory and research that is designed by student work groups in an identified clinical agency.

Course Objectives: Upon completion of the course the student will be able to:
• Design system change strategies through inter-professional teams for quality improvement initiatives.
• Analyze and synthesize available information, existing and potential issues and extrapolate to a holistic perspective on nursing practice.
• Demonstrate the ability to question assumptions, biases, stereotypes, preconceptions and apply this analysis to the project.
• Recommend professional nursing care strategies that can be used to enhance health through decision making within the health care delivery system.
• Analyze principles of professional leadership and professional values related to healthcare organizations.
• Select an appropriate change theory to achieve desired outcomes.
• Systematically collect data and evaluate health care organizations’ strengths and resources in relation to national, regional and local standards and current literature reviews.
• Identify strengths, stressors, and responses related to a health care concern in a specific health care organization.
• **Pre-requisites:** BIO 121, BIO 123, CHEM 200, NURS 101, NURS 201, BIO 209, BIO 209L, BIO 301, MATH 119, NURS 202, NURS 203, NURS 302, NURS 345, NURS 304, NURS 390, SEU 310, SEU 310SL
• **Co-requisite:** NURS 406, NURS 407, PHIL 331
• 15-week course, 2 hours theory, 6 hours of clinical

SEU General Education Courses:

**SEU 110: Integrated Literacy I  6 credits**
Required for all students, the course will be comprised of a student cohort and involve an integrated learning community of developmentally structured argument and persuasive writing/literacy instruction, coupled with content-area instruction on the continuing theme of how to live a healthy life, broadly construed. Two instructors will collaborate, the first, a literacy specialist, and the second, a content-area specialist, one of whom will also be a Transition Advisor to the cohort. The content will be infused with training on emerging mission and values, diversity, relationships, and leadership, as well as emerging information literacy, presentation skills, technology and software, and foundational informal logic/generalized critical thinking. In addition, the course will be aligned with one or two community events related to mission and values and/or student life. The start or continuation of the SEU Essentials ePortfolio will be incorporated for the students involved.

**SEU 120: Integrated Literacy II  6 credits**
Required for all students, the course will be comprised of a student cohort and involve an integrated learning community of developmentally structured contextual research writing and advanced information literacy instruction, coupled with content-area instruction on the concluding theme of how to live a healthy life, broadly construed. Two instructors will collaborate, the first, a literacy specialist, and the second, a content-area specialist, one of whom will also be a Transition Advisor to the cohort. The content will be infused with training on intermediate mission and values, diversity, relationships, and leadership, as well as intermediate presentation skills, technology and software, and emerging informal logic/generalized critical thinking. In addition, the course will be aligned with one or two community events related to mission and values and/or student life. The continuation of the SEU Essentials portfolio will be incorporated for the students involved. 6 credits.

**SEU 210: Global Perspectives  4 credits**
Required for all students, this is an interdisciplinary or multidisciplinary team-taught course where students will be invited to learn about the world and the human community from multiple points of view. Students will explore the impact of world geography on history, culture, and language. They will examine how factors such as culture, religion, race, socioeconomic status, and philosophical beliefs influence how people interpret world events and global challenges. In
addition, students will become more aware of the kinds of information that affect the human being both locally and globally, and of the impact that technology and scientific events have on the human conditions.

SEU 220: Ways of Knowing  4 credits
Required for all students, this is an interdisciplinary or multidisciplinary team-taught course where students will be invited to learn about the languages, practices, and relationships between and among the arts, humanities, and sciences. Specifically, students will explore the human experience from the standpoint of the arts and humanities, learn about scientific reasoning as a method of investigation, examine social issues, and ultimately become familiar with how these different ways of knowing connect with each other and provide a complete perspective on the world and the human community.

SEU 230: Healthy Living  4 credits
Required for all students, this interdisciplinary or multidisciplinary team-taught course is designed to provide students with knowledge and skills for living a healthier life. Through a multidiscipline approach, students will learn about the characteristics of emotionally healthy persons and interpersonal relationships, as well as the natures and importance of self-reflection and empathy. Students will also gain knowledge and experience concerning the importance of teamwork, conflict resolution, personal integrity, and good character. Overall, they will develop an understanding of healthy decision-making, and how to live a healthier life.

SEU310: Faith, Spirituality, and Ethics II  4 credits
Required for all students, this is a collaboratively taught interdisciplinary course on faith, spirituality, and ethics with an optional service-learning component. Students will learn about the natures of faith and spirituality, and their significance within the human community, as well as develop the ability to be empowered moral agents. Students will also have the opportunity to engage in service-learning projects or activities involving a minimum of 20 hours of service in which they will apply and engage the principles learned in the content component of the course. The course satisfies all SEU Essentials Element III requirements when taken with the aligned service-learning lab, SEU310SL. Otherwise, this course must be taken either concurrently with, or be followed by SEU310SL taken either by itself, or as aligned with an approved Element III service learning course within the major, or an open elective, in order to satisfy such requirements. This course requires twenty hours of service-learning in the community.

SEU/NURS 420 Essentials Capstone: Strategies in Leadership and Management for Professional Nursing Practice  4 credits
See above – Counts as a general education course and a nursing course.

Required Support Courses:
BIO 121 Human Anatomy and Physiology I  4 credits
This course involves the study of the structure and function of the human body. The lecture portion of the course begins with the chemical, cellular, and tissue levels of organization in the body. The course then progresses to the anatomy, physiology of the integumentary, skeletal, muscular, and nervous systems. The laboratory portion of the course utilizes anatomical models and preserved specimens. In addition, students will perform physiological lab experiments and
utilize computer-simulated experiments. No pre-requisites, although high-school general biology and chemistry courses are recommended.

PSY 200 Lifespan Development  4 credits
This course will study prenatal development through geriatric development. The biological, psychological, and social factors within the context of diverse cultural contexts will be explored. Areas including cognition, personality, language, and social development will be studied. Contemporary issues such as child care; child, adult and geriatric abuse; sexuality; intimacy; identity development and achievement; relationship formation with family and society; and adjustment problems will be explored. There will be an emphasis on social issues and how these impact policy as well as the application of knowledge and research related to growth and development.

CHEM 121 Introduction to Chemistry  4 credits
This course is an integrated approach to the basic concepts of chemistry. Through theory and practical application, students will be introduced to such topics as atomic theory, bonding, and stoichiometry, states of matter, kinetics, thermochemistry, solutions chemistry and acid-base chemistry. Firsthand knowledge will be gained via practical inquiry, which employs tools such as spectroscopy, density and solution analysis

BIO 123 Human Anatomy and Physiology II  4 credits
This course involves the study of specific systems of the human body. The lecture portion of the course includes the study of the structures and functions of the general and special senses, and the endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary and reproductive systems. The laboratory portion of the course utilizes anatomical models and preserved specimens.

BIO 301 Pathophysiology  4 credits
This course focuses on the interrelationship between normal physiology and pathophysiology across the lifespan. It is designed to expand students’ understanding of the pathophysiology underlying dysfunction in selected diseases that advanced practice nurses may commonly encounter in their patient populations. Using an integrative approach, representative alterations in physiologic function common throughout the lifespan are addressed. Completion of this course will enable the student to analyze and address physiologic challenges of practice.

BIO 209 Microbiology  4 credits
A comprehensive introduction to the biology of microorganisms with special emphasis on bacteria and viruses. A survey of systematics, serology, immunology, ecology, genetics, and representative diseases of microbial origin together with the mechanisms for pathogenicity will be studied. Fundamental microbial laboratory techniques will be integrated into this course

MATH 119 Elementary Statistics  4 credits
Descriptive statistics, single variable and bivariate data, probability distributions, binomial and normal distributions, estimation, confidence intervals, hypothesis testing, correlation, regression,
statistical inferences of more than one population, t-distribution, Chi-square distribution, and ANOVA. Applications in Business, social and behavioral sciences will be presented. Appropriate statistical software will be utilized.

**PHIL 331 Ethics in Healthcare  3 credits** This course is taught in two sections. The first is concerned with the nature of ethics as a philosophical discipline, and with the development of those fundamental principles that guide the moral person in making decisions involving ethical considerations. The second section will concentrate on situations encountered in the field of health care in which ethical decisions must be made and will endeavor to facilitate the application of the principles through reading, reflection, and discussion.

**Clinical/Simulation Laboratory Hours in Pre-Licensure Nursing Program** Consistent with the ratio of credits to laboratory hours used at CSE, we will use the ratio of 1 credit hour equal to 1.5 hours in the nursing simulation laboratory. The ratio of credit to clinical hours will be 1 credit to 3 hours.

Total Clinical /Lab hours =  42 Clinical hours based on weekly = 15 weeks Total Clinical Hours = 630 hours plus 112.5 lab hours.
Appendix D

Overview and Pre-Licensure BSN Curriculum.

Four-year prelicensure Bachelor of Science in Nursing

Saint Elizabeth University's new four-year, prelicensure BSN program prepares students to be licensed registered nurses. In support of the expanded programming, SEU nursing students’ learning experience features a state-of-the-art clinical skills and diagnostics center which includes a new high-fidelity simulation lab consisting of 12 examination bays and a patient simulation room featuring an adjacent faculty observation area. Students apply for entry into the nursing program at the end of freshman year.

* The new program has been approved and granted provisional accreditation by the New Jersey Board of Nursing. Full accreditation is granted pending graduation of the first class and meeting the State Board's criterion for NCLEX licensure passing rates.

Mission

In the tradition of Saint Elizabeth University (SEU), the Nursing Program accepts and upholds the mission of the University in providing distinctive undergraduate and graduate nursing education and is committed to preparing individuals as leaders through scholarship, critical inquiry and continued lifelong learning. The nursing program prepares individuals to promote, maintain and restore health to patients in a variety of settings. The nursing program fosters the development of leadership in students in a spirit of service and social responsibility to others with emphasis on advocacy for patients, nursing profession and healthcare.

Unique Program Benefits

- Long term reputation of high respect in nursing
- Small classes with individual attention
- Learning in a “state of the art” simulation center

Admission Information

Students apply to major in the pre-licensure baccalaureate nursing program at the end of the spring semester of the freshman year. The requirements for admission to the four-year BSN program include:

- Completed application for the nursing program;
- A one-page personal statement of the student's motivation for becoming a nurse;
- A minimum cumulative GPA of 2.3
- A minimum grade average of C+ in the following: Anatomy and Physiology I and II, Chem 121 or Organic or Biochem, only 2 graded attempts of a sciences is allowed within 7 years. All biology and science courses must be 7 years fresh.
- A minimum grade of C+ all prerequisite courses required for the nursing major;
- ATI TEAS Scores within 2 years of application: Requirement: In a single attempt, you must complete Reading, Mathematics, Science and English and earn a minimum composite score of 60% or better.
Immunizations and other clinical requirements are not due with your application to the Nursing Program.

If accepted, criminal background, drug testing and immunizations and TB testing will be assigned by August 1.

Acceptance into the major is not complete until this information is reviewed as acceptable.

For additional program information contact: Janet Okken Nursing Coordinator • 973-290-4139 • jokken@steu.edu
For admission information, contact us: 973.290.4700 • apply@steu.edu

Required Clinical Hours

In addition to coursework, nursing students will complete requisite hours of clinical education in the University's on-site nursing skills laboratory and at off-site medical centers, community agencies and several other clinical sites to meet the course objectives. See course listing with pre and co-requisites and clinical hours listed. A GPA of 2.3 (77) is necessary to progress to the next course.

Nursing Degree Requirements (124 credits)

SEU Essentials General Education Curriculum (32 credits)

Prerequisites and Co-requisites to Major in Nursing (31 credits)

Prerequisites:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO121</td>
<td>Human Anatomy &amp; Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO123</td>
<td>Human Anatomy &amp; Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>CHEM121</td>
<td>Introduction to Chemistry or Organic or Biochemistry</td>
<td>4</td>
</tr>
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Co-requisites to Major in Nursing:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO209 and 209L</td>
<td>Microbiology with Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO301</td>
<td>Pathophysiology</td>
<td>4</td>
</tr>
<tr>
<td>MATH119</td>
<td>Elementary Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PHIL331</td>
<td>Ethics in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>PSY200</td>
<td>Developmental Psychology</td>
<td>4</td>
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</table>

Course Sequence

*After completing the prerequisites, the nursing focused courses include 61 credits.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NURS101</td>
<td>Medical Terminology</td>
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<tr>
<td>NURS201</td>
<td>Physical Assessment across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>NURS202</td>
<td>Pharmacology for Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NURS203</td>
<td>Informatics in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS204</td>
<td>Nursing Care Provider I - Fundamentals of Nursing</td>
<td>6</td>
</tr>
<tr>
<td>NURS301</td>
<td>Nursing Care Provider II - Adult and Geriatric</td>
<td>6</td>
</tr>
<tr>
<td>NURS302</td>
<td>Mental Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>NURS303</td>
<td>Concepts and Trends in Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td>NURS345</td>
<td>Evidence Based Research Professional Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS400</td>
<td>Population Focused Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS401</td>
<td>Caring for the Pediatric and Adolescent Client</td>
<td>5</td>
</tr>
<tr>
<td>NURS402</td>
<td>Caring for the Childbearing Family</td>
<td>5</td>
</tr>
<tr>
<td>NURS403</td>
<td>Leadership and Economics in a Healthcare Organization</td>
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<tr>
<td>NURS404</td>
<td>Nursing Care Provider III - Acute and Chronic Illness of the Adult</td>
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<tr>
<td>NURS405</td>
<td>Nursing Care Provider IV - Complex Health Concepts</td>
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</tr>
<tr>
<td>NURS407</td>
<td>Preparing for the Profession</td>
<td>1</td>
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</tbody>
</table>

Admission to Nursing occurs in Sophomore Year:

**Fall (16 cr)**

- NURS101 Medical Terminology 1 cr
- NURS 201 Physical Assessment across the Lifespan 3 cr
- Bio 209 with lab Microbiology 4 cr
- Bio 301 Pathophysiology 4 cr
- SEU 230 4 cr

**Spring (17 cr)**

- SEU 210,229; Math119 4 cr.
- NURS202 Pharmacology 4 cr
- NURS 203 Nursing Informatics 3 cr
- NURS204 Nursing Care Provider I- Fundamentals- 6 cr

**Junior Year Fall (18 cr)**

- NURS301 Nursing Care Provider II- Adult and Geriatric 6 cr
- NURS 302 Mental Health Nursing 5 cr
- NURS345 Evidence Based Research Professional Nursing Practice 3 cr
- SEU 210,220,230 4 cr

**Spring (16cr)**

- SEU 210,220,230 4 cr
- NURS 303 Concepts and Trends in Professional Nursing 2 cr
- NURS 400 Population Based Community Health Nursing 5 cr
- NURS401 Caring for the pediatric and adolescent client 5 cr

**Senior Year Fall (15cr)**
NURS 402 Care of the Childbearing Family 5cr
NURS404 Nursing Care Provider III- Acute and Chronic Illness of the Adult 6cr
SEU 301 Faith Spirituality and Ethics II 4cr
SEU310SLAligned Service Lab 0cr

Spring (14 cr)
SEU 420 Essentials Capstone Sem- Strategies in Leadership and Management 4cr
NURS405 Nursing Care Provider IV- Complex Health Concepts 4 cr
NURS403 Leadership and Economics in a Healthcare Organization 2 cr
Preparing for the Profession 1 cr.
Phil 331 Ethics in Healthcare. 3 cr

(11.17.19es)
Appendix E

Grade Base for Nursing Program:

To convert your GPA to a 4.0 scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Grade</th>
<th>4.0 Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91-95</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>88-90</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>84-87</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>81-83</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-80</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
</tr>
</tbody>
</table>
Disclaimer

Saint Elizabeth University’s Nursing Program reserves the right to change any statement in this handbook concerning but not limited to rules, policies or curricula courses. Changes shall be affected by whenever determined by administration, faculty or governing bodies. Official notification of changes will be announced by the appropriate department offices and posted to the website. This publication is not a contract. It is the sole responsibility of the student to read and understand all such notices.