RN to BSN Student Nurse Handbook

Helen J. Streubert Ed.D., Programs in Nursing

2025-2026

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

The RN to BSN Student Nurse Handbook and the Saint Elizabeth University Academic Catalog and Policies can be found on SEU webpages. The information in this version of the RN to BSN Student Nurse Handbook addresses only areas which differ or need special emphasis for nursing students. It is subject to change without notice. This handbook is not intended to nor does it contain all regulations that relate to students.

Table of Contents

Welcome to the Saint Elizabeth University Nursing Program

The Helen J. Streubert, Ed.D., Programs in Nursing is part of the College of Professional Studies. Here you begin the journey of obtaining your BSN. Saint Elizabeth University offers the following Nursing Programs:
- Pre-Licensure Baccalaureate
- RN to Baccalaureate
- Master of Science in Nursing, with a Leadership or Education track
- Post-Masters Certification in Nursing Education

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

Accreditations

The 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

*The Pre-Licensure BSN Program has full accreditation from the NJ Board of Nursing.
Complaints regarding the nursing program may be sent to the NJ Board of Nursing

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:
Saint Elizabeth University
2 Convent Road
Morristown, NJ 07960
(973) 290-4000
https://www.steu.edu/

Faculty and Staff

Chairperson of the Nursing Department
Dr. Marjorie Tapia
973-290-4031
mtapia@steu.edu

Director of the Pre-Licensure Program
Dr. Patricia Ricci-Allegra
973-290-4570
prallegra@steu.edu

Director of the MSN, RN-BSN and Continuing Education Programs
Dr. John De Oca
973-290-4622
jdeoca@steu.edu

Program Coordinator and Administrative Assistant
Janet Okken
973-290-4139
jokken@steu.edu

Faculty

Dr. Maryann Anderson
Assistant Professor
manderson@steu.edu

Dr. Patricia McQuade
Assistant Professor
973-290-4156
pmcquade@steu.edu

Kristin Harmon, MSN
Instructor
973-290-4080
kharmon@steu.edu

Dr. Yvette Shangold
Assistant Professor
973-290-4074
yshangold@steu.edu

Dana Lopes, MSN
Instructor
973-290-4072
dlopes01@steu.edu

Change in Personal Information

Students who make a change in name, telephone, or address must notify the Registrar by completing the Change of Name/Address Form found on the SEU Registrar webpage. 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.

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

In the tradition of Saint Elizabeth University (SEU), the Helen J. Streubert, Ed.D., Programs in Nursing accept and uphold 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 science. The integration of nursing knowledge and skills into a Catholic 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.

The faculty in the Nursing Program at Saint Elizabeth University believe that the professional nurse is postured to respond to the healthcare needs of a global society. Professional nursing education develops the student to engage in the nursing process with the goal of promoting the health of individuals, families, communities and populations through advocacy and change.

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. 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. The environment is composed of all internal and external forces influencing the person or client system. 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. Nurses must be committed to change within the profession and approach nursing as an evidence-based scientific discipline with a moral end.

The faculty believe 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 Department Educational Philosophy

The nursing 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 of all 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 and mentors. Faculty influence readiness and capacity for creative thinking and innovation. They embrace SEU's Mission and core values. 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.

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, RWJ Barnabas Health School of Nursing (Trinitas School of Nursing/Union County College), Sussex County College, Passaic County College, Warren County Community College, and Hudson County College. Our clinical partners include the Atlantic Health System, Saint Joseph University Medical Center, The Valley Health System, Christ Hospital-CarePoint Health, and   Trinitas Regional Medical Center RWJBH.

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.

RN to BSN Admission Criteria

Applicants for the program must submit the following:
- Completed Application and official transcripts; GPA 2.5 or greater
- License as a Registered Nurse

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 must be provided. 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.

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.

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 Policies

University Academic Integrity Policy

Academic integrity requires that each student acknowledges that the work represented in all assignments and all examinations is their own or is properly cited, and that the student has neither given nor received unauthorized information or assistance. 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. Consequently, academic integrity is a vital part of the relationship among the University's faculty, administrators, staff and students. Members of the academic community must recognize their individual responsibility to uphold academic integrity. The University does not tolerate academic dishonesty.

The Academic Integrity policies and procedures apply to all programs in the University. Some programs or departments may have additional policies on academic integrity and professional behavior as required by their professional accrediting agencies. SEU reserves the right, at any time, to suspend or dismiss a student who does not meet academic and/or ethical standards. For the full University Academic Integrity Policy and Consequences of Violations refer to Academic Policies on the SEU website.

Grievances and Student Grade Appeals

Refer to the SEU Academic Policies posted on the SEU website.

Continuous Enrollment and Leave of Absence

Ordinarily, students are expected to enroll continuously until the program is completed. A student who does not earn any credit toward the degree during two consecutive semesters will be required to reapply for admission to the RN - BSN program; no fee is required for readmission.

Students in good academic standing are readmitted under the catalog in effect at the time of re-entry.

The length of time given to a student to complete a degree is calculated from the date the student becomes matriculated in the graduate program.

A full-time student must successfully complete a degree within three calendar years; a half-time student pursuing a degree must successfully complete a degree in six calendar years. Less than half-time will be evaluated using similar criteria.

Time spent in the armed forces is excluded from the time period. However, a student should apply for a leave of absence while in the armed forces.

A student will not be allowed to continue pursuing a degree beyond the stipulated time frame unless the student has received approval to do so. To petition for an extension of time, a student must submit a formal written request to the director of her/his graduate program, accompanied by a degree completion plan. A student approved for an extension will be placed on probation each semester until the degree has been completed. Approval for a time extension does not guarantee approval for additional financial aid.

Under extraordinary circumstances, students may request a leave of absence. Students who wish to take a leave of absence for more than one full year must re-apply to the nursing program. For the Leave of Absence policy refer to SEU Academic Policies.

Communication Expectations

Effective communication is vital for success in the nursing program. In order to maintain a collaborative and professional learning environment, the following communication guidelines are expected of all students and instructors:

- **Student Response Time:** Students are expected to respond to communications from their instructors within 48–72 business hours. This allows for a timely exchange of information and ensures that both students and instructors remain informed and engaged in the learning process.
- **Checking University Email:** Students should check their university email **daily** to stay up to date on important announcements, course updates, and communications from faculty and peers. Timely access to email is essential for effective academic progress.
- **Instructor Response Time:** Students can expect to receive responses to their emails from instructors within **24–48 business hours**. Instructors will strive to address student inquiries promptly, especially when approaching assignment or exam deadlines.

Please be mindful of any approaching due dates or time-sensitive matters when expecting a response, and plan accordingly to ensure timely completion of coursework.

Technology & Resources Expectations

It is the student's responsibility to independently learn and understand all elements of each course, including assignment expectations, due dates, grading criteria, and how to navigate the course technology (e.g., learning management systems, video conferencing tools, and other digital platforms).

Students are encouraged to review course materials thoroughly, seek out available tutorials or technical support, and reach out for clarification **in advance** of deadlines if needed.

Professional Responsibility and Academic Engagement

Students are expected to take ownership of their learning and demonstrate professional behaviors consistent with advanced education and practice. Students who do not actively engage with the course environment, fail to seek out necessary information, lack initiative, or reflect an irresponsibility to their learning may be demonstrating a lack of professional readiness.

A failure to take responsibility for understanding course expectations, using available resources, or navigating course technologies reflects a passive approach to learning that is not aligned with the standards of baccalaureate-level study or the nursing profession.

Students are strongly encouraged to approach their academic responsibilities with initiative, accountability, and a proactive mindset—hallmarks of both scholarly engagement and professional practice.

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 Saint Elizabeth 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.

Student Success Center

The mission of the Student Success Center 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 from writing tutoring that can be done in person or remote.

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

Grading Policy

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 |

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 are 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. The utilization of evidenced based nursing practice within the complex health care delivery system is emphasized. Influences of regulatory, legislative, and organizational policies related to the quality and safety of nursing practice environments will be examined. Capstone practicum includes an evidence based project based on integrated knowledge derived from theory, research and practice experience. As the capstone course, the student will synthesize the knowledge and skills learned in the nursing program and demonstrate competencies consistent with program outcomes to refine their professional nursing practice.

Moodle Learning Management System

SEU utilizes Moodle for its Learning Management System. The Instructional Technology Department has resources available to familiarize students regarding the use of Moodle on the IT Knowledge Base available on the SEU Intranet.

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.