Nursing Program
RN to BSN and MSN
Student Handbook
2020 - 2021

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www.steu.edu

The information in this version of the RN to BSN and MSN Student Handbook is subject to change without notice. This handbook is not intended to nor does it contain all regulations that relate to students.
Welcome to the Saint Elizabeth University Nursing Program
This Handbook is directed at RN-BSN and MSN students.

The Nursing Program is part of the School of Professional Studies at the University. Here you begin the journey of obtaining your Bachelor of Science in Nursing (BSN) or Master of Science in Nursing (MSN). The overall purpose of your education here at Saint Elizabeth University is not to repeat the education you have previously received to earn your RN but to provide you with challenges that expand your thinking within the discipline of nursing and to develop additional tools to improve your nursing practice. We, the faculty, hope to guide you in the process of developing yourself further as a professional nurse that enables you to embrace the sense of having made a difference in the world.

We are glad that you have chosen Saint Elizabeth University to continue your nursing education. As a RN-BSN or MSN student it may have been some time since you last attended school and may feel apprehensive about what lies ahead. Some of you may be new graduates who are eager to move on, to obtain your BSN while you are launching your career. We understand those feelings and we will do everything we can to support your success in achieving your academic goals.

This handbook is designed to assist you in maneuvering through your educational journey. Specific information is provided here that supplements but does not replace Saint Elizabeth University’s Academic Catalog. The SEU student handbook is located on the SEU nursing page: https://www.steu.edu/nursing

Enjoy the journey!

The Nursing Faculty
# Student Handbook
## Nursing Program
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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)

**Nursing Program Philosophy**

The philosophy of the nursing program of Saint Elizabeth University supports the mission and goals of the University. The faculty believes that professional nursing is both an art and science. The faculty believes that 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 faculty believes that there is a developing body of knowledge central to the metaparadigm of nursing which includes the components of client, environment, health, and nursing.

**Person**

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 believes 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, socio-cultural, 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**
The art and science of Nursing is a unique profession that provides essential service to society. 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.


Nurses assist clients to clarify their own values, identify their health goals and understand the choices available to achieve optimal health. Nurses provide education, share power equitably, and assist client systems to maintain their own integrity. 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. 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 roles. All nursing roles are best carried out when the nurse has an in-depth knowledge of person, family, group, community and environment. The advance practice nurse educator embraces the concept of intervention as prevention. The nurse education facilitates the teaching learning process through assessing, diagnosing, planning, implementing and evaluation of the needs of the clients. Utilizing a variety of pedagogical approaches, the nurse becomes expert in utilizing effective educational strategies. In developing, implementing, and evaluating intervention strategies the nurse educator uses problem solving, critical thinking, and communication skills. Lifelong learning is a basic tenet for both undergraduate and graduate students.

Nurses are responsible for promoting maximum health at whatever point in the system 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. These 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. Ethical dilemmas and decision making 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. 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.

The evolution of evidence-based practice is important so that there can be 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 own 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.

The faculty in the Nursing Program at Saint Elizabeth University believes that the professional nurse has three major leadership roles: client advocate, change agent, and advocate for the profession. The registered nurse can best be prepared for these professional roles, at both the undergraduate and graduate level, through curriculum based in the Catholic liberal arts tradition, with a strong multi-disciplinary approach and with emphasis on the religious and ethical development of the student.
Program Outcomes

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.
   Employ a variety of evolving technologies and modalities in the classroom and clinical setting to facilitate student/client learning
2. Apply research findings in the development of evidence-based nursing practice.
3. 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.
4. 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.
5. Disseminate research findings in the advancement of evidence-based nursing and teaching practices.
6. Analyze trends and issues in nursing and health care, and exercise leadership in creating a preferred future for nursing education and practice.
7. Integrate spiritual, social and ethical values and beliefs in the construction of a personal philosophy as a nurse educator.
8. Design, implement and evaluate strategies that recognize the multicultural, gender and experiential influences on teaching and learning.
9. 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.

**Nursing Education**

The nursing program faculty are dedicated to working with adult students and with facilitating their learning utilizing the following premises:

**Premises Related to Nursing Education**

1. Nurses learn in a variety of ways, thus, teaching needs to use a variety of techniques to facilitate learning.
2. The curriculum must be viewed by adult learners as having professional and personal relevance.
3. Changes in professional attitudes and values occur gradually and are facilitated by faculty who encourage active participation and free exchange of viewpoints.
4. The past and present experiences of students provide a rich resource for classroom and clinical learning.
5. Student commitment to lifelong learning is evidenced by the pursuit of advanced education.
6. The curriculum needs to reflect contemporary professional and regulatory standards.
7. Small classes encourage student interaction and learning.
8. Educational processes empower nurses.

The curriculum at Saint Elizabeth University prepares nurses with the skills to provide care collaboratively, and graduates competent, accountable and moral nurses, ascribe to the American Nurses’ Association Social Policy Statement (1995, 2010) and the Scope and Standards of Practice for Nursing Professional Development (2010) which indicates that nurse generalists and nurse leaders have a holistic approach to health care. In the MSN program, AONE Nurse
Manager Competencies (2015), The NLN Scope of Practice for Academic Nurse Educators and Academic Clinical Nurse Educators, 3rd Edition (2019). Other Scope and Standards are consulted in specialties as appropriate.

The faculty believes that graduates of both the undergraduate and graduate programs have the knowledge and skills necessary to provide care collaboratively with other health care providers within complex health care systems. Undergraduates may practice professional nursing as generalists or as nursing leaders in a variety of health care settings. Graduates of the Master’s program also practice as competent nurse educators both the practice and academic settings and Nurse Leaders in management positions in acute, long term or community settings.

The Nursing Program is committed to providing a climate that is respectful of the student’s prior education. The faculty believes that the nurse, as an adult learner develops a readiness to learn when she/e encounters a need, particularly in the developmental tasks of social roles. Learning accrued through formal education, continuing education, and through experience. Previous learning and experience influence each individual learner’s foundation and readiness for current learning. This creates a drive for information, or opportunities to discover and experiment to achieve each individual’s goal.

The faculty actively encourages all nurses to pursue their baccalaureate and MSN degree. The Nursing Program believes that recognizing the educational backgrounds of nurses from diploma, associate degree, or BSN programs will foster their professional growth. As adult learners, registered nurses enter nursing education with diverse ages, backgrounds, abilities, cultures, and experiences that enrich the nursing profession. Their learning evolves from exploration of personal values, exposure to new experiences, and adaptation to change. Nursing education at both the baccalaureate and master levels should provide the foundation for commitment to lifelong learning for students and faculty.

The faculty believes that learning is facilitated when instructional experiences are planned to achieve sequence, continuity, and integration of knowledge, psychomotor skills and attitudes. The learner’s active involvement in planning and discovering resources and in negotiating activities leads to more effective learning, increased self-defectiveness, and increases self-worth. According to Malcolm Knowles’ (1984) theory of adult learning, adults are on a pathway that ranges from dependent to independent learners. They use their past experiences as a learning resource, and their readiness and motivation to learn assists them in immediate problem-solving concerning a developmental task or social role.

Knowledge is best obtained when the learner actively participates in a humanistic educational process. Faculty collaborates with the student to plan learning experiences that achieve course goals while meeting students’ unique individual interests and experience. Faculty serves as professional role models and resource persons. They influence readiness and capacity for creative thinking and innovation. The learning climate should foster respect and collaboration between faculty and students in the achievement of the educational objectives. The Nursing Program strives to promote a caring personal environment in which students develop as self-directed professionals. It is the conviction of the faculty in the Nursing Program that the
baccalaureate degree at Saint Elizabeth University provides the educational foundation for graduate study. Life-long learning for students and faculty is essential.

The Nursing Program is committed to an educational process that promotes development of a professional nurse leader through social responsibility, client advocacy, change agent, and advocate for the profession. The Nursing Program advances nursing practice by critical thinking, advanced communication, ethical decision making and evidenced-based research. This leadership develops in all nursing programs: the BSN and the MSN: Leadership and Education Tracks.

**Accreditation**

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](http://www.njconsumeraffairs.gov)

- Accreditation Commission for Education in Nursing (ACEN)
  3343 Peachtree Road NE, Suite 850
  Atlanta, Georgia 30326
  404-975-5000
  [www.acenursing.org](http://www.acenursing.org)

*New programs which include MSN with a leadership concentration and 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 of the State Board’s criterion for NCLEX licensure passing rates.*

State Elizabeth University is approved and accredited by:

- Middle States Commission on Higher Education
  3624 Market Street
  Philadelphia, Pennsylvania 19104
  267-284-5000
  [www.msche.org](http://www.msche.org)

**RN to BSN Nursing Program Overview**

The RN-BSN Program is designed to enable students to study on a part-time basis. There is also an accelerated full-time program of study which can be completed in one year (three semesters – e.g. Fall, Spring, Summer) depending upon individual academic needs.

In addition to the classes on campus at Saint Elizabeth University, the program is offered at several off-campus sites:

- Atlantic Health System – Chilton Memorial Hospital
• St. Joseph Hospital, Paterson
• Trinitas Hospital/Union County College

Most courses are generally scheduled in seven-week sessions, and classes meet just once a week. Accelerated format requires independent work outside of class (Integrated Learning). Clinical work supplements class time and is selected by students in collaboration with supportive faculty to meet their educational and professional needs. All of the nursing courses can be taken through part-time study.

About the MSN

The Master of Science in Nursing (M.S.N.) program at Saint Elizabeth University is a 36-credit, cohort-based program which was developed in response to the growing need for nurses with advanced degrees who can assume leadership positions in education and practice. The program offers two tracks – Nursing Education and Nursing Leadership. The program provides nurses with the opportunity to develop the skills, confidence and knowledge necessary to practice as:

• Faculty in schools and colleges of nursing.
• Educators in health care organizations.
• Patient educators or community educators.
• Nurse leaders in health care organizations.
• Foundation for further educational advancement through nurse practitioner certification or doctoral education.

The program can be completed in 6 semesters. See Appendix for Course of Study.

Graduates

Our graduates are prepared as a professional nurse generalists and leaders at the baccalaureate level providing a solid foundation for graduate study in nursing.

Graduates completing the Bachelor of Science in Nursing degree are equipped with the skills to succeed in many careers in nursing and related fields. Our students are prepared for advanced educational pursuits in graduate or professional schools.

Many of our BSN graduates go on to receive their master’s degree in nursing or related fields and many MSN graduates continue on for their doctorate. Our graduates go on to receive higher degrees from such places as:

• Saint Elizabeth University (for MSN)
• University of Pennsylvania
• Rutgers University
• New York University
• Neumann College
• Seton Hall University
William Paterson University
Graduates work in a variety of areas within nursing such as but not limited to:

- Bedside nursing
- Leadership positions
- Public health
- Home health
- Hospice
- Education
- Critical care
- Geriatrics
- Occupational health
- Supervision
- Nurse Practitioner
- Maternal-child health
- Nurse Anesthetist

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 highly recommended.** All orientation PowerPoints are posted on Nursing Program Moodle in the initial course in the University.

Nursing Program Faculty and Staff

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<th>Certification</th>
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<tr>
<td>Arnold, Sarah</td>
<td>DMH, MSN, RN, ANP</td>
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<td>Borek, Lorraine</td>
<td>MSN, M. Ed, RN, CSN-NJ</td>
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<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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<tr>
<td>Cruz, Clare</td>
<td>DNP, RN, BC</td>
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<tr>
<td>Cumella, Moira C.</td>
<td>DMH, MSN, RN</td>
</tr>
<tr>
<td>Dimaculangan, Maria</td>
<td>MSN, RN, CPN, CNE</td>
</tr>
<tr>
<td>Name</td>
<td>Degree/Prefix</td>
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<tr>
<td>English, Nancy L.</td>
<td>MSN, RN, APRN</td>
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<tr>
<td>Faroone, Louis</td>
<td>MSN, RN, CEN, NRP</td>
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<tr>
<td>Franco-Tantuico, Monina</td>
<td>MSN, BSMT, RN, CNE</td>
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<tr>
<td>Foley, Sandra</td>
<td>DNP, MSN, RN</td>
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<tr>
<td>Hsu, Allison</td>
<td>MSN, CCRN, PMHRN</td>
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<tr>
<td>Jackson, Sheryl</td>
<td>MSN, RN</td>
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<td>Maffey, Marybeth</td>
<td>MSN, RN</td>
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<tr>
<td>McEnroe, Lynne</td>
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<td>Rich, Mary E.</td>
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<td>Weaver, Susan</td>
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<td>Woodruff, Valerie</td>
<td>MSN, RN</td>
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</table>

**Change in Name/Address/Telephone Number/Social Security Number**

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).*

**Student Criminal Background Check**
The Joint Commission on Accreditation of Healthcare Organizations (JC) 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,
- and OIG Sanction Search,
- Multi State Database Criminal History Search and a
- New Jersey Criminal History Search.

You may also be required by clinical placements 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](http://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.
Search information will be maintained in a confidential file by the Program Coordinator in the School of Professional Studies. Information will be provided only to SEU affiliating practice sites that have requested the information and only for the individual student assigned.

**Health Requirements**

In addition to fulfilling the specific requirements of the Nursing Program, nursing students must also fulfill Saint Elizabeth University Health Services’ Medical Requirements. Students are responsible for ensuring that all required forms are completed and that the provider completes all medical information in the forms. The Nursing requirements can be found on the SEU website at: [https://www.steu.edu/medforms](https://www.steu.edu/medforms).

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  
[https://www.steu.edu/meduploads](https://www.steu.edu/meduploads)

In addition to sending the completed forms to the Health Services, please make a copy of the following documents and place in a sealed envelope with your name on the outside and bring it 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!!!
FORMS ARE DUE IN THE SEU HEALTH SERVICES/NURSING OFFICE

For RN- BSN and MSN Programs:
Follow the University Requirements. Students may be asked to comply with additional requirements if requested by clinical placement. [https://www.steu.edu/medforms](https://www.steu.edu/medforms)

Additional Requirements

- Validation of a current, New Jersey registered nurse license.
- 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 classes. Here are the websites for 2 local training centers where you can find a CPR class.

- RWJ Barnabas Health: [http://trainingcentertech.com/rwjbh/CourseEnrollment.aspx](http://trainingcentertech.com/rwjbh/CourseEnrollment.aspx)
- Atlantic Training Center: [https://www.atlanticambulance.org/atlantic-training-center.html](https://www.atlanticambulance.org/atlantic-training-center.html)

Notice of Nondiscrimination and Title IX Compliance

The Nursing Program is nondiscriminatory and follows the policies of Saint Elizabeth University. The University practices equal opportunity with respect to students and employees. No one is denied admission to the University on the basis of race, religion, color, national origin, ancestry, age, sex, sexual orientation gender identity or expression, disability, marital status, civil union status, domestic partnership, military status, veteran status or any other category protected by law.

The University complies with Title IX of the Education Amendments of 1972 which prohibits all recipients of federal funding from discrimination on the basis of gender in its educational programs or activities except as permitted in the amendment for admission to single sex institutions. The Nursing Program admits both genders.

Saint Elizabeth University RN-BSN Program

Curriculum: Sequence links
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: https://www.steu.edu/academiccalendar

RN-BSN Program: Course Descriptions

NURS 300 Writing for Professional Nursing 3 credits
The course is designed to promote better professional writing. Students will learn how to use the library, search engines, peer-reviewed journals and the internet to gather information for their nursing study. They will learn to effectively incorporate the materials into a clear, organized and cohesive paper. Use of APA formatting, resource documentation, and basic writing principles will be taught to write a research paper or a professional document.

NURS 310 Concepts and Trends of Professional Nursing Practice 3 credits
The course focuses on the theories, concepts, values, trends and behaviors for transitioning to the role of professional nurse. Political, economic, ethical and social trends affecting nursing in the health care system are explored. Issues in professional nursing practice and education are examined. Professional identity and empowerment are identified supported by a philosophy of nursing that guides the practice of nursing.

NURS 320 Communication Methods for Professional Nursing Practice 3 credits
The course focuses on the inter/intraprofessional collaborative communication methods and abilities that supports the growth and development of the transitioning professional nurse. Students will engage in the process of scholarly writing, use of technology for research and presentation skills for effective communication in healthcare.

NURS 330 Health Assessment Across the Lifespan 3 credits
The course focuses on theory and practice of holistic assessment and health appraisal of the client across the life span that builds upon the previous learned assessment skills of the registered nurse. The nursing process provides the framework for developing assessment skills in the physical, psycho-social, developmental, and cultural-spiritual areas.

NURS 340 Health Promotion Across the Lifespan 3 credits
The course focuses on developing the skills and techniques for the promotion of healthy behaviors. Teaching skills and behavioral change is emphasized. Students will apply teaching learning theories for the promotion of health and disease prevention. Concepts related to identifying stressors, prevention and health promotion for client education is stressed and nursing research utilized.
NURS 350 Evidence Based Research in Professional Nursing Practice  3 credits
The course focuses on understanding of 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

NURS 400 Population Focused Community Health Nursing  5 credits
The course focuses on primary, secondary and tertiary prevention within a community that emphasizes community as client. 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 emphasized. The influence of culture, economics, politics, environments, and ethics as they impact community health nursing practice are explored. The role of RN 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.

OR

NURS 410 Global Nursing  5 credits
This study abroad program is for the student interested in increasing their understanding of population focused nursing from a global perspective. Application of the nursing process to determine current and potential community health issues incorporates utilizing systems theory and group dynamics. Epidemiology, health promotion, prevention, and restoration for clients of diverse populations are emphasized. The influence of culture, economics, politics, environments, and ethics as they impact community health nursing practice are explored throughout the course. The role of RN 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.

NURS 420 Strategies for Leadership and Management in Professional Nursing Practice (Capstone Course)  5 credits
The course focuses on exploring 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. Influences of regulatory, legislative, and organizational policies related to the quality and safety of nursing practice environments will be examined. Clinical practice experience includes a change project in a selected clinical agency based on synthesis of knowledge derived from theory and research. Students share practice experience in a formal seminar setting. As the capstone course the student is able to synthesize the knowledge and skills learned in the nursing program and will demonstrate competencies consistent with program
outcomes and to refine their professional nursing practice. Prerequisites: Senior Status and completion of all core requirements.

***Nursing Electives

**NURS 430 Special Topics in Nursing**  
3 credits

Topics of interest that are identified by faculty which reflects the current and future needs of the nursing profession. Topics will be determined by department faculty and will vary from semester to semester.

Students can take up to 6 credits of nursing electives to meet program requirements.

Students are not able to repeat the same courses for credit.

**NURS 440 Professional Seminar in Nursing**  
3 credits

The course focuses on the professional development of nurses and issues facing contemporary nursing practice. Students have the opportunity to explore and demonstrate knowledge of a topic of their choice and interest in consultation with and supervision of a nursing faculty that is not covered in required courses. Students who choose the professional seminar will demonstrate the completion of an agreed upon proposal that broadens the professional foundation of the student. This course can count as meeting of program electives and not intended to replace required nursing program courses. Permission of Program Chair required.

**Saint Elizabeth University School of Nursing MSN Program**

**MSN Course Descriptions for Both Tracks**

**MSN Core Courses: 18 credits**

**NURS 601- Nurse as Scholar I**  
3 credits

This course establishes a foundation for scholarly inquiry in nursing. The focus is on current and emerging issues affecting advanced nursing practice. Students will engage in a critical analysis of selected nursing theories from theoretical and ethical perspectives and selected works from other disciplines. Analysis will emphasize the implications for nursing practice in relation to the internal and external factors affecting advanced nursing practice. The complexities and challenges in the healthcare environment will be examined as they relate to the opportunity for nursing innovation. Prerequisites: None.

**NURS 602- Nurse as Scholar II**  
3 credits

This course examines concept development and analysis methods of selected concepts important to expanding the knowledge base of nursing science and clinical practice. A special emphasis is placed on the political, social, ethical, and economic factors that confront individual recipients of care, populations, health care professionals, organizations, and society. The ever-changing health care system calls for a more integrated and inter-professional healthcare team. Key concepts that emerge from their focus area of graduate education in nursing. Students select one concept for
analysis and examine that concept in a specific client group throughout the curriculum.
Prerequisites: NURS601

**NURS 603 Nursing Research: Examining the Evidence  3 credits**
The course focuses on the knowledge and skills needed to critically interpret and utilize research findings for evidence-based practice. Students will examine various evidence-based models and frameworks as they examine an identified practice question with a focus on further understanding of a selected concept. Based upon a systematic search of the literature, students will evaluate existing evidence related to a practice question. Research will be critiqued to include but not limited to methodology, ethical and cultural implications and potential barriers to implementation of evidence-based practice. Students will design a research study in their area of interest. Prerequisites: NURS601, NURS602.

**NURS 604 Nursing Research: Evaluating and Applying Evidence  3 credits**
This evidence-based research course provides an opportunity to study a concept of interest in depth in a population of interest. Nursing Research – Examining the Evidence is a prerequisite to this course. Students will implement the study of an identified concept based upon a synthesis of theory and research. Based upon the findings of their study, students will develop and carry out individual intervention projects during their final semester of study. Prerequisites: NURS601, NURS602, NURS603

**NURS 605 Leadership in the Healthcare  3 credits**
This course examines the interaction between leadership and organizational culture, with an emphasis on the leader’s relationship within the healthcare setting. This includes examination of leadership models, problem solving, ethics and strategic styles of interaction, decision-making techniques, and effective strategies for implementing goals. There is a focus on organizational process, including the associated management of conflict, change, and control of risk. Prerequisites: NURS601, NURS602, NURS 603, NURS604

**NURS 600 Ethics and Nursing Practice  3 credits**
This course focuses on the examination of ethical decision-making in practice. The emphasis is on values clarification, ethical theory, ethical decision-making models, and professional ethical standards. Students are encouraged to clarify their personal ethic with regard to their professional role. Discussion of the importance of the ethical obligations of professional nurses in their roles as citizens, members of a profession, providers of care, and designers and managers of care is addressed. Prerequisites: NURS601, NURS602, NURS 603, NURS 604

**MSN: LEADERSHIP AND ADMINISTRATION TRACK**

**NUR 606 Transformation of Nursing Practice through Leadership  3 credits**
This course focuses on the practice of nursing leadership. Students learn the constructs of strategic planning including topical areas such as organizational structure, Performance improvement and quality outcomes, legal and regulatory, market assessment, financial and economic, and the current and future state of the enterprise related to both the internal and external environments. Delivery of nursing care and services in relation to structure, process, and
outcomes within small and large organizational systems is emphasized. Organizational design, administrative processes, and measurement of organizational effectiveness within nursing systems are highlighted. Prerequisites: NURS601, NURS602, NURS 603, NURS604

**NUR 608 Human Factors and the Healthcare Environment 3 credits**
The emphasis of this course is on the role of the nurse leader in developing and managing human resources within the healthcare delivery system. Theories and principles related to the development of an organizational climate that fosters staff satisfaction and productivity are explored. Nursing Excellence Models are discussed and reviewed. Principles of personnel administration, employee relations, legal guidelines and collective bargaining are examined throughout the course. Prerequisites: NURS601, NURS602, NURS 603, NURS604, NURS606

**NURS 610 Health Informatics and Financial Management for Nurses 3 credits**
The overall design of this course is to introduce health care informatics and financial management concepts to the nurse leader. The course content related to healthcare informatics will introduce the student to the basic language of the information systems in healthcare. Students will also analyze systems and technology that improve care delivery. Additionally, this course will introduce the topics of financial and managerial accounting and finance as they apply to the provision of health care services. Healthcare examples and applications are used throughout the course. Prerequisites: NURS601, NURS602, NURS 603, NURS604, NURS606, NURS608

**NURS 612 Health Policy and Advocacy 3 credits**
This course provides an understanding of the application of social justice principles in health care delivery systems. The focus is on analysis of health care policy, financing, socio-political trends, ethical, and professional issues. The impact of policy making and the political process on the practice of nursing and on health care delivery system is explored. Students discover opportunities that affect positive social change within the healthcare delivery environment in the roles of change agent and nurse. Course outcomes employ advocacy strategies to influence health and health care. Prerequisites: NURS601, NURS602, NURS 603, NURS604, 606, NURS608, NURS610

**NURS 614 Capstone Synthesis 6 credits (Seminar: 2 credits; Practicum: 4 credits = 120 hours)**
With faculty guidance, students select and participate in a variety of experiences that focus on nursing management within diverse health-care settings. Seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, to work with teams, and to manage resources. Students in this course apply the MSN curriculum experience by translating knowledge into practice by designing, developing, and implementing a project in a professional healthcare setting. By using the culmination of learning, students gain the opportunity effect positive social change within the healthcare delivery environment in the roles of change agent and nurse. The result of the practicum experience provides students with an experience through which they develop their passion as a practitioner while enhancing the nurse role as an advocate for social change within the context of a scholarly presence. Prerequisites: NURS601, NURS602, NURS 603, NURS604, 606, NURS608, NURS610, NURS612
MSN: EDUCATOR TRACK

NURS607 (NURS 635) Curriculum/Program Development and Evaluation
This course examines theories, concepts and the process of curriculum/program development and evaluation. Curriculum/program design considers evolving delivery technology and emphasis on accountability in education, benchmarking, and quality improvement. Students will design components of a curriculum/program. Prerequisites: NURS601, NURS602, NURS 603, NURS604

NURS609 (NURS645) - Pedagogical Strategies Nursing Education
This course examines the multifaceted role of nurse educator in both academic and healthcare settings. Analysis of teaching/learning theories, characteristics of the learner and diverse learner populations are addressed. Strategies for promoting interactive learning and various instructional technologies for delivering content are explored. Prerequisites: NURS601, NURS602, NURS 603, NURS604, NURS607

NURS611(NURS 665) – Simulation in Nursing Education
This course introduces the student to the use of simulation as a teaching strategy in nursing education. The components of a nursing education simulation framework will be discussed. Based on this framework, the student will develop a clinical scenario using a simulation design template and facilitate a simulation and debriefing based on this scenario. The student will be introduced to the use of high-fidelity human patient simulators and the technologies that support the use of simulation. Prerequisites: NURS601, NURS602, NURS 603, NURS604, NURS607, NURS609

NURS613 (640) - Assessment Measurement & Evaluation
This course examines the concepts of evaluation, measurement, and testing in nursing education. It provides a framework for evaluating students and other learners. Learner assessment, item development and analysis, test construction, objective vs. subjective assessment and legal and ethical issues in learner assessment are included. Prerequisites: NURS601, NURS602, NURS 603, NURS604, NURS607, NURS609, NURS611

NURS615 - Capstone Synthesis
With faculty guidance, students select and participate in a clinical teaching practicum in an academic, clinical or community setting. In consultation with faculty, students design their practicum experience. Seminars provide students with experiences in developing the skills necessary for the nurse administrator to influence change, to work with teams, and to manage resources. The professional, research, managerial, leadership, and change agency aspects the role are explored in relation to the nursing education. Based upon their findings in the Nursing Research courses, students will design and implement interventions based upon a synthesis of theory and research. Students will evaluate the effectiveness of those interventions. Students will participate in a formal presentation of their work to peers and faculty during a graduate seminar day at the University. Note: This course requires a minimum of 120 practicum hours. (Seminar - 2 credits; 4 credits - practicum = 120 hours) Prerequisites: NURS601, NURS602, NURS 603, NURS604, NURS607, NURS609, NURS611, NURS613
NURS685 - Ind Study:
Independent study, research or practice in areas relative to the field of Nursing.

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 student 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

Mu Theta at-large Chapter http://muthetaatlarge.org/ represents three Nursing Programs: Saint Elizabeth University, Felician University and Saint Peter’s University. It was founded in 1990. Meetings rotate among the three schools on a yearly basis. This year, the meetings are at Felician. Next year they will be held at SEU.

Saint Elizabeth University Nursing Alumni (SEUNA)
SEUNA members believe in the mission of the SEU Nursing Program. One of the ways they provide support is to mentor any nursing student as requested by the students or recommended by nursing faculty. Currently SEUNA is reorganizing.

The Goals of SEUNA
- Provide a means of communication between the association, its members, faculty and the community through the combined efforts of the association members;
- Cultivate a sense of belonging for all association members;
- Provide social, cultural, and educational for all members;
- Promote participation in community affairs, activities and services that improve health care, related social issues and nursing practice;
- Assist the University and the Nursing Program by mutually determined ways and means

Important Links

⇒ Accreditation Commission for Education in Nursing: http://www.acenursing.org/
⇒ National League of Nursing: http://www.nln.org/
⇒ American Nurses Association: http://nursingworld.org/
⇒ New Jersey State Nurse Association: http://www.njsna.org/
⇒ New Jersey League of Nursing: http://www.njln.org/
Nursing Code of Ethics:

New Jersey Nursing Practice Act:

Saint Elizabeth University Student Handbook: https://www.steu.edu/studenthandbook

**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>
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</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>
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**Awarding of Credits**

- Successful completion of courses taken at SEU
- Transferring Credits
Students requesting the award of transfer credits must submit an official transcript from the previous institution.

Acceptance of course credits earned elsewhere is at the sole discretion of Saint Elizabeth University.

Transfer courses need a minimum grade of “C+” or a 2.3 on a 4.0 scale for acceptance by Saint Elizabeth University, unless the course falls under the “full faith and credit” policy.

A maximum of 90 credits for 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 requirement for the major must be completed at Saint Elizabeth University.

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

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

- **Credit-by-Examination**

Saint Elizabeth University recognizes four standardized testing programs:

1) Excelsior Examinations (Formerly Regents).

2) College Level Examination Program (CLEP – Subject Examinations),

3) Thomas Edison College Examination Program (TECEP),

4) Defense Activity for Nontraditional Education Support (DANTES)

A maximum of 90 credits will be accepted toward degree completion through the combined options of testing, that is, Excelsior Examinations (formerly Regents), CLEP, DANTES, and TECEP.

The University will accept a maximum of 90 transfer credits toward degree completion for matriculated students who are pursuing a Bachelor of Science in Nursing at the University and whose previous nursing education was completed at a hospital school of nursing. This maximum includes the combined options of testing.

**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: https://www.steu.edu/pela All students applying for PELA must submit an academic integrity form. https://www.steu.edu/pelastatement

Advising

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.

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. Feel free to email your instructors if you have questions that you are unable to answer from you Moodle site.

Registration

Course schedules for upcoming semesters are available on Self-Service (https://selfservice.steu.edu) 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 and contact the appropriate office prior to registration. This will ensure a smoother registration process.

Please check Self-Service to verify enrollment in classes.
Financial Aid at SEU

Your potential in life is not 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 an 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.

Higher education is one of the most important investments you will 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 an 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 will be awarded on the basis of one or all of the following elements:

- Matriculated students
- Financial need
- Minority students (Elizabethan scholarship)
- Mental Health Field (Conti Scholarship)
- Highest GPA (McGriff Scholarship)
- Working parent or working at a Catholic or Sisters of Charity Institution or in a foreign country, (Pendergast Scholarship).

Nursing Program Scholarships include: Complete FAFSA and Scholarship application. Check your @st.eu.edu email regularly for scholarship announcements.

Pinning Ceremony

The SEU Nursing Faculty and the Support Staff recognize the completion of a student’s journey to his or her BSN and MSN.

Each May as the student has finished the last nursing course (NURS 420), and prior to graduation, a pinning ceremony is scheduled. Every student in NURS 420 is invited to the ceremony and has the option of purchasing a pin. Purchase of the pin is not required to attend. Student awards for best capstone poster and presentation are awarded. Nursing Program Awards are also distributed at the Pinning Ceremony.
Beginning in 2017, the MSN students chose to celebrate their degree with the BSN program. All MSN students who have completed the program are invited to the program. In 2018, the Emily H Wall Award was developed in memory of Emily H. Wall, MSN, 1973 – 2018. This honor is awarded to an MSN student who:

- Maintains a sense of self-efficacy and resilience
- Succeeds in meeting the inevitable obstacles and inequities of life.

Bandura was Emily Wall’s favorite theorist. One classmate chose the following quote to describe Emily: She was unstoppable, even through failures and doubts; she continued on despite them. (Beau Taplin). The student receives a certificate and their name is added to a plaque in the nursing department.

Students taking NURS420 in the fall semester receive the information in January, along with the spring NURS420 classes. The MSN students receive the information in the Spring too.

The Student Success Program

The mission of Mahoney Library is to develop, nourish and excite the intellectual and educational research aspirations of Saint Elizabeth University’s academic community. This is realized through the acquisition, organization, dissemination, maintenance and instruction in the traditional and electronic resources made available both on-site and at distance. This mission is unique in that it serves all disciplines, functions and purposes, uniting the University and the broader academic community in a spirit of service and cooperation.

The mission is further given vitality through the promotion and advancement of information literacy skills involving classroom instruction, research guides and documentation, reference desk services, online tutorials and a staff committed to each individual’s needs, abilities and willingness to learn.

The increasing collaboration with faculty, staff and students in the educational process and the provision of greatly expanded resources through reciprocal agreements among library consortia, all help to sustain a vision of library services that sustain intellectual pursuits and academic curiosity now and for the generations of students to come.

SEU librarians offer instruction for faculty and students in all aspects of the research process. We provide an introduction to the library's information tools and sources. Sessions may be general or designed around a particular course or assignment. A YouTube video from Mark Ferguson, SEU Librarian and a PowerPoint from Mahoney Library are included in Orientation.
Conklin Academic Success Center (CASC)

The mission of the Conklin Academic Success Center (CASC) at Saint Elizabeth University is to help students become independent, lifelong learners by providing 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. Recommended links:

Purdue University Online Writing Lab: https://owl.english.purdue.edu

The Writing Center: http://writingcenter.unc.edu/handouts/literature-reviews/

The Office of Information Technology

Saint Elizabeth University provides a number of technology services through the Office of Information Technology (IT). We provide a range of academic and administrative support services for the SEU campus community.

Instructional Technology

The Instructional Technology department provides technology, training, resources, technical support and expertise in support of the University’s community of learning. We offer a broad range of services for students, faculty, and staff who want to explore multimedia and other digital technology resources.

Instructional Technology supports and maintains classroom instructional technologies. There are six general-purpose PC labs, one Macintosh lab, smart classrooms and four special purpose computer labs on campus. General-purpose computer labs are equipped with state-of-the-art computers and laser printers and are available for student use when classes are not in session.

The labs are staffed by trained student Student Technology Assistants located in Mahoney Library on the first floor. Student Techs are on duty during all hours of operation (seven days a week during the Fall and Spring semesters) to assist users with hardware, software, and scanning.

Other services include:

- Faculty Laptop and portable LCD loaner program
- Technology workshops for students, faculty, and staff
- Self-Service, Email, and Moodle Support
- Campus events technology setup
- Help Center
Administrative Computing
Located on the first floor of Mahoney Library, the Administrative Computing Department provides support for many of the "back end" administrative applications and databases that the University requires in order to do business. The list of applications includes the student information system, financial aid, the University ID card system, many of the University web-based applications, and student billing systems.

In addition to providing support for these applications and products, the Administrative Computing Department also actively develops new programs to integrate systems on campus and simplify processes, generates reports for academic and administrative departments, and conducts user training on a periodic basis.

Academic Integrity
Academic integrity is a demonstration of respect for the scholarship and the intellectual 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 their 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.

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.
Appendix A

Course Sequence for Upper Division Nursing: RN to BSN Full-Time

The nursing program is offered in a cohort model and each cohort’s schedule may vary due to requirements of the cohort. Students in the RN to BSN program typically take courses in the Winter Intersession and in the Summer to expedite completion. Many cohorts are offered on-site at partner organizations. Students must have an RN license to enter the BSN program.

Each student’s transcripts are individually assessed, and an individualized plan is developed based on the accepted credits and cohort the student is entering. The plan outlined here reflects the credits required by the Nursing Major and associated requirements and assumes those are taken at SEU. A total of 120 credits is required for the degree and the last 30 credits should be completed at SEU.

<table>
<thead>
<tr>
<th>RN-BSN Accelerated Sequence</th>
<th>Semester 1 (Cohorts can start Fall, Spring A and Spring B semesters)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Program run thru the summer</td>
</tr>
<tr>
<td></td>
<td>Nurs 300 Writing for Professional Practice</td>
</tr>
<tr>
<td></td>
<td>Nurs 310 Concepts and Trends</td>
</tr>
<tr>
<td></td>
<td>Nurs 330 Health Assessment</td>
</tr>
<tr>
<td></td>
<td>Nurs 350 Nursing Research</td>
</tr>
<tr>
<td></td>
<td><strong>Total 12 credits</strong></td>
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<table>
<thead>
<tr>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 310 CSE Essential Element</td>
</tr>
<tr>
<td>Nurs 340 Health Promotion Across the Lifespan</td>
</tr>
<tr>
<td>Nurs 400 Population Focused Community</td>
</tr>
<tr>
<td><strong>Total 12 credits</strong></td>
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<table>
<thead>
<tr>
<th>Semester 3</th>
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</thead>
<tbody>
<tr>
<td>Nurs Strategies for Leadership and Management (Capstone)</td>
</tr>
<tr>
<td>Nurs 320 Leadership and Communication in Professional Practice</td>
</tr>
<tr>
<td><strong>Total 8 credits</strong></td>
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</tbody>
</table>

RN to BSN Part time (Summer classes optional). Some start in Fall or Spring semesters

<table>
<thead>
<tr>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 300 Writing for Professional Practice</td>
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<tr>
<td>Nurs 310 Concepts and Trends</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurs 330 Health Assessment</td>
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<tr>
<td>Nurs 350 Nursing Research</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE 310 CSE Essential Element</td>
</tr>
<tr>
<td>Nurs 340 Health Promotion Across the Lifespan</td>
</tr>
</tbody>
</table>
Semester 4
Nurs 400 Population Focused Community

Semester 5
Nurs 420 Strategies for Leadership and Management (Capstone)
Nurs 320 Leadership and Communication in Professional Practice

Comprehensive Capstone Experience
Satisfactory attainment of the outcomes of each academic program is a degree requirement at Saint Elizabeth University. Nursing students meet this requirement by passing the comprehensive capstone experience and through meeting the requirements for NURS420 Strategies for Leadership and Management in Professional Nursing Practice.

The Capstone Project provides the senior baccalaureate nursing student the opportunity to integrate concepts learned in previous courses in the design of a culminating interdisciplinary change project in a clinical setting of their choice. Students work individually or in small groups, collaborating with members of the health team to identify an opportunity for improvement in their healthcare organization. After completion of an organizational assessment, a thorough review of the literature and collection of evidence-based data, the student participates in the development and implementation of a systematic strategy for improvement and change. An oral and a poster presentation of the process of change, its results, and a self-assessment of the role as a leader, advocate and change agent is presented at the end of the semester to the SEU faculty, organization staff, and students. This project is used for the comprehensive exam.
Appendix B

MSN

The Master of Science in Nursing Program consists of 36 credits of required coursework. The program features a required core of 18 credits, a capstone practicum, and a choice of one of two advanced study program tracks – Nursing Education and Nursing Leadership.

Requirements (36 credits)

<table>
<thead>
<tr>
<th>MSN – Program Plan</th>
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<tbody>
<tr>
<td><em>(Cohorts can start Fall or Spring semesters)</em></td>
</tr>
<tr>
<td>No summer sessions</td>
</tr>
</tbody>
</table>

Year One:

Semester 1
- Session A-NURS601 Scholar I
- Session B-NURS602 Scholar II

Semester 2
- Session A- NURS603 Research I
- Session B- NURS604 Research II

Year Two:

Semester 3
- Session A- NURS600 Ethics
- Session B- NURS605 Leadership

Semester 4
- NURS 606-Curriculum (Education)
- NURS 608-Pedagogy (Education) (OR)
- NURS 607- Transformation (Leadership)
- NURS 609- Human Factors (Leadership)

Year Three:

Semester 5
- NURS 610- Measurement (Education)
- NURS 612- Stimulation (Education) (OR)
- NURS 611- Informatics/Finance
- NURS 613- Policy and Advocacy

Semester 6
- 614 or 615 Capstone and Practica
**MSN Core, Specialty and Practica**

**Core Courses**

- NURS 601 Nurse as Scholar I
- NURS 602 Nurse as Scholar II
- NURS 603 Nursing Research – Examining the Evidence
- NURS 604 Nursing Research – Evaluating and Applying Evidence
- NURS 605 (Was 620) Leadership in Healthcare
- NURS 600 Ethics and Nursing Practice (replaces MC 626)

**Leadership and Administration Track Courses**

- NURS 606 Transformation of Nursing Practice Through Leadership
- NURS 608 Human Factors and the Healthcare Environment
- NURS 610 Health Informatics and Financial Management for Nurses
- NURS 612 Health Policy and Advocacy
- NURS 614 Capstone Synthesis

**Education Track Courses**

- NURS 607 Curriculum
- NURS 609 Pedagogy
- NURS 611 Measurement
- NURS 613 Simulation
- NURS 615 Capstone Synthesis