



# **Nursing Program MSN Student Handbook 2022-2023**

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The information in this version of the **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**

The Nursing Program is part of the School of Professional Studies at the University. Here you begin the journey of obtaining your Master of Science in Nursing (MSN). The overall purpose of your education here at Saint Elizabeth University is 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 MSN student, it may have been some time since you last attended school and may feel apprehensive about what lies ahead. 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 the Saint Elizabeth University's Academic Catalog.

Enjoy the journey!

*The Nursing Faculty*

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## 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

<https://www.njconsumeraffairs.gov/nur/Pages/default.aspx>

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE

Suite 1400

Atlanta, GA 30326

404-975-5000

[www.acenursing.org](http://www.acenursing.org)

***\*Full accreditation from NJBON is granted pending graduation of the first class and meeting the State Board's criterion for NCLEX licensure passing rates. Available November 2022.***

Saint Elizabeth University is approved and accredited by:

Middle States Commission on Higher Education

1007 North Orange Street

4<sup>th</sup> Floor MB#166

Wilmington, DE 19801

267-284-5000

[www.msche.org](http://www.msche.org)

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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 and Philosophy**

### **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 as leaders through scholarship, critical inquiry and continued lifelong learning. Through the application of the Neuman Systems Model, the Nursing Program prepares nurses 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.

### **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: the environment influences the client system and 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, 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 Program 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 multi-disciplinary approach and with emphasis on the religious and ethical development of the student. The curriculum at SEU prepares nurses with the skills to provide care collaboratively, and to graduate competent, accountable and ethical nurses.

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.

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 Education**

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

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 and the Scope and Standards of Practice for Nursing Professional Development. In the MSN program, AONE Nurse Manager Competencies, NLN Scope of Practice for Academic Nurse Educators and Academic Clinical Nurse Educators and other Scope and Standards are consulted in specialties as appropriate.

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 they encounter a need, particularly in the developmental tasks of social roles. 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-effectiveness, 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, and functioning as a 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 undergraduate and graduate Nursing Programs.

## Advisory Board

SEU has developed strong partnerships with multiple schools and healthcare organizations and convenes the Advisory Board 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, Frensenius Medical Care, Kinnelon School System, Park Ridge School System, Saint Joseph University Medical Center, The Valley Health System, Trinitas Regional Medical Center RWJBH, and YMCA's of New Jersey.

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.

## Admission Requirements

To apply for the Master of Science in Nursing (M.S.N.) program at Saint Elizabeth University for either the Education and Nursing Leadership option, the following requirements need to be fulfilled:

- Completed application
- Official Transcripts
- Current Resume
- Two Letters of Recommendation
- 500-word Personal Statement (1-2 pages) Why are you interested in obtaining a graduate degree? What are your long-term goals and how will a graduate degree help you achieve your goals?
- RN license
- B.S.N. from a program accredited by a nationally recognized accrediting agency for nursing
- Undergraduate courses in statistics, nursing research and physical assessment
- Clinical experience
- Interview

*For International Students:* Official transcripts from all post-secondary institutions. International transcripts must be evaluated by NACES (i.e. WES) on a course by course basis.

## Program Overview

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 and serve in education roles. 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, and nurse leaders in health care organizations.

The program features a required core of 18 credits in nursing theory, concepts, research, ethics and leadership. This is followed by 18 credits in a choice of one of the two advanced study program options – Nursing Education and Nursing Leadership. A capstone practicum is required in the last semester.

## Program Goals

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 six 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.

## MSN Program Student Learning Outcomes

Graduates of the MSN program in nursing are prepared to:

1. Integrate advanced knowledge from science, nursing, the humanities, and related disciplines into practice.
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 practice outcomes using extant/emerging 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 in the care delivery environment, nursing education, and practice.
8. Integrate spiritual, social, and ethical values and beliefs in the construction of personal philosophy as a nurse leader.
9. Design, implement and evaluate strategies that recognize the multicultural, gender, and experiential influences on nursing care.
10. Utilize acquired knowledge and skills in the pursuit of lifelong learning.



## SEU Student Information

### 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.

### Health Requirements

Nursing students must 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 requirements can be found at [Medical Requirements and Forms](#) under the Nursing Section.

**Additional Requirements:** Validation of a current, New Jersey Registered Nurse license and CPR Certification from the American Heart Association (must maintain while in the Nursing Program).

Students will need to complete criminal background check through [Adam Safeguard](#) (See Appendix A). *Based on agency affiliation agreements, students may need to undergo additional requirements such as proof of malpractice insurance and urine drug screening. Requirements are dictated by agency affiliation agreements and must be on file with Saint Elizabeth University.*

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 an individual has 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.

**Change in Personal Information**

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. All students are required to provide the SEU Nursing Program with emergency contact information by completing the *Emergency Contact and Information Sheet* (Appendix B).

**ID Cards**

Photo IDs for students are produced and issued by the Student Services office, located on the 2nd floor in Santa Rita Hall. New IDs are issued here as well as replacements for lost and non-working access ID cards.

A photo ID is required for borrowing from Mahoney Library and/or using inter-library services.

Please note: students will have \$25.00 charged to their account to replace a lost or damaged photo ID for the first replacement card, \$35.00 for each additional replacement.

**Parking Permits/Decals**

SEU also requires all vehicles parked on campus to be registered with the Student Services office. Currently, decals will not be issued, but registration is required.

- Registration is valid August to August and expires each school year on August 31.
- New students must register their vehicle at [www.steu.edu/parkingdecals](http://www.steu.edu/parkingdecals).
- Returning Students must re-register their vehicle at [www.steu.edu/parkingdecals](http://www.steu.edu/parkingdecals) each academic year, even if they have the same car.

**SEU Emergency Notification System**

Saint Elizabeth University has partnered with Send Word Now to provide a notification service to enhance emergency preparedness. The Send Word Now service is an automated phone and text messaging system that allows Saint Elizabeth University officials the ability to reach students at a moment's notice. This system informs students of safety related issues and other emergencies on campus. Students are expected to update their emergency contact information by accessing this link [update your emergency contact information](#) and logging in with their SEU Account.

**Safety and Security**

Security at the Campus of Saint Elizabeth, is provided by officers from SSC, a contract security provider. The security coverage is 24 hours a day, seven days a week for the entire campus community. All security officers are registered with the State of New Jersey having completed the Security Officer Registration Act (S.O.R.A.) which is required by the State. They are under the direction of SEU's Director of Security.

All information related to safety and security at Saint Elizabeth University can be found on the [Saint Elizabeth University Security](#) webpage. SEU Security phone number (973) 290-4090.

**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 they entered the University.

Faculty are available for student questions and problems that may arise at various times during the semester. Their availability to students is described in their syllabi.

**Registration**

Course schedules for upcoming semesters are available on [Self-Service](#) 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.

**Academic Calendar**

For the Saint Elizabeth Academic Calendar and registration dates refer to [Academic Calendars](#)

## Academic Policies

### 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 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.

Each member of the academic community must recognize their 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: plagiarized from a published author, copied from a fellow student, or purchased from a paper writing service.

For Violations of Academic Integrity and Sanctions refer to [Academic Policies](#)

### Academic Review Board: Grievances and Grade Appeals

The Academic Review Board (ARB) provides undergraduate and graduate students with a means of resolving serious academic disputes that cannot be settled directly with the faculty involved, or by the Program Chairperson, or the appropriate academic Dean. Grade appeals will not be heard by the ARB unless they are based on misapplication or arbitrary application of the professor's grading policy or unusual circumstances.

The ARB has established an arbitration process to settle disputes fairly and to the satisfaction of all parties involved. Refer to [Grievances and Grade Appeals](#)

### SEU Student Grievance Policy

The Saint Elizabeth University (SEU) Student Grievance Policy outlines the process by which students may express and resolve grievances that they have with any University employee, fellow student, or third party associated with the University not explicitly covered by another university policy.

A student may use this procedure if they believe that a University employee, fellow student, or external party has violated a University policy or has acted in a discriminatory manner or perceives they have been treated in an unequal, unjust or unfair way. Students should first try to

resolve grievances through informal means. If their concerns are not resolved satisfactorily, they may submit a formal grievance. See [SEU Student Grievance Policy](#) for grievance procedure.

### **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. For the entire policy refer to [Academic Policies](#). 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.

### **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.

[Mu Theta at-large Chapter](#) currently represents three Nursing Programs: Saint Elizabeth University, Felician University, and Saint Peter's University. It was founded in 1990. Meetings rotate among the schools on a yearly basis.

### **The Alumni Association**

The SEU Alumni Association was founded in 1919 with Marguerite McGrath Sullivan '13 as its first president. Since its earliest days, the officers and members of the Alumni Association had as its primary purpose, the advancement and support of SEU. It is dedicated to fostering a spirit of loyalty and pride in the University through its active chapters, regional outreach, special programs, events and services.

### **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. The [Financial Aid](#) office has information about types of financial assistance and scholarships.

### **Mahoney Library**

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 library is a vital part of your academic support system at SEU. The library data bases are available 24/7 for student access. [Make an appointment](#) for an in-person or telephone consultation, or email [mahoneyonline@steu.edu](mailto:mahoneyonline@steu.edu) to get assistance.

### **[Conklin Academic Success Center \(CASC\)](#)**

The mission of the Conklin Academic Success Center (CASC) at Saint Elizabeth University is to help students become independent, life-long 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. MSN students may benefit from writing tutoring that can be done in person or remote. See [Drop-In Writing Tutoring](#) for available times.

### **The Office of Information Technology**

Saint Elizabeth University provides a number of technology services through the Office of Information Technology (IT). Students can find resources for operating software and the SEU learning management system, Moodle at the [IT Knowledge Base](#)

## Saint Elizabeth University MSN Program Curriculum

Course sequencing for the Leadership and Education tracks of the MSN Program in can be found on [MSN Program Overview](#)

### 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. 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

**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



**NURS612 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, NURS603, NURS604, NURS606, 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 to 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, NURS606, NURS608, NURS610, NURS612

**EDUCATOR TRACK****NURS607 Curriculum**

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 Pedagogy**

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 Simulation**

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 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

## **Pinning Ceremony**

The SEU Nursing Faculty and the Support Staff recognize the completion of a student's journey to their BSN and MSN. Each May as the student has finished the last nursing course and prior to graduation, a pinning ceremony is scheduled. Every graduating MSN student is invited to the ceremony and has the option of purchasing a pin. Purchase of the pin is not required to attend. Nursing Program Awards are distributed at the Pinning Ceremony.

## Appendix A



### Adam Safeguard

A Division of Nationwide Screening Services  
(732) 506-6100

Dear Student,

The Joint Commission (TJC) 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, Saint Elizabeth University has engaged Adam Safeguard to provide necessary service.

#### INSTRUCTIONS for Nursing:

Navigate to [www.adamsafeguardstudents.com](http://www.adamsafeguardstudents.com)

1. Click on the “Order Student Background” tab
2. Choose from the School Codes below to begin the ordering process (depending on requirement needed)
3. Enter School Code:
  - seuln: Criminal Background Screening, 13 Panel Drug Screen and Compliance Tracking
  - seuct: Compliance Tracking Only
  - seuuds: 13 Panel Drug Screen Only
  - seulnbs: Background Screening Only

**Upon successful completion of the ordering process, if your package contains a Urine Drug Screen and/or Compliance Tracking Service, you will receive an email containing information via e-mail within 2 business days.**

#### PLEASE NOTE:

- The charges on your credit card will reflect the name **Nationwide Screening Services**.
- For those not utilizing a credit card you should complete the form, print it and send it with a money order to NSS, 1187 Washington Street, Suite #2, Toms River, NJ 08753

***If you have any questions regarding the ordering process, please don't hesitate to contact Adam Safeguard at (732) 506-6100.***

## Appendix B



### MSN Nursing Student Emergency Contact and Information Sheet

Student Name: \_\_\_\_\_ Year of Entry into Nursing Program \_\_\_\_\_

Initial     Update

Student Contact Information	
Current Mailing Address	
Street	
Street	
Town	Zip Code
Home Phone Number:	
Cell Phone Number:	
SEU e-mail:	
Personal e-mail:	
Emergency Contact Information	
In the event of an emergency, please provide two names of individuals who the MSN Nursing Program may contact on your behalf.	
Name of Contact	Relationship
Phone Number (s)	E-mail
Name of Contact	Relationship
Phone Number (s)	E-mail

**Grade Base for Nursing Program:****To convert your GPA to a 4.0 scale:**

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

**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.