RN to BSN Student Nurse Handbook

2022-2023

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https://www.steu.edu/nursing

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The information in this version of the **RN to BSN** 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 Bachelor of Science in Nursing (BSN). 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 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**.

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

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
4th Floor MB#166
Wilmington, DE 19801
267-284-5000
www.msche.org

University Address:
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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.

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

The following are the requirements for admission to the RN to BSN Program:
1. Licensed as a Registered Nurse or must pass NCLEX within four months of starting the program.
2. Complete an application to the RN to BSN program FT or PT.
3. Original transcripts; GPA 2.5 or greater.
4. Current health information and immunizations as per SEU Health Services.
5. Criminal background check.
6. Copy of diploma if associate degree completed.

Credit Transfer

Transcripts will be evaluated for acceptance of general education, lower and upper division requirements. A total of 90 credits may be transferred into Saint Elizabeth University toward the 120 required credits to graduate with a BSN degree. In general: All nursing credits are transferred in from Associate Degree Nursing Programs; Thirty-four (34) credits are awarded to graduates of diploma programs.

Provide ACE, CLEP transcripts or any other document pertaining to college credits.

All International educated nurses must have their education evaluated by World Education Services (WES) or the Commission on Graduates on Foreign Nursing schools (CGFNS) for transfer credits.

Credit-by-Examination
1. Saint Elizabeth University recognizes four standardized testing programs:
2. Excelsior Examinations (Formerly Regents).
3. College Level Examination Program (CLEP – Subject Examinations),
4. Thomas Edison College Examination Program (TECEP),
5. 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:** www.steu.edu/pela All students applying for PELA must submit a Statement of Academic Integrity.

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.

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, University of Pennsylvania, Rutgers University, New York University, Neumann College, and 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, critical care, geriatrics, occupational health, and maternal-child health.

RN-BSN Program Goals

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 five 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.

RN-BSN Program Student Learning Outcomes

Graduates of the 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.

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).

Prior to entering NURS 400 Population Focused Community Health Nursing, students will need to complete a urine drug screen and criminal background check through Adam Safeguard (See Appendix B)

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.

Students may need to comply with additional requirements if requested by clinical agencies.

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 A*).

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**.
- Returning Students must re-register their vehicle at **www.steu.edu/parkingdecals** each academic year, even if they have the same car.

University Health Insurance
SEU offers an Injury and Sickness Insurance Plan underwritten by **United Healthcare Insurance Company**. All full-time undergraduate students taking 12 or more credit hours, all full-time graduate students taking 9 or more credit hours, all students in the Dietetic Internship Program and all students in the EOF Program are automatically enrolled in this insurance Plan, unless proof of comparable coverage is furnished. A student may opt out by waiving coverage via www.steu.edu/firststudent.

All Full Time International students, regardless of the number of credit hours, are automatically

enrolled in this insurance plan at registration and premium for coverage is added to their tuition bill.

If you have missed the hard waiver enrollment deadline, but have not previously waived out of the insurance, you will be automatically enrolled in the insurance by your school, after the waiver deadline.

If you have previously waived out of the insurance and would like to enroll, or if your non-school sponsored coverage is being terminated and you are now looking to enroll in the Student Injury & Sickness plan, **contact United Healthcare**.

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 of 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 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. RN-BSN students may benefit form 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 RN-BSN Program Curriculum

Course sequencing for Full time and Part time study can be found on **RN-BSN Program Overview**

RN-BSN Program Course Descriptions

NURS 300 Writing for Professional Nursing   **3 credits**
NURS 300 is a writing course designed for the nursing professional. 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 for Licensed Nurses
3 credits**
The course focuses on understanding research as it applies to nursing practice. Students will
examine the research base 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 the best evidence that supports nursing practice will be emphasized.
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.

**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.

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 (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. Nursing Program Awards are distributed at the Pinning Ceremony.

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

Saint Elizabeth University
MORRISTOWN, NJ

RN to BSN 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 RN to BSN 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

Appendix B

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

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 C

Grading Policy & Scale for Nursing Program:

Grading policy for the RN-BSN Program follows the University grading policy for undergraduates:

- A minimum grade of "C" is required for all courses in the major, for academic skills courses, for successful completion of, SEU110, SEU120, and for courses listed as a prerequisite for other courses.
- A minimum grade of "D" is acceptable for courses meeting other general education requirements and any related requirements for a major.

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