

Indiana University School of Nursing

Welcome to the Indiana University School of Nursing!

The Indiana University School of Nursing opened its doors in Indianapolis in 1914. Since that time, it has evolved into one of the nation's most eminent schools, as evidenced by our achievements:

- The IU School of Nursing ranks **8th** among public universities who receive funding from the National Institutes of Health.
- Almost **40%** of the baccalaureate prepared professional nurses in Indiana graduate from the IU School of Nursing each year.
- US News & World Report 2014 Graduate School rankings place the IU School of Nursing's graduate program **15th** overall and higher still in the Adult Health CNS Program (**3rd**).
- Two IU School of Nursing faculty members are editors of **prestigious nursing journals**: *Nursing Outlook: The Official Journal of the American Academy of Nursing* and *Clinical Nurse Specialist: Journal for Advanced Nursing Practice*.
- The **Doctor of Nursing Practice (DNP)** at the IU School of Nursing prepares advanced practice nurses to lead health systems change and graduated its first eight students in 2012.
- The **PhD in Nursing Science** at the IU School of Nursing prepares advanced practice nurses to generate knowledge and shape nursing practice to meet society's need for safe, quality and compassionate care.
- The IU School of Nursing's **Citizen Diplomacy Program** was selected as a Top Program by the Global Health Task Force and the U.S. Center for Citizen Diplomacy and recognized for addressing global health issues by utilizing the potential of the U.S. civilian capacity as a valuable resource.
- The **Research in Palliative and End-of-Life Communication and Training (RESPECT) Center**, co-directed by two IU School of Nursing and one IU School of Medicine faculty, brings together for the first time an interdisciplinary team dedicated to improving the care of patients with serious and terminal illness through research, communication and collaboration.
- **NLN Center of Excellence in Nursing Education in two categories: Creating Environments that Promote the Pedagogical Expertise of Faculty** (the school has held this designation since 2006) **and Creating Environments that Advance the Science of Nursing Education**. The Centers of Excellence Programs sets high standards and serves to truly distinguish and publicly recognize excellent schools. The IU School of Nursing is the first school in the history of the NLN to carry two designations.

Overview

Vision

Indiana University School of Nursing (IUSON) is leading with excellence in research and education, powered by innovation and partnerships.

Mission

The IUSON exists to lead the "knowledge work" of nurses of today and tomorrow to positively influence the health of communities served by: inspiring learning through excellence in teaching; creating and advancing knowledge through science and research; shaping care through evidence-based practices; innovations and partnerships; and appreciating, developing, and recognizing faculty, staff, and students.

Strategic Initiatives for 2013-2016 (Aligned with IUPUI's Strategic Initiatives for 2025)

- Optimize our Enrollment Management
- Promote Undergraduate Student Learning & Success
- Increase Capacity for Graduate Education
- Deepen our Commitment to Community Engagement
- Strengthen Internationalization Efforts
- Accelerate Innovation and Discovery
- Transform Online Learning and Technology in Education
- Develop Faculty and Staff
- Promote a Healthy Campus Climate
- Leverage our Strengths in Health and Life Sciences

Core Values

*Respect*Responsibility*Trust*Dialogue*

Statement by the Dean

Since its founding in 1914, Indiana University School of Nursing has grown into one of the largest schools of nursing in the country. The school holds an excellent national reputation for nursing education with expert faculty. Nationally, our graduate programs are ranked fifteenth overall with one track in the top 10, and we are ranked thirteenth in National Institutes of Health research funding. At IUSON we offer the full range of academic degrees, from undergraduate through doctoral levels, as well as postdoctoral research training and extensive lifelong education. The school has a National League for Nursing (NLN) designation as a Center of Excellence in two categories simultaneously: 1) Creating Environments that Promote the Pedagogical Expertise of Faculty, and, 2) Creating Environments that Advance the Science of Nursing Education. This is a first in the history of the National League for Nursing; the school has held the first accreditation since 2006.

We are committed to your career preparation. Our more than 33,315 graduates are chief nursing officers of large health facilities, deans of nursing schools, clinical specialists, advanced practice nurses, entrepreneurs, and staff nurses in urban and rural settings around Indiana and throughout the world.

Faced with the challenges of changing health care delivery, nurses will be called on to lead in areas never dreamed of by earlier generations. Know that the talented faculty members of Indiana University are committed to helping you realize your professional aspirations in every career transition that you undertake, and to enable you to seize your own preferred future. Indiana University School of Nursing has forged strong links between nursing education and nursing services in clinical and community settings in order to improve the health of individuals, families, and communities. We welcome you and invite you to become a part of our extended IU family.

Departmental Missions

Community & Health Services

Consistent with the vision and mission of the School of Nursing, Faculty in the Department of Community Health Services facilitate student learning by creating, applying, and transferring their unique knowledge and skills in the areas of psychiatric nursing, nursing administration, community health nursing, nursing informatics, teacher education, pediatric nurse practitioners and family nurse practitioners.

Science of Nursing Care

The department of Science of Nursing Care is an active and integral part of the school of nursing with many talented faculty who are serving students at all levels of their education. Our department is responsible for the following components of the strategic plan:

1. Advance IUSON's reputation as a national leader in education research, evidence-based practices, and progressive nursing education programs (TEACHING EXCELLENCE).
2. Position IUSON as a nationally renowned leader in research and knowledge development (RESEARCH EXCELLENCE).
3. Develop new and sustain existing partnerships to support innovations in education and research that address current and future challenges in global health care and health professions education (INNOVATION AND PARTNERSHIPS).
4. Integrate the school's core values into the culture of the school.

Last updated January 2014

Accreditation & Licenses

- Accreditation Commission for Education in Nursing; BSN & MSN programs
- Commission on Collegiate Nursing Education; BSN, MSN & DNP programs
- Indiana State Board of Nursing; BSN program
- American Nurses Credentialing Center's Commission on Accreditation; Center for Professional Development and Lifelong Learning

Memberships

The School of Nursing is an agency member of the National League for Nursing's Council of Baccalaureate and Higher Degree Programs, Commission on Collegiate

Nursing Education (CCNE), as well as the Committee for Institutional Cooperation (CIC). The school is also a constituency member of the National League for Nursing and the American Association of Colleges of Nursing.

Last updated January 2014

Administration

- Marion E. Broome, *PhD, RN, FAAN, Distinguished Professor, Dean*
- Patricia Ebright, *PhD, CNS, RN, FAAN, Associate Professor, Associate Dean for Graduate Programs*
- Associate Dean for Research
- Susan M. Hendricks, *EdD, MSN, RN, CNE, Associate Professor, Associate Dean for Undergraduate Programs*
- Mary Beth Riner, *PhD, RN, Associate Professor, Associate Dean for Global Affairs*
- Joyce Krothe, *PhD, Professor, Assistant Dean, IUBL*
- Beth Sharer, *DHA, NEA-BC, RN, HFA, FACHE, Clinical Assistant Professor, Head, Division of Nursing, IUPUC*
- Chad Priest, *JD, MSN, RN, Assistant Dean for Operations and Community Partnerships*
- Deborah DeMeester, *PhD, RN, Clinical Assistant Professor, Assistant Dean for Pre-Licensure Programs*
- Lisa Wagnes, *MSN, RN, Assistant Dean, Center for Professional Development and Lifelong Learning Community and Health Systems*
- Shannon McDaniel, *MS, Assistant Dean for Information Systems*
- Linda B. Griffin, *MBA, CPA, Assistant Dean for Resource Management*
- Chandra Dyson, *MS, Assistant Dean for Student Services*
- Janet Phillips, *PhD, RN, Clinical Assistant Professor, Director, RN BSN Consortium*
- Barbara Friesth, *PhD, RN, Clinical Associate Professor, Director, Learning Resource Center*
- Janet McCully, *BS, Director of Development*
- Marsha Baker, *MS, Director of Diversity and Enrichment*
- Director of Research Operations

Department Chairpersons & Assistant Chairpersons

- Tamilyn Bakas, *PhD, RN, FAHA, FAAN, Professor, Chair, Department of Science of Nursing Care*
- Anne Belcher, *PhD, Professor, Chair, Department of Community and Health Systems*

- McLennon, Susan, PhD, RN (University of Alabama, 2008), *Assistant Professor, Assistant Chair, Science of Nursing Care*
- McNelis, Angela, PhD, MSN, ANEF (Indiana University, 2000), *Associate Professor, Assistant Chair, Community & Health Systems*

Program Coordinators

- Julie Meek, PhD, RN, *Clinical Associate Professor, DNP Program Coordinator*
- Sue Rawl, PhD, FAAN, *Professor, PhD Program Coordinator*

Undergraduate Academic Advisement

- Deborah Hrisomalos, MBA, CPHIMS, *Academic Advisor, IUBL*
- Jackie Dakich, MS, *Academic Advisor, IUPUI*
- Helen McKuras, MS, *Academic Advisor, IUPUI*
- Gregory Wible, MS, *Academic Advisor, IUPUI*
- Carrie Shaver, MA, *Academic Advisor, IUPUC*
- Sarah Warfield, MS, *Academic Counselor, IUPUC*

Graduate Advisor, MSN, RN-MSN Students

- Lisa Thompson, MSN, RN, CPNP, *Academic Advisor, IUPUI*

Graduate Advisor, Doctoral Students

- Debbie Grew, MA, MS

Last updated January 2014

Center for Academic Affairs

The Indiana University School of Nursing Center for Academic Affairs (CAA) serves students with academic advising, records management, and other academic needs. CAA serves as the home for the Associate Deans for undergraduate and graduate programming, the Assistant Dean for Student Services, the Director of Diversity & Enrichment, Academic Advisors, Recorders, and more.

Values

To provide the highest quality coaching and programming services to achieve stakeholder success. We do this by applying and demonstrating effective listening skills, personalized attention, strategic problem solving referrals, and team efforts.

Mission

To ensure the integrity of our academic programs and assist learners to meet their educational goals by effectively using resources to serve and support students, faculty, staff, and external stakeholders.

Last updated January 2014

Contact Information

[Indiana University School of Nursing](#)
1111 Middle Drive, Room NU 122
Indianapolis, IN 46202
(317) 274-2806

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History

The Indiana University School of Nursing opened its doors in Indianapolis in 1914. Since that time, it has evolved into one of the nation's most eminent nursing schools.

Historical Milestones

- 1914 Indiana University Training School for Nurses opened at Indianapolis
- 1932 Curricula established for Bachelor of Science in Nursing on Bloomington campus for public health nursing, administration and supervision of nursing service, and teaching in schools of nursing offered for registered nurses in Bloomington
- 1944 Division of Nursing Education placed in School of Education with preparation for teachers of science, nursing arts, medical-surgical, maternity, and pediatric nursing
- 1945 Master of Science in Nursing Education first offered at IU Bloomington
- 1950 Bachelor of Science in Nursing (BSN) Program first offered
- 1956 Name of school officially changed to Indiana University School of Nursing
- 1957 Original National League for Nursing (NLN) accreditation for the Master of Science in Nursing (MSN) Program
- 1960 Last diploma school graduates
- 1961 Original NLN accreditation for the BSN Program
- 1965 All nursing programs organized into one administrative unit to form the School of Nursing, the tenth school of Indiana University
- 1966 MSN degree first offered
- 1968 Original NLN accreditation for the Associate of Arts Program, IUPUI
- 1974 School of Nursing building dedicated at IUPUI
- 1975 Specialist in Clinical Nursing program approved
- 1975 NLN accreditation for ASN Program continued to 1983, IUPUI
- 1976 Original American Nurses' Association (ANA) accreditation for the Continuing Education program
- 1976 Doctor of Nursing Science (D.N.S.) program approved
- 1976 NLN accreditation for BSN and graduate programs continues
- 1978 First doctoral students admitted
- 1980 New upper-division baccalaureate curriculum initiated
- 1981 First Doctor of Nursing Science degree awarded
- 1982 NLN accreditation for BSN and graduate programs continued until 1990

- 1985 First master's degree courses offered at five sites—Indiana Higher Education Telecommunications System (IHETS)
- 1985 Office of Nursing Practice established
- 1987 Approval of Licensed Practical Nurse (LPN) to ASN mobility option at IUPUI Columbus
- 1989 School reorganized into academic departments
- 1990 Formal planning for a PhD program in nursing initiated
- 1990 Institute of Action Research for Community Health established
- 1991 Designation of Institute of Action Research for Community Health as a World Health Organization Collaborating for Healthy Cities
- 1991 Establishment of Mary Margaret Walther Program in Oncology Care Research
- 1991 Implementation of the RN-MSN mobility options
- 1993 Accreditation of BSN and MSN programs by the National League for Nursing for eight years
- 1995 Transition from DNS to PhD degree program approved
- 1996 First class of PhD in Nursing Science students admitted
- 1998 Emily Holmquist Endowed Professorship instituted
- 1998 Commission on Collegiate Nursing Education (CCNE) Board of Commissioners granted IUPUI preliminary approval of the baccalaureate and master's nursing education programs
- 2000 Accreditation of BSN and MSN programs continued by the National League for Nursing Accrediting Commission for eight years
- 2000 New 10-year accreditation of BSN and MSN programs by the Commission on Collegiate Nursing Education
- 2003 First class of students in PhD in Nursing Science distance-accessible option admitted
- 2006 Appointment of first Edward W. and Sarah Stam Cullipher Chair
- 2006 Appointment of first Sally Reahard Chair
- 2006 Awarded designation as a Center of Excellence by the National League for Nursing
- 2006 Center for Research in Nursing Education was formed
- 2008 Grand opening of the Jean Johnson Schaefer Resource Center for Innovation in Clinical Nursing Education
- 2008 Designation of IUSON as a "system school" ended June 30, 2008
- 2008 Designation of IUSON as a "Core Campus School"-Bloomington, Columbus, Indianapolis
- 2009 Re-designation as a National League for Nursing Center of Excellence in Nursing Education to Promote the Pedagogical Expertise of Faculty, 2009 - 2012
- 2009 Doctor of Nursing Practice (DNP) approved by the Indiana Commission for Higher Education
- 2009 95th anniversary of nursing at Indiana University

- 2010 RN to BSN Degree Completion Program begins in coordination with the state-wide consortium of IU system Schools of Nursing
- 2011 Doctor of Nursing Practice (DNP) accredited by the Commission on Collegiate Nursing Education (CCNE)
- 2012 Re-designation as a National League for Nursing Center of Excellence in Nursing Education to Promote the Pedagogical Expertise of Faculty, 2012-2017
- 2012 Designation as a National League for Nursing Center of Excellence in Nursing Education to Advance the Science of Nursing Education, 2012-2016

Last updated January 2014

Awards & Scholarships

Professional Practices, Internships, Honors at the School Level

Honors and Awards

Students have the opportunity to be recognized for academic excellence both during their program and at graduation. Full-time nursing students will be placed on the Dean's List for each semester in which they earn a grade point average (GPA) of 3.5 or higher. Part-time students are eligible for the Dean's List after the completion of 12 credit hours, and for each semester they have accumulated an additional 12 credit hours of course work with a GPA of 3.5 or higher.

BSN candidates who are in the top 10 percent of their graduating class and who have demonstrated a high level of academic achievement may be selected to graduate with academic distinction. To be eligible, BSN students must have completed a minimum of 60 graded credit hours at IU. Minimum grade point averages used in determining the category of academic distinction awarded are:

- 3.83-4.00—Highest Distinction
- 3.66-3.82—High Distinction
- 3.50-3.65—Distinction

A GPA used to determine distinction is calculated from all grades in courses up to and including the seventh semester for the BSN taken at IU. The GPA does not include transfer grades, special credit, and open electives, but does include grades received in courses that are repeated because of program stipulations. Not all students who meet the criteria for distinction may be selected for this honor.

Awards and honors are also given to recognize outstanding student performance. Students interested in specific awards should see an academic advisor for a list of available awards, along with eligibility criteria.

School Awards and Scholarships

Various scholarships and awards are granted annually to those in the nursing major through the Center for Academic Affairs at the School of Nursing (NU 122). For details on these scholarships and awards, please contact the Center for Academic Affairs, (317) 274-2806.

Last updated January 2014

BSN Admission Requirements: Traditional Pre-Licensure Track

BSN Admission Requirements: Traditional Pre-Licensure Track

Applications and due dates for Indianapolis, Columbus, and Bloomington may be found at each campus' School of Nursing website. Students interested in nursing on another IU campus should consult the website of that campus for more information about nursing. *The admission process is competitive, and acceptance depends on the number of applicants and the applicant's ability to compete academically in the pool of applicants.* Students seeking admission to the nursing major must meet the following eligibility criteria (Policy H_01):

1. The applicant must be admitted to Indiana University as a degree-seeking student and must submit official transcripts from other universities attended so that credits may be transferred.
2. The applicant must have a minimum Indiana University cumulative grade point average (GPA) of 2.7 on a 4.0 scale at the time of application. This does not include transfer or X'd courses.
3. The following application requirements must be met by courses listed on the application to the nursing major on the Core Campus: English Composition, Introductory Psychology, Introductory Sociology, Human Anatomy and Finite Math . Additional courses to be entered on the application: These are to be selected from an approved list which may be campus-specific. The total number of credit hours used to meet the application requirements is typically 29-31 credits.
4. Of the general education courses specifically required for application no more than three may be repeated to achieve a minimum grade of C (2.0). Over the course of the BSN degree program no more than two of the science/math courses (Anatomy, Physiology, Microbiology and Finite Math) may be repeated in order to achieve an acceptable grade. In the case of courses with a laboratory component, the didactic and lab are considered one course. The grade earned on the second attempt will be used for calculation of GPA for admission purposes. This policy relates to IU and transfer courses, and students who are not able to meet the minimum criteria are ineligible for admission consideration.
5. The applicant must achieve a grade of C (2.0) or higher for each course and an application overall GPA of 3.00 in all nursing program requirements. This criterion also applies to any student wishing to transfer required courses from a university other than Indiana University. Applicants may use up to a maximum of 6 credits of Special Departmental (S) or Test (T) credit (e.g. Advanced Placement or departmental examination credit). No more than one Science/Math application requirement may be met with such credits, and no more than one of the remaining General Education requirements may be met with such credits. The Anatomy, Physiology, and Microbiology requirements must be met with graded college coursework, not by S or T credits.

6. The applicant must complete all required course work by established deadline date. This includes independent studies, correspondence course work and courses for which students have received an incomplete (I). Students wishing to transfer required course work from a university other than Indiana University must be in good academic standing in that university (i.e., must not have been dismissed) and have achieved a grade of C (2.0) or higher in courses for which transfer is being requested.
7. As part of the application process the applicant must submit a Student Criminal Disclosure form to communicate any issues that would be documented on a national criminal background check.

Applicants who do not meet one or more of the above criteria may request special consideration by the campus Admission, Progression and Graduation (APG) Committee to which admission is requested. Consult campus policies and practices to determine the appropriate process to be followed on the campus you wish to attend.

If denied admission, the applicant may reapply to the Bachelor of Science in Nursing Program in a subsequent semester if eligibility is maintained. The applicant is not automatically considered; the student must re-submit an application.

Students will be admitted to the baccalaureate nursing program for a specific semester and are expected to enter the program that semester. Students not entering that specific semester must reapply for a subsequent semester on a competitive basis. Students will not be considered for further admission if they have declined an admission offer two times.

The nursing faculty of the campus to which the student is seeking admission has the responsibility and authority to select applicants for admission to the baccalaureate nursing program. The faculty reviews all qualified applicants and selects those who are most qualified.

Applicants to IUB, IUPUC, or IUPUI will receive priority consideration for admission if they have completed the majority (51 percent) of their prerequisite general education course work on the IUPUI, IUPUC, or IU Bloomington campus. If additional spaces are available, the next priority is given to students who have completed the majority of their course work on another IU campus. Students transferring the majority of prerequisite course work from a non-IU school are accorded lowest priority for admission.

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BSN Admission Requirements: Accelerated Second Degree Track

BSN Admission Requirements: Accelerated Second Degree Track

Applications and due dates may be found on the School of Nursing website <http://nursing.iupui.edu/>. The admission process is selective, and acceptance depends on the number of applicants and the applicant's ability to compete academically in the pool of applicants. Admission to the baccalaureate nursing major and concomitant entrance

to the School of Nursing is open to those meeting the following admission criteria (Policy H_02):

1. Must be admitted to Indiana University as a degree-seeking student.
2. Documentation of at least a bachelor's degree (approximately 120 credits), in which a minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale was earned.
3. Must have completed all required BSN general education courses with a grade of C or higher. Required BSN general education course work may be completed at Indiana University or transferred from another college or university.
4. Must demonstrate a grade point average of 3.0 on a 4.0 scale for all general education course work applied to BSN degree.
5. Time limitation on specific courses: Knowledge and competencies developed in courses that fulfill the requirements for anatomy, human physiology, finite math, microbiology, chemistry, statistics and life span development are considered to be time limited for individuals pursuing an undergraduate degree in nursing. If any of these courses were taken more than seven years prior to the application to the nursing undergraduate degree, the applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression.
6. Students transferring course work must have achieved a grade of C (2.0) or higher for each completed required BSN general education course to be considered from a university other than Indiana University. No more than three (3) courses may be repeated in order to meet the minimum required grade of C (2.0). Of the three courses, only two (2) failures will be allowed in required science courses.
7. Must have a minimum grade of C (2.0) in each required BSN general education course by the second attempt. This criterion also applies to any student wishing to transfer required courses from a college or university other than IU.
8. Students must complete courses to meet all general education requirements before applications are processed for the desired admission cycle in order to be eligible for that admission cycle so that grades from all general education requirements will be included in the GPA calculation. Applicants for Fall entry will need courses completed by the end of the previous Spring semester; applicants for Spring entry will need courses completed by the end of the previous Summer Session II; applicants for Summer entry will need courses completed by the end of the previous Fall semester in order to be eligible.
9. Must have completed a personal statement that speaks to career goals and abilities to be successful in this study option.
10. Must submit to the School of Nursing a credit transfer report (CTR) for all work being transferred from universities other than IU.
11. Must submit application by specified published dates. Applications received after deadlines may not be considered for requested admission cycle. Students wishing to reapply for a following academic cycle are invited to do so.

Admission Process:

1. Students may apply to Indiana University and the Accelerated Second Degree Track concurrently. Students transferring to Indiana University from another institution will have their transcript evaluated by the Admission Office of Indiana University and the School of Nursing before determining admission eligibility.
2. Students meeting above admission criteria and applying for a specific admission cycle will be admitted based on prior academic performance and strength of goal statement in pool of applicants.
3. Students will be admitted to the Accelerated Second Degree Track for a specific admission cycle, and are expected to enter that cycle. Students not entering that specific admission cycle may reapply for admission to a subsequent admission cycle.

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Academic Expectations & Progression

Academic Expectations & Progression

After admission to the BSN Program, placement in nursing courses for the academic year is based on a priority ranking system.

Students who interrupt their studies for any reason, as well as part time and transfer students, will be accommodated on a space-available basis. See an academic advisor with any questions about these requirements.

A BSN student's failure to register in each sequential semester, excluding summer sessions, constitutes an interruption in a student's program. Students who have interrupted their program of study for any reason are required to submit a written request to reenter the program to the chairperson of the Core Campus BSN Admission, Progression, and Graduation (APG) Committee. This request must be received by July 1 for fall semester, April 1 for summer, and October 1 for spring. All requests for reentry will be evaluated on the basis of the availability of resources. Reentry of students who have interrupted their study for any reason is not guaranteed. Students who reenter must adhere to the policies and curriculum of the School of Nursing that are in effect at the time of reentry.

Students may progress to the next semester of courses upon the successful completion of all prior semester nursing courses designated on the campus enrolled. Students wishing exception to this practice must petition the Admission, Progression, and Graduation (APG) committee.

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BSN Degree Requirements

Bachelor of Science in Nursing (BSN)

All candidates for the degree of Bachelor of Science in Nursing on the IUB, IUPUC, and IUPUI campuses must fulfill the following requirements:

1. Complete a minimum of 120 credit hours with a grade of C or higher in each course required for the degree. Credit earned in remedial learning-skill courses and courses that have been repeated do not count in the 120 credit hour total.
2. Achieve a grade of C or higher in all didactic courses applied to the BSN degree and an S (Satisfactory) in all clinical/practicum courses.
3. Achieve an IU cumulative grade point average of at least a 2.0 (C). This includes all transfer course work applied to degree.
4. Complete at least 30 credit hours of required nursing major courses on the IU campus awarding the BSN degree.*
5. Complete all BSN degree requirements within six years of enrolling in the first nursing course in the nursing major.
6. Apply for degree candidacy the semester prior to completing all degree requirements and adhere to the published procedures on campus awarding degree.

*Please note that Indianapolis, Bloomington, and Columbus are considered one core campus.

For additional information about the Bachelor of Science in Nursing view the following information:

- Academic Policies and Procedures
- Accelerated Track
- Admission Requirements
- Academic Expectations & Progression
- Honors Study Option
- School Requirements

Last updated January 2014

BSN Honors Study Option

BSN Honors Study Option

Students admitted to the IUPUI Honors College prior to Nursing School admission are directly admitted into the Nursing Honors Program. The School of Nursing Honors Program includes a prescribed set of coursework designed to satisfy IUPUI Honors College requirements for scholarships and honors coursework. More information on the honors program can be found at <http://nursing.iupui.edu/degrees/bsn/honors.shtml>.

The School of Nursing Honors Program is designed to challenge students to develop skills in the areas of leadership, scholarship, and team science. Emphasis is on learning skills related to research and systematic inquiry to improve health and patient care through knowledge generation, utilization, and dissemination.

IUSON Admission & Retention Criteria for Honors

Only students admitted to the IUPUI Honors College prior to Nursing School admission are eligible for the program.

All IU SON Honors College students are required to participate in the School of Nursing Honors curriculum. Once admitted, students must maintain minimum GPA requirements.

IUSON Honors Study Goals

- Engage students in the pursuit of academic excellence in nursing
- Develop the next generation of nurse leaders through collaborative teaming and problem-solving leadership and collaboration skills
- Create opportunities for students to build collaborative mentor partnerships with faculty and members of the healthcare community
- Involve students in faculty research projects and scholarship activities
- Prepare students for graduate studies

IUSON Honors Program Study Requirements

For a copy of the latest IU School of Nursing Honors Program curriculum please contact the School of Nursing Center for Academic Affairs at 317-274-2806, or visit us in Nursing Building room 122.

Last updated January 2014

BSN School Requirements

BSN School Requirements

There are three distinct tracks in the BSN Program; the BSN Traditional Track, the BSN Accelerated Second Degree Track, and the RN to BSN Completion Track. Students in each track must complete the same program outcomes and requirements which are addressed in a curriculum plan that meets the learner's needs. The BSN curriculum is subject to continuous evaluation and revision. If curriculum changes occur, updated information can be obtained from the academic counselor.

The BSN Traditional Track has been designed for students with no prior RN license or academic degree beginning their academic studies on the IUB, IUPUC, or IUPUI campus. This track requires a minimum of four academic years to complete. Those students admitted to the BSN Traditional Track before the Fall 2013 semester will complete the **BSN Traditional Track Program, Classic Curriculum**. Those students admitted to the BSN Traditional Track who began progression in the BSN in Fall 2013 and beyond will complete the **BSN Traditional Track Program, Concept & Competency Based Curriculum**.

The following are examples of full-time plans of study for both the Classic and Concept-Based curricula. On the IUPUI campus it is expected that students follow this published plan to facilitate their ability to meet course application requirements. Each student will develop, with the assistance of an academic advisor, an individual plan of study that reflects student need, student choices, availability of courses, and specific campus expectations.

BSN Traditional Track Sample Concept & Competency Based Curriculum Plan (for those students admitted to the Fall 2013 semester and beyond)

Freshman Year

First-Semester Courses	Credits
English Composition (W131)	3
Introduction to Psychology (PSY B110)	3
Finite Math (MATH M 118)	3
Life & Physical Sciences	3
Cultural Understanding	3
Total Credits	15
Second Semester Courses	Credits
Anatomy (BIOL N 261)	5
Arts & Humanities	3
Fundamentals of Speech	3
Introduction to Sociology (SOC R100)	3
Open Elective	1
Total Credits	15

Sophomore Year

Third-Semester Courses	Credits
Physiology (BIOL N217)	5
Health Assessment (NURS B 244/245) *	4
Promoting Healthy Populations (NURS B 234/235) *	5
Professionalism in Collaborative Practice (NURS B 253)	3
Total Credits	17
Fourth-Semester Courses	Credits
Microbiology (MICR J 210)	4
Fundamentals of Nursing Practice (NURS B 260) *	5
Pathophysiology & Pharmacology for Nursing (NURS B 261)	4
Health Care Delivery Systems (NURS L 230)	3
Total Credits	16

Junior Year

Fifth-Semester Courses	Credits
Data Analysis in Clinical Practice and Health-Care Research (NURS H 355)	3
Clinical Care I: Biophysical Processes (NURS H 356) *	5
Transitional Care of Families & Populations (NURS B 334) *	5
Open elective	3

Total Credits	16
Sixth-Semester Courses	Credits
Clinical Care II: Interactive Processes (NURS H 360) *	5
Clinical Care III: Adaptive Processes (NURS H 371) *	5
Nursing Research & Evidence Based Practice (NURS R 375)	3
Total Credits	13

Senior Year

Seventh-Semester Courses	Credits
Clinical Care IV: Complex Processes (NURS H 476) *	5
Leadership in Healthcare Delivery & Policy (NURS L 430) *	5
Health Care Ethics (NURS S 474)	3
Open Elective	3
Total Credits	16
Eighth-Semester Courses	Credits
Nursing Synthesis (NURS S 488)	2
Nursing Practice Capstone (NURS S 483) *	3
Interprofessional Practice (NURS B 453) *	3
Nursing Intensive: Managing Health & Illness Across Care Environments (NURS B 444)	4
Total Credits	12

BSN Traditional Track Concept & Competency Based Curriculum Plan Total Credits 120

*Denotes courses with a laboratory or clinical component

BSN Traditional Track Sample Classic Curriculum Plan (for those students admitted before the Fall 2013 semester)

Freshman Year**

First-Semester Courses	Credits
English Composition (W131)	3
Introduction to Psychology (PSY B104/105)	3
Critical / Analytical course	3 - 4
Communication course	3
Cultural Diversity course	3
Total Credits	15 - 16
Second-Semester Courses	Credits
Anatomy (BIOL N261)	5
Finite Math (M118)	3

Introduction to Sociology (SOC R100)	3
Humanistic Appreciation course	3
Total Credits	14

Sophomore Year

Third-Semester Courses	Credits
Physiology (BIOL N217)	5
Communication Skills for Health-Care Professionals (NURS B 231)	3
Introduction to the Discipline of Nursing (NURS B 232)	3
Comprehensive Health Assessment (NURS B 244/245) *	4
Total Credits	15
Fourth-Semester Courses	Credits
Microbiology (MICR J 210)	4
Developmental Issues in Health (NURS B 230)	4
Health & Wellness (NURS B 233) *	4
Science & Technology of Nursing (NURS B 248/249) *	4
Total Credits	16

Junior Year

Fifth-Semester Courses	Credits
Alterations in Neuro-Psychological Health (NURS H 351/352) *	5
Alterations in Health I (NURS H 353/354) *	5
Data Analysis in Clinical Practice and Health-Care Research (NURS H 355)	3
Cultural Diversity course	3
Total Credits	16
Sixth-Semester Courses	Credits
Alterations in Health II (NURS H 361/362) *	5
The Developing Family & Child (NURS H 363/364) *	7
The Research Process (NURS H 365)	3
Social Competence course	3
Total Credits	18

Senior Year

Seventh-Semester Courses	Credits
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Restorative Health: Multi-System Failures (NURS S 470/471) *	5
Alterations in Health of Communities (NURS S 472/473) *	5
Applied Health-Care Ethics (NURS S 474)	3
Open Elective (nursing or general-education)	3
Total Credits	16
Eighth-Semester Courses	Credits
Nursing Management (NURS S 481/482) *	5
Clinical Nursing Practice Capstone (NURS S 483) *	3
Research Utilization Seminar (NURS S 484)	1
Professional Growth and Empowerment (NURS S 485)	3
Open Elective (nursing or general-education)	3
Total Credits	15

BSN Traditional Track Classic Curriculum Plan Total Credits 125-126

*Denotes courses with a service learning, laboratory or clinical component

**Successful completion of high school chemistry, and Algebra 1 and 2 required.

Last updated January 2014

Student Learning Outcomes; Applicable to all BSN students

Student Learning Outcomes; Applicable to all BSN students

At the conclusion of the BSN program, the student will be:

1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision-making.
2. A culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.
3. A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.
4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.
5. An individual who embodies the professional identity of the nurse and who translates the inherent values

of the nursing profession into the ethical and legal practice of nursing.

6. An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes.
7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.
8. An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.
9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

Last Updated January 2014

BSN Accelerated Second Degree Track

BSN Accelerated Second Degree Track

The BSN Accelerated Second Degree Track facilitates students holding a minimum of a baccalaureate degree in an area other than nursing who now wish to earn a bachelor of science in nursing degree. The Accelerated BSN Track allows those with a bachelor's degree to apply general-education course work toward the completion of the BSN degree if prior general-education course work meets the general-education requirements for this degree. This track is currently offered on the IUPUI campus.

The BSN Accelerated Second Degree Track requires a commitment to a full-time study plan that will be completed in a 20-month time frame. In order to graduate within this time frame, students must be dedicated to a full-time study plan. This particular track meets the entire calendar year including summer. An understanding of this time commitment is important, as there is very little ability to adjust for absences or lateness in this track. At the completion of the program, graduates will receive an Indiana University BSN degree and will be eligible to sit for the Registered Nurse Licensure Examination.

Those students admitted to the BSN Accelerated Track before the Spring 2014 semester will complete the **BSN Accelerated Second Degree Track Program, Classic Curriculum**. Those students admitted to the BSN Accelerated Track who began progression in the BSN in Spring 2014 and beyond will complete the **BSN Accelerated Second Degree Track Program, Concept & Competency Based Curriculum**. The Concept & Competency Based Curriculum includes 6-9 credit hours of graduate level coursework.

Sample Curriculum Plan BSN Accelerated Track Program, Concept & Competency Based Curriculum

Semester I	Credits
Pathophysiology & Pharmacology for Nursing (NURS B 261)	4

Fundamentals of Nursing Practice (NURS B 260) *	5
Health Assessment (NURS B 244/245) *	4
Health Care Delivery Systems (NURS L 230)	3
Total Credits	16
Semester II	Credits
Professionalism in Collaborative Practice (NURS B 253)	3
Biophysical Processes (NURS H 356) *	5
Promoting Healthy Populations (NURS B 234/235) *	4
Transitional Care of Families & Populations (NURS B 334)	5
Total Credits	17
Semester III	Credits
Interactive Processes (NURS H 360) *	5
Adaptive Processes (NURS H 371) *	5
Measurement & Data Analysis (Graduate Level) (NURS R 505)	3
Total Credits	13
Semester IV	Credits
Complex Processes (NURS H 476) *	5
Inter Professional Practice (NURS B 453) *	3
Nursing Research Methods (Graduate Level) (NURS R 500)	3
Ethics (NURS S 474)	3
Total Credits	14
Semester V	Credits
Leadership (NURS L 430)	3
Nursing Practice Capstone (NURS S 483) *	3
Managing Health & Illness Across Care Environments (NURS B 444)	4
Nursing Synthesis (NURS S 488)	2
Optional: Nursing Theory (Graduate Level) (NURS N 502)	3
Total Credits	12

BSN Accelerated Second Degree Track, Concept & Competency Based Curriculum Plan Total Credits 120

*Denotes course with a laboratory or clinical component

Sample Curriculum Plan BSN Accelerated Second Degree Track Program, Classic Curriculum

Semester I	Credits
Introduction to the Discipline of Nursing (NURS B 232)	3
Health and Wellness (NURS B 233) *	
Comprehensive Health Assessment (NURS B 244/245) *	4
Science and Technology of Nursing (NURS B 248/249) *	4
Total Credits	15
Semester II	Credits
Alterations in Neuro-Psychological Health (NURS H 351/352) *	5
Alterations in Health I (NURS H 353/354) *	5
Applied Health-Care Ethics (NURS S 474)	3
Total Credits	13
Semester III	Credits
Alterations in Health II (NURS H 361/362) *	7
The Developing Family and Child (NURS H 363/364) *	6
Nursing Research (NURS H 365)	3
Total Credits	16
Semester IV	Credits
Health of the Community (NURS S 472/473) *	5
Restorative Health (NURS S 470/471) *	5
Total Credits	10
Semester V	Credits
Nursing Management (NURS S 481/482) *	5
Nursing Practice Capstone (NURS S 483) *	3
Research Utilization Seminar (NURS S 484)	1
Professional Growth and Empowerment (NURS S 485)	3
Total Credits	12

*Denotes course with a laboratory or clinical component

Last updated January 2014

Academic Policies and Procedures

Dismissal and Reinstatement

Dismissal

A student will be dismissed from the program when, in the judgment of the Admission, Progression, and Graduation

(APG) Committee on the Core Campus, there is either (Policy H_20):

1. A lack of progress toward the degree. Lack of progress will include, but not be limited to the following:

- Failure to achieve a 2.0 semester grade point average in any two consecutive semesters
- Failure to earn a grade of C (2.0) or S (Satisfactory) in any two required nursing courses (didactic or practicum/clinical) on the first attempt
- Failure to achieve a minimum grade of C (2.0) in any required nursing didactic course or S (Satisfactory) in any required nursing practicum/clinical course by the second attempt
- Failure of more than three (3) general education courses required for the BSN degree. Of the three courses, only two (2) failures will be allowed in science course work. Any grade below a "C" is considered unsatisfactory (failing)
- A pattern of repeated withdrawals from nursing courses (over 2 or more semesters) may constitute a lack of progress
- Failure to meet IUSON essential abilities expectations

2. An issue pertaining to personal integrity, health or conduct. Issues will include, but not be limited to the following:

- to meet IU Code of Student Rights, Responsibilities, and Conduct. For example: Falsification of records or reports, plagiarism, or cheating on an examination, quiz, or any other assignment (See IU Code of Student Rights, Responsibilities, and Conduct)
- Personal integrity, health, or conduct demonstrates unfitness to continue preparation for the profession of nursing. Integrity and conduct will be judged according to the standards of the most recent *Code for Nurses* as adopted by the American Nurses' Association

Reinstatement

A student who has been dismissed from the School of Nursing for academic failure or any other reason may request reinstatement one time. A student who has been dismissed from and been denied reinstatement to any of the three tracks at the Indiana University School of Nursing (Traditional BSN, Accelerated BSN or RN-to-BSN) may not again request reinstatement, nor reapply to that track, nor apply to either of the other two tracks.

Reinstatement is not guaranteed, and no student may be reinstated more than once. A reinstated student will be dismissed upon failure (a grade of C or lower) of one additional required course. Students who are reinstated must adhere to the policies and curriculum of the School of Nursing that are in effect at the time of reinstatement.

Last updated January 2014

RN-MSN Mobility Option

The RN to MSN option creates educational and career mobility for registered nurses (RNs) whose highest academic credential is an Associate of Science in Nursing (ASN) degree or a nursing diploma from an accredited program.

As a student in the RN to MSN option, you will apply to one of our nine MSN specialty tracks at the time you apply for admission. You will complete undergraduate general education requirements and transition courses, and then you will begin studies in the MSN track to which you have been admitted. Upon successful completion of the required courses, you will graduate with an MSN degree. You will not receive a BSN degree in the process. This option may not be the best mobility option for registered nurses, so it is important to talk with the School of Nursing's graduate student advisor early in the decision-making process. Interested nurses should contact the school's Center for Academic Affairs for more information at 317-274-2806.

Curriculum and advantages

RNs who are busy with careers or family responsibilities can still earn an MSN degree thanks to our flexible program. Students may complete the program on a part- or full-time basis. Our online courses are expanding and become more popular every semester, enabling students to earn credits from home.

Specialty courses for most MSN tracks are taught on the same day each semester, making it easier to organize busy schedules. In addition, nursing administration is offered in a weekend format, with students completing the courses in the major one weekend per month for ten months.

Careers

As the health care industry continues to evolve and our population grows older, the demand for advanced practice nurses is increasing dramatically. The MSN degree prepares graduates for leadership roles in advanced nursing, with opportunities for practice as:

- Clinical Nurse Specialists (CNSs)
- Nurse Practitioners (NPs)
- Nursing Leaders in Health Systems

Last updated January 2014

Degree Programs

Degree Programs

The baccalaureate program offers a creative, concept-based curriculum for the education of professional nurses competent in meeting the current and future health needs of society. The curriculum prepares graduates to function as practitioners in acute and long-term care, community settings, home care, and other nontraditional settings, and also provides a foundation for leadership positions and graduate study.

The BSN program is offered on the IUB, IUPUC, and IUPUI campuses. Prospective students should acquaint themselves with curriculum requirements, course sequencing, and other degree requirements, along with the requirements for admission to the BSN program on either campus. Students are responsible for meeting all degree requirements.

Bachelor of Science in Nursing (BSN)

- BSN Traditional Track
- BSN Accelerated Track
- RN to BSN Track

Last updated January 2014

Guidance & Counseling

Guidance & Counseling

Academic advisors are available as a resource for students in the Indiana University School of Nursing Center for Academic Affairs located in the Nursing Building room 122. Students must see their faculty advisors for academic counseling and program planning. To schedule an appointment with an advisor, please call the Center for Academic Affairs at 317-274-2806. Walk in advising hours are also available on Tuesday, Wednesday, and Thursday from 8:00am to 4:00pm.

Pre-BSN Traditional Track students are advised to meet with an academic advisor at the [IUPUI Health & Life Sciences Advising Center](#) to help you learn, explore, plan, and transition into Nursing or other health and life sciences fields.

The office of Diversity and Enrichment is available and committed to promoting an educational environment that values, respects, and reflects a global view of diversity <http://nursing.iu.edu/about/diversity/>.

Students at IUPUI may also consult the Counseling and Psychological Services (CAPS) at 317-274-2548 or <http://studentaffairs.iupui.edu/health-wellness/counseling-psychology/>, or other local agencies for specialized counseling.

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Undergraduate Programs

Philosophy Statement

Faculty in the BSN program believe that a BSN education prepares students to meet the current and future health needs of society through a comprehensive academic foundation in the sciences and humanities coupled with exceptional professional preparation, preparing students as *critical thinkers who are able to use evidence for reasoning and decision making*. Faculty in the BSN program understand that **our students** bring a wide range of educational and other experience to the educational setting, and believe that the educational plan should be tailored to the needs of our learners. To achieve this goal, we have developed three tracks within the BSN to meet needs of different learners. Faculties in the BSN program also recognize that **learning** encompasses knowledge, skill, and affective domains. In each track of the BSN coursework focuses on mastery of conceptual knowledge; demonstration of competencies in nine program outcome areas; and embodiment of exemplary *professionalism that includes the values inherent in the profession*. Recognizing that BSN graduates will practice in an ever changing **health care environment**, students are *prepared to understand health care policy and its impact on care delivery*. Faculty have planned each track of the BSN to offer a cutting edge and evidence based curriculum to prepare students for careers as professional nurses who are *competent care providers, prepared to practice to the full capacity of the professional nurse role in diverse settings and situations*. We value diversity and *prepare students to provide holistic, culturally sensitive*

patient centered care; which may focus on , including acute and chronic care; wellness and illness situations, and considering those diverse **patients and clients we serve**: individuals across the lifespan; families in different developmental stages; as well as communities, aggregates, and populations. As part of professional nursing in today's complex care environments, *nurses must be accountable leaders and managers*, as well as *knowledgeable care coordinators*. Furthermore, the faculty believes that as professional nurses, BSN graduates must be exceptional communicators, collaborating effectively, and who are able to use and embrace technology and information management systems to achieve high quality, save patient care outcomes.

Purpose

The baccalaureate program offers a curriculum plan designed to meet learner needs while preparing professional nurses competent in meeting the current and future health needs of society. The curriculum prepares graduates to function as practitioners in a variety of settings including acute care, primary care, and community focused care to name a few. The BSN also provides a foundation for leadership positions and graduate study.

The graduate of the BSN program possesses a broad knowledge of the humanities, the biological and social sciences, and nursing. As a BSN graduate, the nurse applies well-developed problem-solving skills in caring for individuals, families, and communities.

Student Outcomes

At the conclusion of the BSN program, the student will be:

1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision-making.
2. A culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.
3. A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.
4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.
5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.
6. An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes.
7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.
8. An accountable leader and manager who applies principles of systems and organizational processes

and balances resources to promote quality care and patient safety.

9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

The BSN program is offered on the IUB, IUPUC, and IUPUI campuses. Prospective students should acquaint themselves with curriculum requirements, course sequencing, and other degree requirements, along with the requirements for admission to the BSN program on each campus. Students are responsible for meeting all degree requirements.

- Academic Expectations/ Progression
- Academic Policies and Procedures
- Degree Requirements
- Honors Study Option
- BSN: School Requirements
- Accelerated Track

Last updated January 2014

RN to BSN Degree Completion Program

RN to BSN Degree Completion Program

This program option is offered on the IUB, IUPUC, and IUPUI campuses for nurses holding an associate degree or diploma in nursing from an accredited nursing program. Students must provide evidence of current nurse (RN) licensure in any state where the student is practicing for the purpose of completing clinical course requirements. Because the program is flexible—students can enter the program in the fall, spring, or summer, taking distance accessible courses—it is perfect for those who want to continue their nursing education while maintaining their current work and/or family responsibilities. Unless otherwise specified, all School of Nursing policies pertinent to BSN program majors also apply to registered nurse undergraduate students.

As an RN to BSN student, you'll learn current trends in health care and develop the knowledge and skills necessary to adapt to these trends through changing practice. With a comprehensive academic foundation in the sciences and humanities, you'll be well-prepared to meet the current and future health needs of society.

Studies will focus on the following areas:

- Health promotion
- Disease prevention
- Health restoration
- Health maintenance
- Management of individuals/families coping with acute and chronic illness

Because this program builds on the courses you have already completed, you'll also receive credit for many of the general education courses completed as part of your ASN or diploma program.

- RN to BSN Degree Completion Program: Advanced Placement

- RN to BSN Degree Completion Program: Program Requirements
- RN to BSN Degree Completion Program: Residency Requirements
- RN to MSN Degree Mobility Option

Last updated January 2014

Special Credit Courses

Special Credit Courses

Following successful completion of the first semester of RN to BSN Degree Completion Program courses, 34 special credits are awarded. In order to receive a BSN degree, the student's transcript must reflect fulfillment of all requirements, including 34 special credits. A special credit fee is set by the university and will be assessed. Special Credit courses appear on the student's transcript with a grade of S (Satisfactory.)

Nursing elective credit for NURS-K304 (Nursing Specialty Elective) may also be awarded to registered nurses holding valid specialty certification from a nationally recognized nursing organization in an appropriate area of nursing. A total of 3 credit hours may be awarded.

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Program Requirements & Sample Curriculum Plan

Program Requirements & Sample Curriculum Plan

The minimum requirement for the Bachelor of Science in Nursing is 120 credit hours. Students with less than 120 credit hours must take additional course work to meet requirements. Students beginning the upper division nursing courses must complete all coursework within six years.

Required coursework

RN to BSN degree coursework consists of 50 credit hours from general education requirements, courses awarded special credit, and courses from ACEn credentialed ASN or diploma programs, as well as 36 credit hours of nursing courses. All courses must be completed with a grade of C (2.0) or above by the second attempt.

Should you need to interrupt your plan of study, check with your academic counselor for policy and curriculum changes.

This curriculum track is specifically designed for RN to BSN students. Students in the RN to BSN track may customize their plan of study according to an individualized plan completed with an academic advisor.

Students attending a cohort-model RN to BSN plan will follow a plan customized for that cohort.

The student is expected to meet with an advisor to create a curriculum plan prior to beginning RN to BSN nursing courses. Students must have satisfactorily demonstrated completion of the following courses for degree completion (Completion may be demonstrated by course transfer, course validation, or course enrollment):

General education requirements (50 credit hours)

Course or Cluster	Credits
Cluster 1: Life & Physical Sciences / Math (23 credits)	23 Total
Anatomy BIOL N261	5
Physiology BIOL N217	5
Microbiology MICR J210	4
Choose 9 credits from cluster options	9
Cluster 2: Communication 6 Credits	
English Composition ENG W131	3
Choose 3 credits from cluster options	3
Cluster 3: Cultural Understanding 3 Credits	
Choose 3 credits from cluster options	3
Cluster 4: Social competency 6 Credits	
Introduction to Psychology PSY B104/B105	3
Introduction to Sociology SOC R100	3
Cluster 5: Arts & Humanities 3 Credits	
Choose 3 credits from cluster options	3
Cluster 6: Open electives (9 credits)	9 Credits
Choose 9 credits from cluster options	9

RN to BSN Required Courses (27 Credit Hours)

Course	Credits
Communication for Health Care Professionals (NURS B 231)	3
Data Analysis in Clinical Practice and Health Care Research (NURS H 355)	3

Nursing Research (NURS H 365)	
Professional Nursing Seminar 1: Health Policy (NURS B 304)	3
Professional Nursing Seminar 2: Informatics (NURS B 404)	3
Nursing Management: RN BSN (NURS S 487) *	3
A Multisystem Approach to the Health of the Community: RN BSN (NURS S 475) *	3
Applied Healthcare Ethics (NURS S 474)	3
Clinical Nursing Practice Capstone: RN BSN (NURS S 483)*	3

*Denotes courses with a clinical component

RN to BSN Practice Focused Electives (9 selected credit hours):

Course	Credits
The Art and Science of Complementary Health (NURS K 301)	3
Global Health Issues in Nursing (NURS K 434)	3
Genetics and Genomics (NURS K 499)	3
Comprehensive Health Assessment: RN BSN (NURS B 244)	3
New Innovations in Health and Health Care (NURS K 305)	3
Gerontological Nursing (NURS B 403)	3
Pharmacology (NURS P 216)	3

Last updated January 2014

Residency Requirements

Residency Requirements

There is a 30-hour residency requirement in nursing that will be met by completion of the 36 credit hours of nursing courses. Independent study via correspondence courses will not count toward the 30-hour residency requirement in

nursing. The following required nursing courses may be used to meet the residency requirement.

Courses Being Credentialed	Credits Awarded
B261 Pathophysiology & Pharmacology for Nursing	4
B260 Fundamentals of Nursing Practice	5
H356 Biophysical processes	5
B334 Transitional Care of Families & Populations	5
H360 Interactive Processes	5
H371 Adaptive processes	5
H476 Complex Processes	5

Students must petition the Admission, Progression, and Graduation (APG) Committee for special consideration if they wish to apply nursing transfer credit to meet residency requirements.

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Admission

Admission

Associate degree or diploma prepared registered nurses who graduated from an Accrediting Commission for Education in Nursing (ACEN) accredited program are eligible to apply to the BSN program if they meet the published admission criteria for the RN to BSN Degree Completion Program. Applicants will be considered for admission to the BSN program based on space availability. Registered nurses seeking admission to the Indiana University School of Nursing must apply to the campus Office of Admissions and may apply to the program anytime throughout the academic year.

How to Apply

1. Apply for admission to IUPUI for the fall, spring, or summer semester. A university application may be obtained online or by contacting the IUPUI Office of Admissions at (317) 274-4591.
2. Transfer of credit from other colleges or universities is done at time of admission by IUPUI's Office of Admissions. Transfer credit will be awarded for courses with a minimum grade of C (2.0), if courses being transferred are essentially equivalent to required course work.

Application requirements

In order to apply, you must:

- Hold an associate degree in nursing degree or a nursing diploma from an ACEN accredited school.
- Be admitted to Indiana University as a degree-seeking student.
- Provide evidence of current registered nurse (RN) licensure in any state where the student is

practicing for the purpose of completing clinical course requirements.

- Achieve a minimum cumulative grade-point average of 2.5 on a 4.0 scale for all courses attempted in an ASN degree or nursing diploma.
- Complete required general education courses with a grade of C (2.0) or above in each course. The grade of C- (1.7) is not acceptable. A grade of C or above must be obtained by the second attempt. Students can repeat a required course only twice.
- Once you have been admitted to IUPUI, please contact The Center for Academic Affairs at 317-274-2806 to schedule an advising appointment.

Last updated January 2014

Graduate Programs

Graduate

The School of Nursing faculty offers the following degrees:

- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing Science (PhD)

For information concerning these programs of study, write Graduate Programs, Indiana University School of Nursing, 1111 Middle Drive, NU 122, Indianapolis, IN 46202-5107; or telephone (317) 274-2806 or visit www.nursing.iupui.edu.

The Master of Science in Nursing (MSN) program; the PhD in Nursing Science and the Doctor of Nursing Practice (DNP) programs are offered through the Indianapolis campus. Selected courses for all programs are offered through Internet-based technologies that support student access.

Center for Academic Affairs

Center for Academic Affairs

The mission of the Center for Academic Affairs in the School of Nursing is to promote and facilitate the success of its students. This mission is implemented through the functions of academic counseling, recruitment, admissions, registration, certification, academic record maintenance, academic performance monitoring, orientation programs, minority and international counseling, graduation, and student activities. Student services personnel serve as liaisons between students, faculty, and other groups in interpreting School of Nursing and university policies and procedures, and in advocating students' rights and responsibilities.

Orientation

Students new to the School of Nursing will receive orientation materials in the mail prior to the start of the semester.

Guidance and Counseling

A counselor in the Indiana University School of Nursing Center for Academic Affairs is available as a resource for students. Students must see their faculty advisors for academic counseling and program planning. The counselor for minority affairs on the IUPUI campus is also available to assist minority students with special

needs. Students at IUPUI may also consult the Adult Psychiatry Clinic, the Chaplain's Office, the Learning Skills Center, the Office of Career and Employment Services, Counseling and Psychological Services, or other local agencies for specialized counseling.

Graduate Minority Mentoring Program

The IU School of Nursing has initiated a graduate student mentoring program to support minority and international students during their education in the graduate program. Faculty members serve as mentors for students.

The goals of the program are:

1. To help students develop personal, social, and professional skills that will enable them to understand the challenges of graduate education and will enhance opportunities for academic and professional success.
2. To motivate students' involvement in opportunities presented through the Indiana University Graduate School, Indiana University School of Nursing, and Indiana University support services.
3. To promote communication between students, administrators, professors, mentors, staff, and the community.
4. To promote experiences that will support the accomplishment of a student's professional goals.
5. To meet regularly with students to review progress and to make plans for future success.

The benefits of the program for participating students are:

1. Opportunities to learn more about the Indiana University School of Nursing and Indiana University itself.
2. Expert assistance in developing career goals in advanced practice nursing.
3. Expert guidance in making career decisions.
4. Assistance in bridging the gap between academic achievement and its application in the workplace.
5. Participation in peer group experiences designed for students of color.
6. Individual instruction to prepare for admission into and progression through the graduate program in nursing.

Graduate Admissions

- Application
- M.S.N. Admissions
- Graduate Certificate: Teaching in Nursing
- Graduate Certificate: Nursing Informatics
- PhD Program
- DNP Program
- Center for Academic Affairs

How to Apply

How to Apply

An online application process can be accessed through the School of Nursing Web site. Instructions and links can be found at nursing.iupui.edu. Other application information can be obtained from the Center for Academic Affairs, 1111 Middle Drive, NU 122, IUPUI, Indianapolis, IN 46202-5107; e-mail: oesgrad@iupui.edu phone: (317) 274-2806; fax: (317) 274-2996; Web: nursing.iupui.edu.

International applicants must indicate on the graduate application that they are an International student.

Applicants need to complete an application packet that includes: (1) all forms required by the university; (2) official electronic or original, sealed transcripts from each post-high school educational institution attended, including colleges, universities, and diploma schools of nursing (compilations on one transcript are not acceptable); (3) a 500-word essay describing career objectives; (4) references; (5) payment of a nonrefundable application fee (this is required of all U.S. applicants who are new to Indiana University). All application materials must be submitted electronically. Fees are paid electronically through the OneStart system.

Address: IU School of Nursing Graduate Office, 1111 Middle Drive, NU 112C, Indianapolis, IN 46202

Application Deadlines

Applications for the master's program are considered twice a year. Completed applications are due February 15 and September 15. Acute Care NP only admits September 15. Adult-Gerontology CNS, Adult-Gerontology NP, Family NP, and Pediatric NP only admits February 15. Applications for the PhD program are considered twice a year - August 15 and January 15 for admission the following summer. Qualified applicants will be invited for interviews. The PhD Admissions committee makes nominations of the best-qualified candidates to the IU Graduate School. The Doctor of Nursing Practice (DNP) program admits students once a year and application materials are due March 1. Qualified applicants will be invited for interviews, and final acceptance decisions are made in April for fall admission.

Last updated: January, 2014

MSN Admissions

MSN Admissions

Admission to the master's program requires approval by the faculty in the department in which study is desired. Admission is based on the composite of qualifications (as evidenced by the application), official transcripts, and references. A personal interview may be requested by the department. Acceptance into the master's program is competitive.

The criteria that follow must be met for full admission. An applicant who lacks one or more of the criteria may be considered for probationary admission or conditional admission, meaning one or more the admission criteria has not been met.

1. A grade point average (GPA) of 3.0 or higher on a 4.0 scale from a program accredited by the National League of Nursing, or an equivalent program.
2. A 500-word essay describing and explaining professional career aspirations as an advanced-practice nurse.
3. A current active, unencumbered registered professional nurse license in the state in which the student practices. International applicants must submit evidence of passing the Council of Graduates of Foreign Nursing Schools (CGFNS) qualifying examination prior to coming to Indiana

University. Indiana licensure must be achieved prior to enrollment in any clinical nursing course.

4. For International students - in addition to meeting academic qualification, you must:
 - Show proficiency in English (a Test of English as foreign Language (iBT=TOEFL) score of 550 or above is required and a speaking score of 26 or above is required for those who native language is not English.
 - Show proof of financial support, which will be processed through the Office of International Affairs.
 - Submit evidence of passing the Councils of Graduate of Foreign Nursing Schools (CGFNS) qualifying examination prior to coming to Indiana University.
5. All majors require a graduate statistics course. NURS-R 505 is the preferred course.
6. Ability to use computer technologies including accessing, retrieving, receiving, and communicating information.
7. Two years of relevant clinical nursing experience as a licensed registered nurse required for nurse practitioner applicants.

Mobility Option

Registered nurses wishing to pursue graduate education whose highest academic nursing credential is a nursing diploma, an associate degree in nursing, or a baccalaureate degree in another field may be interested in exploring this educational option. The mobility option allows registered nurses to earn a Master of Science in Nursing (MSN) degree without the conferral of the baccalaureate degree in nursing. Two years of relevant clinical nursing experience as a licensed RN is required for all RN-MSN applicants. For more information, interested parties should contact the graduate advisor at the Center for Academic Affairs, 1111 Middle Drive, NU 122, IUPUI, Indianapolis, IN 46202-5107; telephone (317) 274-2806. Please note that this opportunity may not be the best option for all registered nurses, so it is important to talk with the School of Nursing's academic counselor early in the decision process.

Admission of Students on Academic Probation

Students with undergraduate GPAs lower than 3.0 may be admitted on academic probation upon the recommendation of the academic department in which they desire a major and with the endorsement of the MSN Curriculum and Student Affairs Committee.

Maintaining Active Status of Admission

Admission is valid only for the enrollment period designated in the admission letter. Deferment may be granted upon written request, subject to adjustment of admission status to requirements of the new enrollment period. Applications and transcripts are kept on file for two years only; beyond that period, reapplication is required.

Part-Time Study

Part-time study is possible, provided that the program is completed within the six-year limitation period. Part-time students should consult with their MSN coordinator for any program plan changes.

PhD Admissions

PhD Admissions

Successful applicants must submit the following criteria by application deadlines of August 15 and October 15 for summer admission:

- Completion of a Baccalaureate in Nursing or Master of Science in Nursing from a program within a regionally accredited institution of higher education. (Indiana University School of Nursing faculty retain the right to determine acceptable accreditation status of nursing programs from which applicants have graduated.)
- A baccalaureate cumulative grade point average of 3.0 on a 4.0 scale. For applicants holding a master's degree, a graduate GPA of 3.5 or higher is required. The master's degree GPA will supersede the baccalaureate GPA. Official transcripts are required.
- Completion of a 3 credit graduate-level statistics course with a grade of B (3.0) or higher within three (3) years before the date of proposed application.
- Current Registered Nurse Licensure (RN) in state of U.S. residence.
- Competitive scores (50th percentile and above) on the verbal and quantitative sections and a score of 3.5 or better on the analytical writing section of the Graduate Record Examination (taken within the last five years). For information about the GRE—such as registration information, test dates, and testing locations—visit the Educational Testing Service (ETS) Web site or contact them by phone at 1-609-771-7670. Scores must be sent to IUSON directly from ETS and upon arrival will be matched to your application.
- International students must have competitive scores (minimum of 550) on the Test of English as a Foreign Language (TOEFL) or satisfactory performance on the International English Language Testing System (IELTS) exam for students whose first language is not English. A test of written English is also required. For more information, visit www.ielts.org. International student applicants are advised to consult with the IUPUI Office of International Affairs.
- The following materials are required to be included in the application materials:
 - A two- to three-page essay summarizing immediate and long-term professional goals and a proposed area of research.
 - Example of original scholarship or research in nursing as demonstrated by a report, published or unpublished paper, or a thesis.
 - Three references, including one from a nurse faculty member who has knowledge of the applicant's academic ability from undergraduate or master's work.
 - Letter from a nursing graduate faculty member with endorsement to direct dissertations who has agreed to be a Research Mentor because they share a research interest area with you (letter template must be used). For a list of IUSON faculty members and their areas of research interests <http://nursing.iupui.edu/>

[directory/faculty](#). Solicit a letter of support from one of these individuals whose area of research most closely matches your own. Submit this letter with the application materials. If you need help choosing faculty member(s) with similar interests, you may contact the Graduate Advisor for Doctoral Programs.

- An interview with members of the PhD faculty (arranged by school) is also required.

Qualified candidates are interviewed following each admission deadline. The PhD admissions committee makes decisions and nominates the best candidates to the IU Graduate School. Admissions decisions are finalized and students are notified of acceptance with a May (summer) start date for the program.

Application is two-fold:

1. [Apply online](#); "Nursing Non-Degree"; "PhD Prep."
2. All application material, in one packet, should be sent no later than August 15 or October 15 to the following:

Graduate Advisor for Doctoral Programs

Indiana University School of Nursing Center for Academic Affairs

*1111 Middle Drive, NU 122
Indianapolis, IN 46202-5107*

For more information about the PhD program or the admission criteria, please contact:
Graduate Advisor for Doctoral Programs
Phone: (317) 274-2806
E-mail: dgrew@iupui.edu

Last updated: February, 2012

DNP Admissions

DNP Admissions

Admission to the Indiana University School of Nursing (IUSON) DNP program requires approval by the faculty and is based on the applicant's qualifications as evidenced by grade point average, certification, statement of professional aspirations, official transcripts, references. A personal interview is also required. Acceptance into the program is competitive. The DNP program admits once a year with the application deadline of March 1 for fall admission.

The following criteria must be met for unconditional admission to the DNP program:

- 1) Master's Degree in Nursing from an NLNAC or CCNE accredited program.
- 2) MSN degree program cumulative GPA of 3.3 or higher.
- 3) Meet the role requirements of the agency in which you conduct your practicum.
- 4) Provide documentation of supervised practice hours from an accredited MSN program. Students with fewer than 500 clinical hours will take additional practicum credits to achieve the 1000 hours required by the American Association of Colleges of Nursing.

- 5) Have completed NURS-I 630 *Introduction to Nursing Informatics* or equivalent graduate level informatics coursework.
- 6) Have completed NURS-R 505 *Measurement and Data Analysis* or NURS-L 650 *Data Analysis for Clinical and Administrative Decision-making* or equivalent graduate level statistics course completed *within the last three years with a grade of B or better.*
- 7) An unencumbered RN license in state of practice.
- 8) Completed online IUSON DNP application.
- 9) Official transcripts from all colleges and universities attended.
- 10) Written career goal statement (limit of 500 words).
- 11) Three professional references (at least one from a current or former supervisor).
- 12) Resume or curriculum vitae.
- 13) Statement of possible community agency or health system mentor, and/or general idea of DNP scholarly inquiry project.
- 14) Admission interview.

Last updated: February, 2012

Awards & Scholarships

- Financial Information
- University Support

Nursing Informatics

Certificate Programs

Nursing Informatics

The School of Nursing offers a Graduate Certificate in Nursing Informatics. Nursing informatics is a nursing specialty that draws from computer science, information science, cognitive and decision sciences, and nursing science. Students in nursing informatics gain knowledge and skills to enhance patient-care delivery, promote consumer health, utilize nursing research, and provide education through information technology. Completion of the certificate program fulfills the educational requirements for eligibility for the AACN certification as an Informatics Nurse. (Note: Eligibility for certification has the additional requirement of 1,000 hours of clinical informatics practice). The certificate meets the educational requirements of nurses who want to expand their current knowledge base or develop new skills in nursing informatics and meet the growing needs of clinical enterprises that are seeking nurses to fulfill roles in clinical and consumer (e-health) roles. The certificate (12 credit hours) requires completion of three core courses and an additional elective selected by the learner from a list of recommended courses.

Admissions Requirements and Procedures

Admission to the certificate program requires a bachelor's degree in nursing from an accredited institution with a recommended minimum GPA of 3.0. Appropriate work experience also will be taken into account in making decisions about admission. Students will be required to submit a statement of interest and three letters of recommendation. Students already admitted into the

Indiana University or Purdue University graduate program are automatically eligible to earn a certificate. Such students must declare their participation in the degree program and also submit a statement of interest.

Minimum Overall GPA

Students will be required to receive a final overall grade point average of 3.0 or higher to be awarded the certificate. The minimum grade accepted in any single course is B.

Maximum Number of Credits That Can Be Transferred from Another Institution

If a student is able to document appropriate graduate course work at another institution, the student can request that the transfer of a maximum of 3 credits. The faculty that oversees the program will approve all waivers and substitutions. No undergraduate courses can be applied to this certificate program.

Maximum Time for Completion

Maximum time for program completion is four years with no significant breaks (i.e., more than two semesters) between courses. (This field and its underlying technology change too rapidly to allow for longer breaks.) Most students enrolled in this program will be part-time students, employed full time. Thus four years may be needed for the completion of all courses if students take one course per semester.

Number of Credit Hours Taken Prior to Admission to the Certificate Program That May Be Counted to Completion of the Degree

There is no limit to the number of graduate courses that can be taken prior to admission to the certificate program, provided that all course work is completed within a four-year period.

Required Nursing Informatics Courses

- NURS I630 Introduction to Nursing Informatics (3 cr.)
- NURS I631 Clinical Information Systems (3 cr.)
- NURS I579 Nursing Informatics Practicum (3 cr.)

Nursing Informatics Electives

- NURS I635 Consumer Health Informatics (3 cr.)
- NURS L650 Data Analysis for Clinical and Administrative Decision Making (3 cr.)
- NURS T619 Computer Technologies for Nurse Educators (3 cr.)

Teaching in Nursing

Certificate Programs

Teaching in Nursing

The School of Nursing offers a Graduate Certificate in Teaching in Nursing. The certificate (15-17 credit hours) requires completion of prescribed courses and a teaching practicum. The academic certificate is for students with bachelor's or master's degrees or currently enrolled in a master's program with the career goal of teaching in an academic setting.

Admissions Requirements and Procedures

Admission to the certificate program requires a bachelor's degree in nursing from an accredited institution with a recommended minimum GPA of 3.0. Appropriate work experience also will be taken into account in making

decisions about admission. Students will be required to submit a statement of interest and three letters of recommendation. Students already admitted into the Indiana University or Purdue University graduate program are automatically eligible to earn a certificate. Such students must declare their participation in the degree program and also submit a statement of interest.

Minimum Overall GPA

Students will be required to receive a final overall grade point average of 3.0 or better to be awarded the certificate. The minimum grade accepted in any single course is B.

Maximum Number of Credits That Can Be Transferred from Another Institution

If students are able to document appropriate graduate course work at another institution, they can request that they transfer a maximum of 3 credits. The faculty members who oversee the program will approve all waivers and substitutions. No undergraduate courses can be applied to this certificate program.

Maximum Time for Completion

Maximum time for program completion is four years with no significant breaks (i.e., more than two semesters) between courses. (This field and its underlying technology changes too rapidly for longer breaks.)

Number of Credit Hours Taken Prior to Admission to the Certificate Program That May Be Counted to Completion of the Degree

There is no limit to the number of graduate courses that can be taken prior to admission to the certificate program, provided that all course work is completed within a four-year period.

Required Courses for the Teaching in Nursing Certificate

- T615 Curriculum in Nursing (3 cr.)
- T617 Evaluation in Nursing (3 cr.)
- T619 Computer Technologies for Nurse Educators (3 cr.)
- T670 Teaching in Nursing (3 cr)
- T679 Nursing Education Practicum (3 cr.)

-
- T800 Preparing Future Faculty (2 cr.) **Optional for Graduate MSN and required for PhD students.**

Certificate Programs

Certificate Programs

- Nursing Informatics Graduate Certificate
- Teaching in Nursing Graduate Certificate

For information concerning these programs of study, write Graduate Programs, Indiana University School of Nursing, 1111 Middle Drive, NU 122, Indianapolis, IN 46202-5107; or telephone (317) 274-2806 or visit www.nursing.iupui.edu.

Contact Information

Contact Information

Graduate Programs

Indiana University School of Nursing

Center for Academic Affairs
1111 Middle Drive, NU 122
Indianapolis, IN 46202-5107
Phone: 317.274.2806
www.nursing.iupui.edu

Degree Programs

The School of Nursing faculty offers the following degrees:

- Master of Science in Nursing (MSN)
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing Science (PhD)

The School of Nursing also offers the following certificates:

- Nursing Informatics Graduate Certificate
- Teaching in Nursing Graduate Certificate

For information concerning these programs of study, write Graduate Programs, Indiana University School of Nursing, 1111 Middle Drive, NU 122, Indianapolis, IN 46202-5107; or telephone (317) 274-2806 or visit www.nursing.iupui.edu.

The Master of Science in Nursing (MSN) program: the PhD in Nursing Science and the Doctor of Nursing Practice (DNP) programs are offered through the Indianapolis campus. Selected courses for all programs are offered through Internet-based technologies that support student access.

Doctor of Nursing Practice (DNP)

Doctor of Nursing Practice (DNP)

Purpose

The Doctor of Nursing Practice (DNP) is a Post-Masters 37 credit hour practice-focused professional doctorate.

Graduates of the program are prepared to assume leadership positions in nursing and health care, both at system and direct patient care levels. Graduates contribute to quality improvement and patient safety through systems thinking, reflective practice, informatics, translation science, and evidence-based clinical practice. For more information about the application process, please see the IU School of Nursing web site: <http://nursing.iupui.edu>

Program Outcomes

Graduates of the program are expected to:

1. Use relationship-centered nursing leadership to improve health care and the health status and outcomes of people.
2. Engage with communities of practice to frame problems, design and implement evidence-based interventions, and evaluate outcomes.
3. Integrate the needs of diverse societies in the design, delivery, and evaluation of health services in complex systems.
4. Transform clinical practice through reflection, action inquiry, strategic resource management, information technology and/or knowledge-based resources.
5. Translate knowledge for application to the delivery of advanced nursing practice.

6. Implement changes based on evaluation of health systems, health policy, and nursing science in response to social, political, economic, and ethical issues.

7. Evaluate the impact of change on complex health systems including individuals and populations.

DNP Curriculum

Thirty-seven credit hours (post- masters MSN) are required to complete the curriculum and include the following courses:

I630	Introduction to Nursing Informatics	3 credits
D615	Health Care Outcomes and Decision Making	3 credits
D735	Clinical Epidemiology and Statistics in Nursing	3 credits
D736	Inquiry I: Evidence-based Research & Translation Science	3 credits
D737	Inquiry II: Evidence-based Research & Translation Science	3 credits
D743	Influencing Public Health Policy	3 credits
D744	Strategic Resource Management in Nursing & Health Systems	3 credits
D749	DNP Practicum	7 credits
D751	Knowledge Complexity	3 credits
D751	Relationship-Centered Leadership in Complex Systems	3 credits
	Elective	3 credits

Last updated: January, 2014

Academic Standing

Master of Science in Nursing

Academic Standing

Good Standing

A student is in good academic standing when his or her cumulative grade point average is 3.0 or higher.

Disciplinary Probation

Disciplinary probation is administered under the Code of Student Rights, Responsibilities, and Conduct. The faculty reserve the right to request the withdrawal of a student when problems related to personal integrity, health, maturity, or safety in the practice of nursing demonstrate

the student's unfitness to continue preparation for professional nursing.

Academic Probation

A student is placed on academic probation when the cumulative grade point average falls below 3.0 or if he or she earns a C+ or lower in a required course. The probationary status is removed within one semester or its equivalent (9 credit hours). Students who do not regain good academic standing after three semesters of probation will be dismissed from the program.

Maintaining Status

- Students who do not register for a period of three consecutive semesters will be dismissed from the program.
- Students admitted on probation who fail to remove the conditions of admission within the time frame specified are subject to dismissal.
- Students must maintain a cumulative GPA of 3.0 throughout the duration of the program. Course grades lower than B- will constitute course failure.
- Students must achieve a cumulative GPA of 3.0 to be eligible for graduation.
- Students who receive a failing course grade in a non-clinical course will be placed on academic probation and monitored by the MSN Curriculum and Student Affairs Committee. The student may request an opportunity to repeat the course one time.
- Students who receive a failing grade in a clinical course or in more than one course (clinical and/or didactic) within the same semester will be dismissed from the program.
- If a course must be repeated, the department may specify additional conditions relating to progression in the program until the course is successfully completed.
- Students will remain on academic probation, even after successful completion of a repeated course, until cumulative GPA meets or exceeds 3.0.
- Students who are on academic probation and/or has one or more course Incomplete(s) outstanding cannot enroll in further coursework unless approved by the MSN Curriculum and Student Affairs Committee.
- Evidence of lack of progress toward the degree is described as failure to successfully attain a B- or higher in a course in which an unsatisfactory grade has been previously received. Students who do not complete all degree requirements within a six-year period following initial registration will be dismissed.

Master of Science in Nursing

Master of Science in Nursing

Philosophy

Nursing is a scientifically and theoretically based service profession. By embracing the contextual nature of practice through integration of multiple ways of knowing including critical thinking, research, reflection, and intuition, MSN graduates become expert nurses who provide holistic, ethical, evidence-based care within an interdisciplinary environment. Through the educational process, students become visionary leaders who advance

the profession of nursing and influence the future of healthcare.

Purpose

The IUSON MSN program educates nurses to become leaders within dynamic healthcare environments. As nurse leaders they are prepared to provide and improve care to patients, families, and/or communities and to lead educational and complex healthcare systems.

Program Outcomes

The goal of the Master of Science in Nursing (MSN) program is to prepare graduates for leadership roles in advanced nursing practice, those of clinical nurse specialist, nurse practitioner, nurse educator, and nurse leader. Students select one of 9 track areas of study when they apply for admission. In addition, graduate certificates are offered in nursing informatics and teaching in nursing. Post-master's study options are available in all tracks. All degree requirements must be met within six years of initial enrollment. The pattern and duration of a program of study for individual students is determined in consultation with their MSN Coordinator. Degree requirements can be met through a combination of distance-accessible, online, and on-campus learning opportunities.

All graduates of the master's degree program are expected to achieve the following outcomes:

1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.
2. Conduct advanced nursing practice within ethical–legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
3. Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing.
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.
6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
7. Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations.
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.

The goal of the MSN program is to prepare its graduates for leadership roles in advanced nursing practice. Post-

master's options are also available in all the tracks. Students select a track area of study when they apply for admission.

Students may elect to follow a full-time or part-time course of study. Minimum time for completion of degree requirements is three semesters. All degree requirements must be met within six years of initial enrollment. The pattern and duration for the individual student is determined in consultation with their MSN Coordinator.

Selected master's courses are distance accessible using a variety of technologies.

- Degree Requirements
- Academic Standing of Students
- Curriculum Design
- Post-Master's Option

Curriculum Design

Master of Science in Nursing

Curriculum Design

Minimum completion time for the master's degree program is five semesters. The pattern and duration for the individual student is determined in consultation with the student's faculty advisor.

All majors include the following areas of study:

1. **Graduate Statistics Course.** 500-level, faculty-approved course; NURS-R 505 is preferred.
2. **Core Courses.** One course each in nursing theory, nursing leadership for advanced practice nursing, and research methodology for a total of 9 credit hours.
3. **Courses in the Nursing Major.** Between 15 and 30 credit hours in specialty courses from the major department.
4. **Nursing Study/Thesis Option.** Three credit hours of nursing study or 6 credit hours of thesis work.
5. **Focus Area Courses.** These are required for some majors and requirements vary from 3-9 credit hours of electives chosen by the student in consultation with their MSN Coordinator.

Degree Requirements

Master of Science in Nursing

Degree Requirements

Candidates must meet both the general requirements of the master's program in the School of Nursing and the specific requirements of the specialty track.

All candidates for the degree of Master of Science in Nursing must fulfill the following requirements:

1. Complete a minimum of 42 credit hours of courses (43 for Acute Care Nurse Practitioner program), depending on the track, and fulfill departmental requirements. A maximum of 3 credit hours may be taken at the undergraduate level if the track offers an elective option. Courses meeting the requirement of advanced nursing practice must be taken in or through the School of Nursing.

2. Remove all conditions, deficiencies, probation, and Deferred or Incomplete grades.
3. Achieve a 3.0 grade point average by the time the student has completed 42 credit hours of course work, as required by the major department. Credit hours toward the degree are not granted for courses with a grade below B-. All grades are included in computing the grade point average.
4. Complete all degree requirements within six years of the date the student begins course work.
5. File intent to graduate forms at least one semester before the final semester of study. A new intent to graduate form must be filed if the graduation date changes. Application forms are online and filed with the recorder for graduate programs.
6. Complete the School of Nursing Exit Survey, which is part of the intent to graduate form.

The School of Nursing is not responsible for certification for the degree if the student fails to file the application.

Portfolio Review Process for MSN Course Substitution

A portfolio review process is available to all MSN students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes. The portfolio provides objective evidence that students have acquired the knowledge, skills, and abilities through prior learning and/or practice experiences. The decision to accept the documentation provided is based on determination of the equivalency of this prior knowledge and skills that the student would be expected to demonstrate at the completion of a specific course. The portfolio review option does not take the place of course equivalency reviews or transfer credit. For more information about specific policies and procedures related to the portfolio review process for graduate students please refer to the current graduate student handbook at the School of Nursing Web site.

Post-Master's Option

Master of Science in Nursing

Post-Master's Option

A minimum of 12 credit hours, determined by the area of study. Post-master's options are available in all Master of Science in Nursing tracks. The option varies from 12 to 29 credits, depending on previous course work. Applicants must have a Master's degree in Nursing. A 500 level graduate statistics class will be required if statistics has not been taken within 5 years and is below a B-.

Program Descriptions

Students select a specialty track at the time they apply for admission. Post-master's options are available in all clinical areas and in nursing administration and teacher education. The majors are listed by their respective departments.

Nursing Leadership in Health Systems

Nursing Education

Clinical Specialists

- Adult-Gerontology Clinical Nurse Specialist

- Pediatric Clinical Nurse Specialist

Nurse Practitioners

- Pediatric Primary Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Adult-Gerontology Acute Care Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner

Curriculum

PhD in Nursing

Curriculum

The PhD curriculum consists of six core areas of 90 credit hours. The MSN to PhD can use up to 30 credit hours from their Master of Science in Nursing course work.

Core	BSN to PhD	MSN to PhD
Professional Development Core	8 credits	6 credits
Nursing Theory Core	9 credits	6 credits
Nursing Science Research Major	21 credits	15 credits
Nursing Science Concentration	24 credits	8 credits
Minor, external or internal	12 credits	9 credits
Dissertation	16 credits	16 credits

For a complete outline of the courses required for each core, visit the Indiana University School of Nursing PhD program Web site: www.nursing.iupui.edu.

Last updated: January, 2014

Focus Areas of Study w/ Wide Applications

PhD in Nursing

Focus Areas of Study w/ Wide Applications

Scholars are prepared in clinical nursing science and health systems. PhD students work closely with faculty mentors, utilizing the resources available at IUSON, and participate in intensive research studies. Focus areas reflect faculty research strengths.

Clinical Nursing Science

Clinical nursing science concentrates on the interrelationships of health promotion, health behavior, and quality of life in acute and chronic illness throughout the life span. This focus area includes the prevention and early detection of disabilities across the continuum of care and the enhancement of the health and well-being for individuals, families, and communities. Examples of scholarship and faculty research topics in clinical nursing science include:

- Improvement of quality of life in persons with chronic illness, including epilepsy, stroke and renal disease
- Behavioral oncology across the cancer continuum (including cancer prevention, detection, and symptom management)
- Childhood and family adaptation to chronic illness

- Family caregiving across the lifespan
- Tailored intervention studies to improve quality of life
- Patient care safety

Health Systems

Health systems operate to create structures and resources that enable individuals and communities to achieve optimal health. This focus area includes the science of nursing education, informatics, health policy, and administration. Examples of scholarship and faculty research topics within the focus of health systems include:

- Teaching and learning in Web-based courses
- Clinical reasoning
- Assessment of learning and program evaluation
- Health policy and public policy analysis
- Computer systems to enhance care delivery
- Nursing informatics
- Narrative pedagogies
- Patient care simulations
- Community-based care coordination

Last updated: January, 2014

PhD in Nursing Science Program

Degree Programs

PhD in Nursing

Professional nursing is a distinct scientific discipline with a specific body of knowledge obtained through research. The Doctor of Philosophy program builds upon baccalaureate or master's nursing education and emphasizes the use of creativity in the development and formulation of ideas that contribute to nursing science. Through research, analysis, and evaluation, students are empowered to transform knowledge and critical data into viable propositions through effective communication, critical inquiry, and clinical application. As students progress through the PhD program, they are socialized to the value of research and interdisciplinary inquiry. Today's PhD in nursing science scholar is entrusted with shaping and preserving the quality and vitality of professional nursing.

- On-Campus and Distance-Accessible PhD Options
- Focus Areas of Study
- PhD Curriculum
- Opportunities for Postdoctoral Study

On-Campus and Distance-Accessible PhD Options

PhD in Nursing

On-Campus and Distance-Accessible PhD Options

Indiana University School of Nursing (IUSON) offers both an on-campus and a distance-accessible option. The distance-accessible option offers bachelor's and master's prepared nurses access to our PhD program through a variety of distance technologies. Faculty and students use Web-based courses, video conferencing, discussion dialogues, telephone conferencing, and other emerging technologies to communicate and participate effectively via long distance. Courses and faculty mentoring are coupled with required two-week on-campus summer

intensive sessions. Admission criteria and curriculum are the same for both options.

Graduates of the program will be able to:

- Synthesize knowledge from nursing as well as from the biological and behavioral sciences to investigate health phenomena relevant to the discipline of nursing.
- Utilize analytical and empirical methods to extend nursing knowledge and scholarship.
- Independently conduct and communicate research that advances the body of scientific nursing knowledge.
- Defend the social significance of the expanded knowledge base of nursing.
- Interpret nursing science within an interdisciplinary context.

Last updated: January, 2014

Postdoctoral Study

PhD in Nursing

Postdoctoral Study

There are several postdoctoral research training programs at the IU School of Nursing. Advanced research training is available in the areas of Health Behaviors and Quality of Life as well as Behavioral Oncology and Cancer Control. More information is available at <http://nursing.iu.edu/research/centers/>.

Last updated: January, 2014

Financial Information

Graduate

Financial Information

Information about financial resources for doctoral nursing students including scholarships, traineeships, fellowships, research teaching assistantships, as well as other sources of financial aid for tuition, fees, and health insurance may be obtained by contacting IUSON's Center for Academic Affairs Web site <http://nursing.iu.edu/graduate/tuition/>. To be considered for financial aid all students should complete the Free Application for Federal Student Aid located on the Web at www.fafsa.ed.gov. All graduate students are encouraged to apply for scholarships.

- University Support

University Support

Graduate

University Support

To be considered for financial aid all students should complete the Free Application for Federal Student Aid, located on the Web at www.fafsa.ed.gov. Financial support for graduate students, available from the IUPUI Office of Scholarships and Financial Aid, is primarily in the form of loans and Federal Graduate Work-Study employment. Eligibility for these programs is determined by financial need. Students must submit the forms annually by March 1 to determine financial need. In

addition to demonstrating financial need, students must be admitted and enrolled in a nursing graduate program for a minimum of 4 credit hours, or half-time per semester. Further information can be obtained from the Office of Student Financial Aid Services, 425 University Boulevard, Cavanaugh Hall 103, Indianapolis, IN 46202-5145; telephone (317) 274-4162.

University Fellowships

Graduate fellowships may be available from Indiana University for full-time study during the first year. These awards are competitive. Ph.D. candidates are eligible and are nominated by the IU School of Nursing faculty.

IUPUI Educational Opportunity Fellowships

These fellowships are awarded to encourage graduate students who are enrolled at a minimum of 6 credit hours per semester, and who have disadvantaged backgrounds, to participate in graduate studies. Educational Opportunity Fellowships <http://graduate.iupui.edu/admissions/financial-support/fellowships-awards/>, which average \$500 to \$1,500 per year, are awarded on the basis of financial need and academic ability. A form must be submitted to determine financial need.

Student Learning Outcomes

- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing (PhD)
- Master of Science in Nursing (M.S.N.)
- Certificate in Nurse Teaching
- Certificate in Nursing Informatics

Master of Science in Nursing (M.S.N)

Student Learning Outcomes

Master of Science in Nursing (M.S.N)

The goal of the Master of Science in Nursing (MSN) program is to prepare graduates for leadership roles in advanced nursing practice, those of clinical nurse specialist, nurse practitioner, nurse educator, and nurse administrator. Students select one of 8 major areas of study when they apply for admission. In addition, graduate certificates are offered in nursing informatics and teaching in nursing. Post-master's study options are available in all majors. All degree requirements must be met within six years of initial enrollment. The pattern and duration of a program of study for individual students is determined in consultation with a faculty advisor. Degree requirements can be met through a combination of distance-accessible and on-campus learning opportunities.

1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.
2. Conduct advanced nursing practice within ethical–legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.
3. Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing.

4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.
6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.
7. Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.

Doctorate Programs

Student Learning Outcomes

Doctor of Nursing Practice (DNP)

Graduates of the program are expected to:

1. Use relationship-centered nursing leadership to improve health care and the health status and outcomes of individuals.
2. Engage with communities of practice to frame problems, design and implement evidence-based interventions and evaluate outcomes.
3. Integrate the needs of diverse societies in the design, delivery and evaluation of health services in complex systems.
4. Transform clinical practice through reflection, action inquiry, strategic resource management, information technology and/or knowledge-based resources.
5. Translate knowledge for application to the delivery of advanced nursing practice.
6. Implement changes based on evaluation of health systems, health policy and nursing science in response to social, political, economic and ethical issues.
7. Evaluate the impact of change on complex health systems including individuals and populations.

Doctor of Philosophy in Nursing Science (PhD)

Graduates of the program are expected to:

1. Synthesize knowledge from nursing as well as biological and behavioral sciences to investigate health phenomena.
2. Utilize analytical and empirical methods to extend nursing knowledge and scholarship.
3. Conduct and communicate Independent research that advances the body of scientific knowledge.
4. Defend the social significance of the expanded knowledge base of nursing.

- Interpret nursing science within an inter-disciplinary context.

Last updated: February, 2012

Graduate Certificates

Graduate Certificates

Certificate Program in Nurse Teaching

All participants who complete the nurse teaching certificate program are expected to achieve the following outcomes:

- Facilitate learning effectively
- Facilitate Learner Development and Socialization
- Use Assessment and Evaluation Strategies
- Participate in Curriculum Design and Evaluation of Program Outcomes
- Function as a Change Agent and Leader
- Pursue Continuous Quality Improvement in the Nurse Educator Role
- Engage in Scholarship
- Function within the Educational Environment

Certificate Program in Nursing Informatics

The goal of the certificate in nursing informatics is to prepare graduates with knowledge and skills to enhance patient-care delivery, promote consumer health, utilize nursing research, and provide education through information technology. All participants who complete the nursing informatics certificate program are expected to achieve the following outcomes:

- Synthesize knowledge of system design, selection, implementation, and evaluation of information systems for nursing care delivery, including human factors and organizational change management.
- Manage structured and unstructured data for representing nursing knowledge to inform clinical and administrative decision making, monitor quality and effectiveness of nursing care, and support evidence-based nursing practice.
- Utilize standardized languages for storage and retrieval of healthcare information and nursing data.
- Integrate principles of computer science, information science, cognitive and decision sciences, and nursing science within computerized decision support systems
- Demonstrate project management skills for implementation of technological solutions to nursing and healthcare problems.
- Develop policies to safeguard access to health information and to ensure information security, accessibility, and quality.
- Analyze the social and ethical issues related to computerized healthcare information delivery.

Centers & Institutes

Centers & Institutes

As the nation's only school of nursing offering the full range of degree programs, we provide a continuum of nursing education unmatched by any other university. Our goal is to help students reach their career goals in

the health care profession and prepare them to meet the lifelong challenges they'll face as nurses.

[Centers and Institutes](#)

- Center for Enhancing Quality of Life and Chronic Illness**

The Center for Enhancing Quality of Life in Chronic Illness (CEQL) initially funded by the National Institute of Nursing Research (NINR) at National Institutes of Health (NIH), improves health-related quality of life in persons with chronic conditions across the life span. Funded pilot studies, a major component of the center, enable eligible investigators to perform research to improve quality of life in patients and families with chronic illness.

- Center for Research and Scholarship**

At the Center for Research and Scholarship, our mission is to support faculty in the development and conduct of research and scholarly activities that advance nursing science through expansion of external funding. The center staff is dedicated to the delivery of services to increase the development of faculty and scholarship.

- Center for Research in Nursing Education**

At the Center for Research in Nursing Education, our mission is to improve the health and quality of life for citizens of central Indiana, the state, the nation and beyond through developing, testing, and disseminating of new pedagogies for nursing education and teacher preparation so that future generations of nurses are prepared to meet society's need for safe, quality and compassionate care.

- Mary Margaret Walther Program for Cancer Care Research**

Scientists in the Mary Margaret Walther Program for Cancer Care Research study human behavior to help patients and families with: prevention and early detection of cancer, management of symptoms and side effects of cancer treatment at diagnosis, long-term survivorship issues, and problems patients and families face with advanced cancer. The Walther Cancer Institute is a long-time supporter of behavioral research, starting when Dr. Joseph Walther created the program in 1985 in memory of his wife Mary Margaret Walther.

- Research in Palliative and End-of-Life Communication and Training (RESPECT) Center**

The mission of the **Research in Palliative and End-of-Life Communication and Training (RESPECT) Center** is to build a collaborative, interdisciplinary scientific community of researchers and clinicians to work together to advance the science of communication in palliative and end-of-life care across the lifespan.

- Resource Center for Innovation in Clinical Nursing Education**

The RCICNE is a 10,000 square foot state-of-the-art clinical/simulation area with video capture and broadcast capabilities. The Center has 4 debriefing rooms as well as 4 simulation rooms with a central control room. It also features 6 exam rooms and has 10 hospital cubicles in an open instructional space. It includes a state-of-the-art classroom, 2 computer labs, storage, a faculty workroom, and 3 offices.

Last updated January 2014

Student Organizations

- The American Assembly of Men in Nursing
- The Honor Society of Nursing, Sigma Theta Tau International
- Indiana Student Nurses Association
- IU Student Nurses Association-Indianapolis Chapter
- National Student Nurses Association
- Chi Eta Phi Sorority, Inc.
- IUSON President's Council
- Pi Lambda Theta
- IUPUI Graduate and Professional Student Organization

Last updated January 2014

Honor Society of Nursing

The Alpha chapter of the international honor society of nursing was organized at Indiana University. Membership is by invitation to baccalaureate and graduate nursing students who have demonstrated excellence in their nursing programs and have shown superior academic and personal records of achievement. Qualified members of the nursing profession, upon demonstration of marked achievement in nursing, are also eligible for membership. Leadership, research, and scholarship constitute the purposes of [Sigma Theta Tau International](#).

Last updated January 2014

Student Nurse Associations

All prenursing and nursing undergraduate students are eligible for membership in various student nurses associations, including the [National Student Nurses Association](#), the [Indiana Association of Nursing Students](#), and IU's local chapter. The chief purpose of the organization is to help students prepare to assume professional responsibilities through programs that involve nursing students in health care issues, legal aspects of nursing, interdisciplinary questions, and community activities at the local, state, and national levels.

Last updated January 2014

Chi Eta Phi Sorority, Inc.

This service organization is open to all undergraduate nursing students who demonstrate excellence in the profession of nursing, maintain an acceptable grade point average, demonstrate leadership, and participate in campus and community activities. [Chi Eta Phi](#), Inc. affords students an opportunity to engage in service activities and to promote interest in the field of nursing locally and nationally.

Last updated January 2014

President's Council

The President's Council is composed of the presidents of School of Nursing student organizations, class officers, faculty advisors, and representatives from school committees that deal with student matters. The purpose of this group is to be a liaison between various student groups, the faculty, and administration of the school. This group is especially involved in decisions associated with progression through the program and with graduation-related events. Class presidents are expected to keep classmates informed of issues and to act as advocates for their peers.

Last updated January 2014

Pi Lambda Theta

Graduate students with GPAs of at least 3.5 who are enrolled in teacher education courses may meet selective criteria for election to [Pi Lambda Theta](#), an international honor society and professional association in education.

Last updated January 2014

IUPUI Graduate & Professional Student Government (GPSG)

[The Graduate and Professional Student Government \(GPSG\)](#), formerly the Graduate Student Organization (GSO), was established in 1990 to improve the quality of graduate and professional student life by relaying the needs of the students to IUPUI administration and the general student body. Graduate and Professional student representatives from each school on campus make up the GPSG. The Indiana University School of Medicine (IUSM) - GSO is comprised of representatives from each of the 10 different Ph.D. programs. The IUSM - GSO President is the school representative at the IUPUI GPSG. The main role of the IUSM - GSO is to award travel grant money to IUSM students in the spring and fall (if funds are available). The travel grants help with costs of travel expenses to academic conferences where students will be presenting their research.

IUPUI GSO Campus & Community Life Campus Center, Room 365 420 University Blvd. Indianapolis, IN 46202 gradstu@iupui.edu Phone: 317-278-0615 <http://gso.iupui.edu>

Last updated January 2014

American Assembly for Men in Nursing

The American Assembly for Men in Nursing ([AAMN](#)) is a professional organization for nurses that works to improve gender inclusion in nursing profession. AAMN strives towards belonging and collective learning for its member professional development.

Last updated January 2014

Academic Policies & Procedures

Please refer to School of Nursing policy for detailed information and processes.

Completion of Degree Requirements

The School of Nursing must receive notices of removal of Incomplete and Deferred grades, special credit grades, and independent study course grades no later than three weeks before the end of classes in the student's last semester prior to graduation.

Professional Liability Insurance

Indiana University provides liability insurance to each nursing student while in the clinical setting, provided that the student is enrolled in clinical course work. Students not enrolled in clinical courses are not covered by liability insurance and will not be allowed into the clinical courses. Students who are employed in a health care facility should check with their employer regarding liability insurance requirements. IU School of Nursing does not cover students beyond classroom and/or clinical settings.

Criminal Background Checks

Students currently enrolled in the IU School of Nursing will be required to submit a national criminal background check upon admission and will be required to renew it annually. It is the responsibility of each applicant and student to pay the fee for the screening directly to Certified Background. Each year, students will be required to submit their request for an updated national criminal background check report (Policy H_03).

Deadlines for renewal:#

- Spring admits will be required to submit annually an updated criminal background recheck by November 15th of the following year.
- Fall admits will be required to submit annually an updated criminal background recheck by August 1st of the following year.
- Summer admits will be required to submit annually an updated criminal background recheck by April 15th of the following year.

An updated national criminal background check will also be required for any student being readmitted or transferring to the program.

CPR Requirements

Current certification in cardiopulmonary resuscitation (CPR) is required. Students must be certified through an approved course or instructor. The approved courses are American Red Cross Professional Rescuer and American Heart Association Health Care Provider.. The School of Nursing Office of Student Services office may offer a CPR course. CPR training must include:

- Infant
- Child
- Adult
- Individual rescue

- Two-person rescue
- Automated external defibrillation

Current CPR certification must be maintained throughout the student's entire nursing program. Evidence of certification must be filed with your campus' School of Nursing prior to beginning the clinical experiences. Students must also file evidence of recertification prior to entering the second year of the major. Students must have current CPR certification on file in order to participate in clinical settings.

Health Requirements and Insurance

Immunizations are required to protect both students and patients. Additionally, clinical agencies and the School of Nursing also require additional immunizations. Evidence of receipt of all immunization requirements should be in the form of a signed statement from the healthcare provider or copy of titer results from an approved provider. Students who do not have proof of all required immunizations will be administratively withdrawn from all nursing classes. Refer to the Center for Academic Affairs for a complete and current list of the required immunizations (all immunizations are at the student's expense).

Students with Disabilities

Students with physical, mental, or learning impairments are encouraged to consult with counselors from the Adaptive Educational Services for assistance in meeting degree requirements. Students with disabilities must meet all academic and technical skill requirements of their program. Programs for academically disadvantaged students are available on all IU campuses. Students on the IUPUI campus can seek additional information at [IUPUI Adaptive Educational Services](#) (317) 274.3241.

Writing Competencies

Writing competency is an expected outcome of the nursing program, and the University. In an effort to prepare students well in this area, faculty members have developed the following writing criteria to be used in assessing all student writing:

1. The writing has a focus
2. The writing should be organized with an introduction, purpose, sense of audience, thesis, and conclusion
3. The writing shows development, organization, and detail; the writing reveals the student's ability to develop ideas with balanced and specific arguments
4. The writing is clear
5. There is coherence within and between paragraphs
6. The writing reflects critical thinking, linking the specific to the general
7. The writing follows APA requirements regarding sentence structure, punctuation, spelling, grammar and referencing unless otherwise specified by the faculty.
8. The writing demonstrates original work, and where ideas or materials of others are used, appropriate credit is given to original sources
9. The writing demonstrates a reflection of Evidence Based Practice when appropriate.
10. The writing demonstrates the use of professional literature resources and WEB sites

Confidentiality

In general, information stored on computers is considered confidential, whether protected by the computer operating system or not, unless the owner intentionally makes that information available to other groups or individuals. Indiana University will assume that computer users wish the information they store on central and campus shared computing resources to remain confidential. IU computing centers will maintain the confidentiality of all information stored on their computing resources.

Technology and Information

School of Nursing students must be able to send and receive e-mail, and send and receive attachments. They should be comfortable using a Web browser to access Oncourse, the University's learning management system, and to navigate the course environment and use the tools included in their courses. Students should use appropriate Internet etiquette in online communications. They should be able to search for and access nursing-related materials on the Web, and to return to those sites later by using stored Web addresses. Students should be able to competently use Microsoft Word and PowerPoint to create and appropriately format written assignments and basic presentations. They should be able to differentiate between scholarly and popular sources of information on the Web and to evaluate sources for general reliability and trustworthiness. To update skills, students have many opportunities for both classroom and online learning sources through the IT Training & Education, <http://ittraining.iu.edu/>.

Students participating in Web-based courses and/or those using Adobe Connect Web-conferencing should have consistent access to computers with appropriately configured software and reliable Internet access at sufficient speeds (see http://nursing.iupui.edu/students/computing_technologies.shtml for specific information). The University officially supports both Macintosh- and Windows-based computers, but some software such as SAS is not available for Macintosh computers. Students can download applications by logging in with their IU Network ID and password to <http://www.iuware.iu.edu/>. Students are expected to install and maintain up-to-date virus detection software to prevent spreading harmful viruses and malware to faculty and other students when sharing files.

Use of Social Media

IUSON faculty, staff, and students must adhere to the IU and IUSON policies and procedures and [HIPAA](#) obligations related to patient privacy, confidentiality and code of conduct at all times when using the Internet and social media sites. IUSON policies toward the use of social media are guided by the National Council of State Boards of Nursing. In the event that a violation of the social networking policy has occurred, the student's case will be handled according to the IUSON process for dealing with academic misconduct as outlined in the IUPUI Bulletin and IU Code of Student, Ethics Rights and Responsibilities. Students who violate the policy are subject to disciplinary actions which may lead to dismissal from the program. (Policy F_09)

Formal Communication

The School of Nursing recognizes students' Indiana University / IUPUI e-mail address as the only official

means of formal communication via e-mail with students. All students are required to have Indiana University / IUPUI e-mail accounts.

Transportation

Clinical practice learning experiences are varied in setting and are located within the surrounding communities of Indianapolis, Columbus, and Bloomington. Students are expected to travel to and from all clinical experiences, are responsible for providing their own transportation, and are expected to carry the appropriate insurance. The School of Nursing is not liable for any traffic violations or auto mishaps occurring during student commutes.

Additional Requirements

Students may be asked to submit to random drug screens anytime throughout their program in compliance with contract requirements of clinical agencies where students are placed. Positive drug screens may prevent a student from participating in clinical learning experiences. Lack of participation could constitute course failure and potential for dismissal from the program.

Last updated January 2014

Graduate and Professional Policies

General Policies for the Graduate School of Nursing, All Campuses

Student Responsibility

Students in the School of Nursing are responsible for meeting with their academic advisors and planning their programs. Students need to acquaint themselves with all regulations and remain currently informed throughout the nursing program. All provisions of this bulletin are in effect from the year in which the graduate student enters the nursing program. The Indiana University School of Nursing reserves the right to change the regulations in this bulletin at any time during the period for which it is in effect, and to add, modify, or withdraw courses at any time.

English as a Second Language

Students for whom deficiencies in English have been identified by the IUPUI English Entrance Exam must successfully complete recommended English as a Second Language courses before enrolling in nursing courses required by the major.

General Policies

In addition to policies described under the general statement of the School of Nursing, the following policies govern master's study in particular.

Transfer of Credits

Students must obtain the consent of the associate dean for graduate programs before credit earned at other institutions may be added to the official transcript. A maximum of 9 credit hours with a minimum grade of B in courses that fulfill the curriculum requirements may be transferred from an accredited college or university with the consent of the academic advisor. Credits used to meet requirements for the Bachelor of Science in Nursing may not be used toward the Master of Science in Nursing.

Degree Programs

Students may earn only one Master of Science in Nursing degree from the Indiana University School of Nursing, although they may study in more than one major.

Study/Thesis Continuation

After completing R590 Nursing Study (3 cr.) or R699 Master's Thesis in Nursing (6 cr.), the student must enroll every semester in R900 Continuation in Study or Thesis (1 cr.), until the study or thesis is satisfactorily completed.

Academic Policies for the Graduate Programs in the School of Nursing

(The following policies apply only to students admitted to the School of Nursing.)

Semester Load

Full-time graduate students are those enrolled in 8 credit hours during a regular semester or summer session. Enrollment in fewer credits than this constitutes part-time study.

Absences

Illness is usually the only acceptable excuse for absence. Allowances for illness are based on the time at which they occur and the amount of time lost. Loss of time in any course may require that the student repeat the course.

Leave Policy

Students admitted to the graduate programs may petition for a leave of absence of up to one year for personal or health reasons. Students must obtain their advisors' approval and petition the Graduate Admission, Progression, and Graduation Committee in writing. To extend time required for completion of a program, students must obtain leave prior to extended absence.

Completion of Degree Requirements

The School of Nursing must receive notices of removal of Incomplete and Deferred grades, special credit grades, and independent study course grades no later than three weeks before the end of classes in the student's last semester prior to graduation. Transfer of external courses should be completed well in advance of graduation semester. Transcripts may not arrive in time for graduation if students choose to transfer courses in the last semester.

Auditing of Courses

An audit student officially registers for a class and pays the applicable credit hour rate. Upon completion, the course is entered on the permanent university record as one taken for no credit (NC). Note that this option is available only with the instructor's permission.

Withdrawals

Students who wish to withdraw from any or all courses should consult with their academic advisors. The steps to withdraw and possible refunds vary depending on the point in the semester. For specific steps visit registrar.iupui.edu or consult the Registration Guide and Academic Information.

Incomplete (I) Grades

The grade of Incomplete used on final grade reports indicates that the work is satisfactory as of the end of the semester, but has not been completed. The grade of Incomplete may be given only when the completed portion

of a student's work in the course is of passing quality. Instructors may award the grade of Incomplete only upon a showing of such hardship to a student that would render it unjust to hold the student to the time limits previously fixed for the completion of the course work.

Deferred Grades

The grade of R (Deferred) is appropriate only as long as there is work in progress. Only certain courses are designated as courses for which the grade of R may be awarded. All R grades must be changed to a letter grade before graduation.

Addition of Courses/Change of Section

Students may add courses or change from one section of a course to another according to the dates in the Registration Guide and Academic Information. Electronic class drop and add is available for certain periods of time. Check registrar.iupui.edu.

Cumulative Grade Point Average

Grades in courses transferred from another institution are not used in calculating the cumulative grade point average. However, all grades from course work attempted at Indiana University are used in calculating the cumulative grade point average.

Computer Literacy

Prior to enrolling in nursing courses, faculty expect nursing students to be able to use computers well enough to log on to the Internet to access class content. Students should also be able to search for nursing-related materials and to return to an interesting site whenever they choose by using bookmarks or a word processor to store Internet location addresses. Students also should be able to log in to an e-mail account to communicate with other students and faculty, and to use a word-processing program.

Students participating in Web-based courses should have access to a computer with a reliable Internet connection (minimum 56K). The School of Nursing officially supports only PC-compatible computers (not Macintosh). For specifics about recommended PC configurations, see uits.iu.edu (click on "Software and Hardware"). The IUPUI SoftPak software should also be purchased. This software can be purchased at the IUPUI Cavanaugh Bookstore on CD for a minimal fee. These CDs include software to connect to the IUPUI network, Netscape Communicator to use as a World Wide Web browser, and a virus checker. If the students are outside of the Indianapolis calling area, they should acquire an Internet provider such as America On Line (AOL), Prodigy, CompuServe, or another that has a phone number in their calling area. These commercial providers have their own World Wide Web browsers. Students in R.N.–B.S.N., R.N.–M.S.N., M.S.N., and Ph.D. programs are required to have their own computer and to be able to access the IUPUI campus services.

Professional/Technical Standards

Students of the School of Nursing will be held to the standards described by the 2010 American Nurses' Association (ANA) *Nursing: Scope and Standards of Practice*, the ANA 2010 *Code of Ethics*, and the School of Nursing's Essential Abilities. Failure to uphold these standards may result in dismissal from any nursing program.

ANA Standards of Practice & Standards of Professional Performance

"The Standards of Practice describe a competent level of nursing care as demonstrated by the critical thinking model known as the nursing process.

The nursing process includes the components of assessment, diagnosis, outcomes identification, planning, implementation, and evaluation. Accordingly, the nursing process encompasses significant actions taken by registered nurses and forms the foundation of the nurse's decision making (*Nursing: Scope and Standards of Practice*, 2010)."

"The Standards of Professional Performance describe a competent level of behavior in the professional role, including activities related to ethics, education, evidence-based practice and research, quality of practice, communication, leadership, collaboration, professional practice evaluation, resource utilization, and environmental health. All registered nurses are expected to engage in professional role activities, including leadership, appropriate to their education and position. registered nurses are accountable for their professional actions to themselves, their healthcare consumers, their peers, and ultimately to society (*Nursing: Scope and Standards of Practice*, 2010)."

Detailed information including descriptions of each standard and relevant sub-standards can be found at the American Nurses Association ([ANA](#)).

American Nurse Association Code of Ethics

Each person, upon entering the nursing profession, inherits a measure of the responsibility and trust associated with the profession, along with the corresponding obligation to adhere to the standards of ethical practice and conduct it has set. Nursing students are expected to show responsibility in their behavior; to deal with faculty, peers, patients, and clinical staff in a direct and honest manner; and to be professional in their conduct. Students who violate accepted standards for professional nursing may be discharged from the program.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Essential Abilities

The School of Nursing faculty have specified essential abilities (technical standards) critical to the success of students enrolled in any IU nursing program. Qualified applicants and matriculating students are expected to meet all progression criteria, as well as these essential abilities with or without reasonable accommodations.

1. Essential judgment skills to include: ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving patient conditions and coming to appropriate conclusions and/or prioritized course of actions.
2. Essential physical/neurological functions to include: ability to use the senses of sight, hearing, touch, and smell to make correct judgments regarding patient conditions and meet physical expectations to safely and competently perform interventions required in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.
3. Essential communication skills to include: ability to communicate effectively with fellow students, faculty, patients, families, and all members of the health care team. Verbal, non-verbal, electronic, and written skills will consistently demonstrate effective, professional communication.
4. Essential emotional coping skills to include: ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice. Anger dyscontrol, lack of self-control, disengagement, lethargy, and labile mood are examples of behaviors indicative of ineffective coping.
5. Essential intellectual/conceptual skills to include: ability to measure, calculate, analyze, synthesize, and critically evaluate in order to engage competently in the safe practice of nursing.
6. Other essential behavioral attributes: ability to engage in activities consistent with safe nursing practice free from the influence of any substance that may impair behavior or judgment. The student must demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse.

Students failing to meet these essential abilities, as determined by faculty, at any point in their academic program may have their progress interrupted until they

have demonstrated their ability to meet these essential abilities within negotiated time frames. (Policy F_04)

Last updated January 2014

Undergraduate Policies

- Special Expenses
- Grade Replacement, Forgiveness, Repeating Courses, Auditing
- Good Standing
- Academic Probation
- Advanced Placement
- Orientation
- Seven-Year Limit
- Practicum/Clinical Absences Policy
- Academic Appeals
- Eligibility for Licensure
- Transfer

Special Expenses

Students at the School of Nursing can expect to have special expenses as they progress through the BSN program. Please see staff in the Center for Academic Affairs for more details. Expenses can include but are not limited to:

- Clinical and/or lab supplies
- Clinical fees; certain courses at the School of Nursing are assessed clinical fees in addition to credit hour charges
- Uniform; All undergraduate nursing students must purchase designated uniform/IUSON polo/scrubs and wear it, along with appropriate identification, while in clinical settings as required. Registered nurse students may wear a professional uniform appropriate to the clinical setting. Students not appropriately attired will be asked by their instructor to leave the clinical area
- Lockers are available for rental per semester in the School of Nursing building
- Assessment Test fees associated with BSN application, and as required at any time during the program
- Integrated Testing fees
- Programmatic expenses, such as annual criminal background check fees, computing expenses, and immunization costs

Last updated January 2014

Grade Replacement, Forgiveness, Repeating Courses, Auditing

Required General-Education Courses

All students attending IUPUI, IUB, and IUPUC must earn a minimum Indiana University cumulative grade point average (GPA) of 2.7 on a 4.0 scale at the time of application. Student may repeat no more than three of the courses required for the BSN degree to achieve the required minimum grade of C (2.0) or higher (anatomy, physiology, microbiology, English composition, finite math, introduction to sociology, and introduction to psychology). May repeat no more than two science/math courses (anatomy, physiology, microbiology, finite math). In the case of courses with a laboratory component, the didactic

and lab are considered one course. The grade earned on the second attempt will be used for calculation of GPA for admission purposes. This policy relates to IU and transfer courses, and students who are not able to meet the minimum criteria are ineligible. (Policy H_01)

Auditing of Courses

Students may register for general-education classes that will not apply to their BSN degree on a credit or audit basis. Students auditing a course must officially register for the class and pay any applicable fees. Upon completion, the course is entered on the permanent university transcript as taken for no credit (NC). Required general-education courses taken for NC will not apply toward completion of nursing degree requirements. Students should check with an academic counselor as to procedures and fees for auditing classes.

Students may not audit nursing practicum courses. Permission to audit a didactic nursing course depends on availability of space, faculty consent, and demonstration of adequate program progression on the part of the student.

Portfolio Review & Course Equivalency

Students may validate prior learning (academic work, or professional experience) by preparing a portfolio to demonstrate acquisition of content and skills and commensurate with outcomes/competencies/objectives or specific course(s). Students may also submit course syllabi and transcripts for course equivalency. Students wishing to pursue either process should see meet with their academic advisor. (Policy H_05)

Definition of portfolio: A comprehensive collection of documents that show how the course objectives/critical learning experiences and student learning outcomes have been achieved.

Definition of course equivalency: A previously completed course syllabus, and other course related materials are provided, to determine if this course meets the course competencies and outcomes of a course at IUSON.

Withdrawal

Withdrawals are issued to students wishing to withdraw from any or all courses during designated periods in the academic term. Students must abide by the deadline dates posted by the registrar for each campus. A grade of W will appear on student transcripts when students self-withdraw during the electronic drop (edrop) period.

Following edrop, students wishing to withdraw must complete the official withdrawal form for each course and obtain the appropriate signature; with the faculty assigning a grade of W or F, per university policy. If the student performance was at a C level or satisfactory in a pass/fail course, a grade of W will be assigned, whereas students not passing at the time of withdrawal will be assigned an F grade. The instructor and campus dean/associate dean/designee will determine if the grade of W will be issued.

A grade of F will be recorded on the official transcript if a student stops attending but does not officially withdraw from a class.

Withdrawal from a required didactic nursing course requires withdrawal from co-requisite nursing practicum

course(s), unless a full 75 percent of the practicum course has been completed. Withdrawal from a required practicum nursing course requires withdrawal from co-requisite nursing didactic course(s), unless a full 75 percent of the didactic course has been completed.

Withdrawal from nursing program courses constitutes a disruption in progression and requires that a student seek reinstatement to the program. Students withdrawing from required nursing course work will be considered out-of-sequence students. The date of graduation for out of sequence students is not guaranteed.

More than three academic withdrawals in a semester are considered lack of progress toward the degree. If a student withdraws from a course that requires automatic withdrawal from a corequisite course, this withdrawal from the two courses will be counted as one withdrawal. A pattern of multiple withdrawals across more than one semester (more than four in over two semesters, or a similar pattern) may be considered lack of progress toward the degree by the Admission, Progression, and Graduation committee and may influence a request for consideration of reinstatement to the nursing program.

For more specific details about withdrawal procedures, please refer to School of Nursing Policy H_09, or meet with your academic advisor.

Last updated January 2014

Good Standing

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of "C" (2.0) or better in all required general education and didactic courses and a grade of "S" in all required practicum/clinical courses will be considered in good standing.

(Policy H_07)

Last updated January 2014

Academic Probation

Students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of "C" (2.0) or better in all required general education and didactic courses and a grade of "S" in all required practicum/clinical courses will be considered in good standing.

Academic Probation:

A student will be placed on probation when any of the following conditions exist:

1. The cumulative GPA falls below "C" (2.0)
2. The semester GPA falls below "C" (2.0)
3. A grade below "C" (2.0) has been received in a required didactic course, or a grade of "F" has been earned in a required practicum/clinical course.

Academic probation will be removed when all of the following conditions exist:

1. The cumulative GPA is "C" (2.0) or higher.
2. The semester GPA is "C" (2.0) or higher.
3. A minimum grade of "C" (2.0) has been received in the required didactic courses completed, and a grade of "S" has been earned in the required practicum/clinical courses completed.

4. All other specific conditions, if required, have been met.

Last updated January 2014

Advanced Placement in the BSN Program

Students transferring from another BSN program may pursue advanced placement if they are in good academic standing in the program from which they are transferring. The program from which the student is seeking to transfer must be ACEN and/or CCNE accredited. Advanced placement is determined by equivalency of course work, comparability of curricula, and space availability. Students may attain advanced standing through transfer of credit from regionally accredited colleges and universities (for grades of C or higher), credit by examination, or a portfolio review process. Credit for such courses and applicability to the degree will be determined by the University and the School of Nursing.

Last updated January 2014

Orientation

All students enrolled for the first time in nursing program courses in the School of Nursing are required to attend the nursing orientation program at the beginning of the semester for which they are admitted. Freshmen and transfer students are expected to attend the campus orientation program.

Last updated January 2014

Seven-Year Limit

Knowledge and competencies developed in courses that fulfill the requirements for application to the BSN Program, are considered to be time-limited for all individuals pursuing an undergraduate degree in nursing. If any courses were completed more than seven years prior to the semester before admission to the nursing undergraduate degree, the applicant must validate the related knowledge and competencies through testing, portfolio, or repeating the course to be eligible for admission and progression. The Registered Nurse (RN to BSN) student pursuing a bachelor degree is exempt from this policy assuming they have been actively working in healthcare.

Last updated January 2014

Practicum/Clinical Absence Policy

School of Nursing Policy H_08: Students are required to participate in all regularly scheduled or substituted practicum/clinical/ laboratory experiences as they strive to meet course objectives/outcomes. Failure to complete all regularly scheduled or substituted practicum/clinical/ laboratory experiences places the student at risk for not meeting course objectives. Students absent from more than 20 percent of scheduled practicum/ clinical/laboratory experiences (up to 10 percent in some courses with a restricted number of practicum/clinical experiences) will either receive a failing grade, be allowed to withdraw according to IUSON Policy H_09, or take an incomplete according to University policy as dictated by the timing and circumstances surrounding the absences.

Last updated January 2014

Course Grade Appeals

A course grade appeal process provides recourse to a student who has evidence or believes that evidence exists to show that an inappropriate grade has been assigned. Faculty have the authority and responsibility to fairly judge the quality of student work in the courses they teach, including written, examination, clinical, and laboratory performance.

School of Nursing Policy H_04 outlines the Course Grade Appeal process and the appropriate steps therein.

At the primary Level, the student should first seek an appointment to discuss the grade with the course faculty member. The

student should contact the faculty member in this case within 5 working days of receipt of the grade. A working day includes Monday – Friday excluding university holidays or other days that the university is closed for any reason. The grade may be received through a formal notification of the grade as may occur at the end of a clinical course, or through the grade posted on OneStart, whichever comes first. The faculty member shall meet with the student promptly to discuss the concern. If the matter is not resolved at the primary step, the student will next meet with the appropriate Department Chair. At any point the student can contact the School of Nursing Center for Academic Affairs staff for guidance.

Last updated January 2014

Eligibility for Licensure

Those who apply for licensure examination as a registered nurse in the state of Indiana are required to submit to the Indiana State Board of Nursing (ISBN) written evidence, confirmed by oath, that they (1) have not been convicted of any act that would constitute grounds for disciplinary sanction under the Indiana State Board of Nursing rules and regulations or of any felony that has direct bearing on their ability to practice competently (note that relevant convictions include the possession and use of drugs or controlled substances); (2) have completed a high school course of study or its equivalent as approved by the appropriate educational agency; and (3) have completed all graduation requirements at a state-accredited school of nursing.

Each student is responsible for meeting licensure application deadlines. Students wishing to be licensed in another state must contact that state's board of nursing directly. Students are responsible for processing all required licensure-related forms and applications and for meeting all state requirements for licensure. A graduate is eligible to schedule a date to take the computerized licensure examination once the State Board of Nursing has cleared the graduate to do so. Detailed instructions for completed the licensure process can be found at the Indiana State Board of Nursing [website](#).

International students and graduates of foreign nursing programs should contact the Indiana State Board of Nursing for licensure requirements specific to them if they wish licensure in this state.

Last updated January 2014

Transfer

Students requesting a transfer of any type should meet with the academic advisors at IUSON. Students on any

IU Campus must meet with and receive a letter that supports the transfer from the Nursing Dean or Director on the campus that they are transferring from. This letter must be sent directly from the Nursing Dean/Director to the Chair of the Indiana University School of Nursing APG Committee. The student must also notify the Academic Advisor on the campus they are transferring from regarding their intent to transfer temporarily. The policies listed below will further outline the detailed procedures for each type of transfer request. Students can request a copy of each policy from the IUSON Center for Academic Affairs.

Student Permanent Transfer (Policy H_21)

To provide a mechanism for students who wish to permanently transfer from any other Indiana University Campus to the BSN Program on the Core Campus.

Student Temporary Transfer (Policy H_22)

This policy provides a mechanism for students who wish to temporarily transfer from any other Indiana University Campus to the BSN Program on the Core Campus.

Student Permanent Transfer from Other University (Policy H_23)

To provide a mechanism for nursing students from ACEN or CCNE Accredited BSN Programs other than Indiana University to permanently transfer to the BSN Program on the Core Campus. Indiana University School of Nursing reserves the right to accept or deny transfer of credit based on the guidelines outlined in the policy.

Last updated January 2014

Academic Progression

Problems related to students' academic progression that emerge during enrollment in their undergraduate nursing program are handled through a committee hearing process. Students wishing to appeal a progression issue should consult the School of Nursing Center for Academic Affairs for information regarding this process. Students requesting an exception to policy must petition for a waiver from the Admission, Progression, and Graduation (APG) Committee. Students may also consult with the Director for Diversity and Enrichment, the Assistant Dean for Student Services, and their academic advisor.

Last updated January 2014

Essential Support Services

- Center for Professional Development and Lifelong Learning
- Center for Research & Scholarship
- Development Office
- School of Nursing Alumni Association

Last updated January 2014

Center for Professional Development and Lifelong Learning

The Center for Professional Development and Lifelong Learning offers programs, conferences, and online courses for nurses and other health care professionals at the state, regional, national, and international levels. Programs are directed to the clinical practice of nursing and to educators in all settings—academic, acute

care, long-term care, and other health care settings. Programs respond to the needs of the learner in regard to scheduling, level of content, and duration of instructional period and many have a special focus on nurses transitioning to new roles or specialty areas.

Educational offerings are taught by experts in nursing and allied health fields who are clinicians, educators, researchers, and consultants in specialized areas of health care in the state of Indiana, at the Indiana University School of Nursing, or at other universities or regions of the country. The continuing education program is accredited by the American Nurses Credentialing Center's Commission on Accreditation as a provider of continuing nursing education.

Visit our web site at <http://nursing.iupui.edu/continuing/> for complete information and registration for upcoming courses. E-mail may also be sent to cenurse@iu.edu, or call (317) 274-7779.

The Indiana University School of Nursing Center for Professional Development and Lifelong Learning is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission of Accreditation.

Last updated January 2014

Center for Research & Scholarship

The mission of the Center for Research and Scholarship is to support faculty in the development and conduct of research and scholarly activities that advance nursing science through expansion of external funding. The center staff is dedicated to the delivery of services to increase the development of faculty and scholarship.

We offer many activities to support this mission:

- Pre-award support services including research grant planning and development, budget preparation, statistical consultation, and grant submission;
- Post-award support services including facilitation of project start-up, and budget management assistance;
- Management of internal research funding process;
- Dissemination of faculty and student research accomplishments;
- Support of predoctoral and postdoctoral external grant submissions; and
- Collaboration with other School of Nursing centers and programs such as the Mary Margaret Walther Program and the Center for Enhancing the Quality of Life.

Additionally, scholarly seminars and workshops are held throughout the year. Consultation from senior nurse researchers, statisticians, editor, and staff is available during all phases of grant development from inception through funding as well as for implementation and grants management.

The Indiana University School of Nursing has a major research focus in the areas of behavioral oncology and quality of life in chronic illness. We have two centers directed toward supporting this effort:

- Center for Enhancing Quality of Life in Chronic Illness

- Mary Margaret Walther Program for Cancer Care Research

For further information, visit <http://nursing.iupui.edu/research/index.shtml>.

Last updated January 2014

Development Office

The Development Office, headed by the director of development, collaborates with the Indiana University Foundation to design and implement fundraising efforts under the direction of the dean of the School of Nursing. Objectives of the office include the following:

- Work with faculty, alumni, staff, and volunteers to identify, cultivate, and secure gifts from individuals, foundations, and corporations, thereby enhancing the community of learning.
- Supervise planning and implementation of fundraising activities, special events, and donor recognition programs.
- Develop and maintain opportunities for giving and involvement.

For more information, please contact the Development Office, School of Nursing, NU 101, IUPUI; phone (317) 274-1545 or (317) 274-4293; fax: (317) 278-7908.

Last updated February 10, 2010

School of Nursing Alumni Association

The IU School of Nursing Alumni Association is a constituent member of the Indiana University Alumni Association, a dues-supported membership organization.

The mission of the IU School of Nursing Alumni Association is to strengthen the school's connection with its over 17,800 alumni by creating engagement opportunities via facilitation of professional, educational and social opportunities for not only alumni, but also students and friends of the school. The IU School of Nursing Alumni Association is governed by a Board of Directors, currently composed of 20 alumni members representing all degree levels offered by the school. In addition to professional, educational, and social opportunities, the Alumni Association presents awards annually to students and graduates for outstanding accomplishments in the school, the profession, and the community. It also publishes, in conjunction with the School of Nursing, the *Pulse of Indiana Nursing*, a quarterly magazine featuring current school and alumni news and related alumni activities. The IU Alumni Association office on the IUPUI campus is located on the 2nd floor of the University Place Conference Center, (317) 274-2289.

Last updated January 2014

Nursing Current Faculty

Faculty

Auberry, Kathy, MSN, RN, CDDN, *Clinical Assistant Professor, IUPUC*

- *Bakas, Tamilyn, PhD, RN, FAHA, FAAN (Indiana University, 1996), *Professor, Department Chair, Science of Nursing Care*
- *Belcher, Anne, PhD, MSN, BSN (Indiana University, 1998), *Professor, Chair, Community & Health Systems Department*
- Bell, Linda, PhD (Duke University, 1973), *Professor*
- Cindy Bemis, MSN, RN, NE-BC, *Visiting Lecturer*
- Bowers, Cindy, MSN, RN (University of Indianapolis, 2007), *Adjunct Clinical Lecturer*
- Braun, Elizabeth, MSN, RN (Indiana University, 2009), *Adjunct Clinical Lecturer*
- *Broome, Marion, PhD, RN, FAAN (University of Georgia, 1984), *Dean and Distinguished Professor*
- Katie Busby, MSN, RN, RNC-OB, *Visiting Lecturer*
- *Carpenter, Janet, PhD, RN, FAAN (University of Kentucky, 1996), *Professor, Sally Reahard Endowed Chair, Center for Enhancing Quality of Life in Chronic Illness*
- Carter, Gregory, MSN, RN, Clinical Assistant Professor, *IUBL*
- *Champion, Victoria, PhD, RN, FAAN (Indiana University, 1981), *Distinguished Professor, Executive Associate Dean for Research*
- Clark, Carol, DNP, MSN, RN, *Clinical Assistant Professor*
- Crafton, Judith, MSN, RN (Walden University, 2012), *Visiting Lecturer*
- Crisp, Cheryl, PhD, RN, PCNS-BC, CRRN (Indiana University, 2009), *Assistant Professor, IUPUC*
- *Crowder, Sharron, PhD, MSN, RN, *Assistant Professor*
- *Cullen, Deborah, EdD, MA, BS (University of Southern California, 1989), *Professor, Director for the Associate Faculty Academy*
- Curran, Lyndsay, MSN, RN, Clinical Assistant Professor
- Davis, Kimberley, MSN, RN (Ball State University, 2008), *Adjunct Clinical Lecturer*
- Decker, Kim Alexander, MSN, RN, CNS (Indiana University, 1982) *Clinical Assistant Professor, IUBL*
- DeMeester, Deborah, PhD, RN, CNE (University of Nevada, Las Vegas, 2012), *Clinical Assistant Professor, Assistant Dean for Pre-Licensure Programs*
- deRose, Barbara, PhD, RN (Indiana University, 2013), *Clinical Assistant Professor*
- *Draucker, Claire, PhD, RN, APRN, FAAN (Kent State University, 1988), *McBride Professor*
- *Dreifuerst, Kristina, PhD, RN (Indiana University, 2010), *Assistant Professor*
- *Ebright, Patricia, PhD, RN, FAAN (Indiana University, 1998), *Associate Professor, Associate Dean for Graduate Programs*
- Ellis, Rebecca Bartlett, PhD, RN, (Indiana University, 2013), *Assistant Professor, IUPUI*
- Eoff, Mary Jo, MSN (Indiana University, 1974), *Senior Lecturer*
- Erler, Cheryl, DNP, MSN, RN (Purdue University, 2010), *Clinical Assistant Professor*
- *Feather, Rebecca, PhD, RN, NE-BC (Indiana University, 2011), *Assistant Professor, IUBL*
- *Fife, Betsy, PhD, RN (Indiana University, 1990), *Senior Scientist, Affiliate Faculty*
- *Fisher, Mary L., PhD, MSN (Kent State University, 1984), *Professor*
- Flora, Colleen, MSN, RN (Indiana University, 2008), *Adjunct Clinical Lecturer*
- *Friesth, Barbara, PhD, RN, (Indiana University, 1995), *Clinical Associate Professor, Director of Learning Resources Center*
- *Fulton, Cathy, DNP, RN, ANP-BC, FNP-BC, *Clinical Assistant Professor*
- *Fulton, Janet, PhD, RN, ACNS-BC, FAAN (Ohio State University, 1990), *Professor*
- Gates, Sharon, MSN, BSN (Indiana University, 1986), *Clinical Assistant Professor, IUBL*
- *Haase, Joan, PhD, MSN, FAAN (Texas Woman's University, 1985), *Emily Holmquist Professor in Pediatric Oncology Nursing, Co-Director IUPUI Signature Center: Research in Palliative and End-of-Life Communication Training*
- *Halstead, Judith A., PhD, ANEF, RN, FAAN (Indiana University, 1991), *Professor*
- *Hanna, Kathleen, PhD, MSN (University of Pittsburgh, 1990), *Professor*
- *Hendricks, Susan, EdD, MSN, RN (Ball State University, 2000), *Associate Professor, Associate Dean for Undergraduate Programs*
- *Hensel, Desiree, PhD, RNC-NIC, CNE, RYT (Ball State University, 2004), *Assistant Professor, IUBL*
- Hernandez, Corrinne, MSN, RN, (Indiana University, 1990), *Adjunct Clinical Lecturer*
- *Hickman, Susan, PhD, MA, BS (University of Kansas, 2009), *Associate Professor*
- Hughes-Gay, Marsha, MSN, MPH, RN, CCRC (Indiana University, 2009), *Clinical Assistant Professor IUPUC*
- *Hunt, Susan, MSN, ACNP-BC, (Indiana University, 2001), *Adjunct Assistant Professor, AG-ACNP Coordinator*
- *Ironside, Pamela, PhD, ANEF, FAAN (University of Wisconsin, Madison, 1997), *Associate Professor*
- Judge, Debbie, MSN, RN, *Clinical Assistant Professor, IUPUC*
- Kent, Kathy, DNP, RN, CPNP, *Clinical Assistant Professor*
- *Krothe, Joyce, PhD, RN (Indiana University, 1991), *Professor, Assistant Dean, IUBL*

- *Lasiter, Rita Sue, PhD, RN, (University of Missouri, 2008), *Assistant Professor*
- Laux, Marcia, MSN, RN, NE-BC (University of Colorado, 1987), *Clinical Assistant Professor, IUBL*
- *Lee, Mikyoung, PhD, MSN, RN (University of Iowa, 2009), *Assistant Professor*
- Linde, Beverly, PhD, RN, CNE (University of Michigan, 1989), *Clinical Associate Professor*
- Love, Shannon, MSN, RN, CMSRN, *Clinical Assistant Professor, IUPUC*
- *Lu, Yvonne, PhD, RN (Case Western Reserve University, 1997), *Assistant Professor*
- *Magee, Tracy, PhD, MSN, RN (Boston University, 2009), *Clinical Assistant Professor*
- *McLennon, Susan, PhD, RN (University of Alabama, 2008), *Assistant Professor, Assistant Chair, Science of Nursing Care*
- *McNelis, Angela, PhD, MSN, ANEF (Indiana University, 2000), *Associate Professor, Assistant Chair, Community & Health Systems*
- Meek, Julie, PhD, BSN, RN, (Indiana University, 1993), *Clinical Associate Professor*
- Milgrom, Lesley, MSN, RN, (Indiana University–Purdue University Indianapolis, 1996), *Clinical Assistant Professor*
- Miller, Wendy, PhD, MSN, RN, CCRN (Indiana University, 2011), *Assistant Professor, IUBL*
- Mogos, Mulubrhan, PhD, *Research Scientist*
- Moorman, Margaret, PhD, MSN, RN, WHNP (University of Nevada), *Clinical Assistant Professor*
- Mueller, Mary, PhD, MSN (Case Western Reserve, 1988), *Assistant Professor*
- Murray, Bethany, RN, PMHCNS-BC (Indiana University, 1992), *Clinical Assistant Professor, IUPUC*
- Needler Hosmer, Kristen, MSN, RN (Indiana University, 2010), *Clinical Assistant Professor, IUPUI*
- Opsahl, Angela, MSN, RN, CPHQ, *Assistant Professor, IUPUC*
- *Oruche, Ukamaka, PhD, RN, PMHCNS-BC (Indiana University, 2011), *Assistant Professor*
- *Otte, Julie Elam, PhD, MSN, BSN, RN, OCN (Indiana University, 2008), *Assistant Professor*
- Perkins, Danielle, PhD, EK, MSN, RN, *Assistant Professor*
- Phelps, Linda, MSN, RN (Ball State University, 2009), *Visiting Lecturer*
- Phillips, Janet, PhD, RN (Indiana University, 2009), *Clinical Assistant Professor, RN-BSN Consortium Director*
- *Pittman, Joyce, PhD, RN (Indiana University, 2011), *Adjunct Assistant Clinical Professor*
- Poore, Julie, MSN, RN (University of Phoenix, 2006), *Clinical Assistant Professor*
- Powell, Jarethea, MSN, RN, CNE (Vanderbilt University, 1980), *Senior Lecturer*
- *Rawl, Susan, PhD, RN, FAAN (University of Illinois at Chicago, 1989), *Professor, Director, PhD in Nursing Science Program, Director, Training in Behavioral Nursing Research*
- *Reising, Deanna, PhD, RN, ACNS-BC, ANEF (Indiana University, 1999), *Associate Professor, MSN Nursing Education Track Coordinator, IUBL*
- *Riner, Mary Beth, PhD, RN, FAAN (Indiana University, 1998), *Associate Professor, Associate Dean, Global Affairs*
- Robb, Sheri, PhD, MT-BC (University of Kansas, 1999), *Associate Professor*
- Rowles, Connie, PhD, RN (University of Alabama-Birmingham, 1992), *Clinical Associate Professor, Capstone Coordinator*
- Russo, Barbara, MSN, RN (Indiana University, 1984), *Senior Lecturer*
- Schwindt, Rhonda, DNP, MSN, RN, (Case Western Reserve, 2013), *Clinical Assistant Professor*
- Sharer, Beth, DHA, NEA-BC, RN, HFA, FACHE (Central Michigan University, 2006), *Clinical Assistant Professor, Division Head, IUPUC*
- Sherwood, Ashlee, MSN, RN, CPN, CPST (Indiana University, 2009), *Visiting Lecturer*
- *Shieh, Carol, DNSc, RNC-OB (Kaohsiung Medical College—Yale, 1998), *Associate Professor*
- Simo, Alison, MSN, RN, *Clinical Assistant Professor, IUPUC*
- Sinclair, Linda, MSN, RN, ONC, *Visiting Lecturer*
- Sipes-Fears, Debra, MSN, RN, CCRN (University of Indianapolis, 2007), *Clinical Assistant Professor*
- Stephenson, Evelyn, MSN, RNC-NIC, NNP-BC, (Indiana University, 1983), *Clinical Assistant Professor*
- *Stiffler, Deborah, PhD, CNM, (Indiana University, 2002), *Associate Professor*
- Sweitzer, Vema, MSN, RN (Emory University, 1978), *Adjunct Clinical Lecturer*
- Taylor, Carol, MSN, RN (Indiana University, 1975), *Clinical Assistant Professor*
- *Von Ah, Diane, PhD, RN (University of Alabama-Birmingham, 2003), *Assistant Professor*
- Walker, Mila, MSN, RN, BC (Indiana University, 2005), *Clinical Assistant Professor*
- Washington, Michelle, MSN, RN (University of Indianapolis, 2008), *Adjunct Assistant Professor*
- Watts, Pat, MNSc, BSN, RN, (University of Arkansas, 1975), *Clinical Assistant Professor, IUBL*
- *Weaver, Michael, PhD, RN, FAAN (University of Toledo, 1990), *Director, Statistical Services, Interim Associate Dean for Research*

*Welch, Janet, PhD, RN, FAAN (Indiana University, 1996),
Professor

Welch, Joyce, MSN, BSN (Indiana University, 1991),
Clinical Assistant Professor

Wocial, Lucia, PhD, MSN, RN (Oregon Health Sciences
University, 1997), *Adjunct Assistant Professor*

*Wonder, Amy, PhD, RN (Indiana University, 2011),
Assistant Professor, IUBL

Woolf, Shirley, MSN, RN, MA, CCRN, CNE (Indiana
University, 1987), *Clinical Assistant Professor*

Wyatt, Erin Elizabeth, MSN, BSN, *Clinical Assistant
Professor, IUBL*

Young, Judith, DNP, MSN, RN (Purdue University, 2011),
Clinical Assistant Professor

Zeiber, Wendy, MSN, RN, CNOR, (Walden University,
2010), *Clinical Assistant Professor*

* Graduate Faculty

Last Updated January 2014

Nursing Emeriti Faculty

Nursing Emeriti Faculty

- Applegate, Margaret, *Professor Emerita*
- Austin, Joan, *Distinguished Professor Emerita*
- Backer, Jane, *Associate Professor Emerita*
- Baird, Carol, *Associate Professor Emerita*
- Baker, Constance, *Professor Emerita*
- Beausang, Carol, *Associate Professor Emerita*
- Beckstrand, Janis, *Associate Professor Emerita*
- Buelow, Janice, *Associate Professor Emerita*
- Billings, Diane, *Chancellor's Professor Emerita*
- Blake, Patricia, *Associate Professor Emerita*
- Boland, Donna, *Associate Professor Emerita*
- Bostrom, Carol, *Clinical Assistant Professor Emerita*
- Carley, Charlotte, *Associate Professor Emerita*
- Carter, Burdellis, *Professor Emerita*
- Casey, Marguerite, *Assistant Professor Emerita*
- Cecere, Margaret, *Associate Professor Emerita*
- Dayhoff, Nancy, *Associate Professor Emerita*
- Dobbs, Cynthia, *Clinical Assistant Professor Emerita*
- Donnelly, Eleanor, *Associate Professor Emerita*
- Ellett, Marsha, *Professor Emerita*
- Froebe, Doris, *Professor Emerita*
- Fuller, Lee, *Professor Emeritus*
- Fuller, Magdalene, *Professor Emerita*
- Gilman, Linda, *Associate Professor Emerita*
- Hammann, Sharon, *Associate Professor Emerita*
- Hoang, Ngoan, *Assistant Professor Emerita*
- Hutten, Jean, *Associate Professor Emerita*
- Joyce, Betsy, *Associate Professor Emerita*
- Keck, Juanita, *Professor Emerita*
- Kurt, Marjorie, *Clinical Assistant Professor Emerita*
- Laidig, Juanita, *Associate Professor Emerita*
- Lowenkron, Ann, *Associate Professor Emerita*
- Lyon, Brenda, *Professor Emerita*
- Markley, Valerie, *Assistant Professor Emerita*

- Martin, Joanne, *Assistant Professor Emerita*
- Martin, Joyce, *Associate Professor Emerita*
- Mays, Rose, *Professor Emerita*
- McBride, Angela Barron, *Distinguished Professor
and University Dean Emerita*
- McDaniel, Anna, *Professor Emerita*
- Miller, Carol, *Professor Emerita*
- Moore, Susan, *Clinical Assistant Professor Emerita*
- Morrissey, Sue, *Associate Professor Emerita*
- Nice, Ann, *Clinical Assistant Professor Emerita*
- Norton, Barbara, *Clinical Assistant Professor
Emerita*
- Opie, Nancy, *Professor Emerita*
- Pontious, Jeanne, *Associate Professor Emerita*
- Poore, Ella, *Associate Professor Emerita*
- Ray, Dixie, *Associate Professor Emerita*
- Richards, Beverly, *Associate Professor Emerita*
- Richardson, Virginia, *Associate Professor Emerita*
- Ross, Beverly, *Assistant Professor Emerita*
- Schwecke, Lee, *Associate Professor Emerita*
- Selmanoff, Eugene, *Associate Professor Emeritus*
- Shepherd, Mary Jane, *Assistant Professor Emerita*
- Sims, Sharon, *Professor Emerita*
- Sloan, Rebecca, *Associate Professor Emerita*
- Smith, Lorraine, *Assistant Professor Emerita*
- Soja, Mary, *Assistant Professor Emerita*
- Stern, Phyllis, *Professor Emerita*
- Stokes, Lillian, *Associate Professor Emerita*
- Swenson, Melinda, *Professor Emerita*
- Van Allen, Mary, *Assistant Professor Emerita*
- Vinten, Sharon, *Clinical Associate Professor Emerita*
- White, Kathleen, *Associate Professor Emerita*
- Wood, Sandra, *Clinical Assistant Professor Emerita*
- Zwirn, Enid, *Associate Professor Emerita*

Last Updated January 2014

Courses

All courses are preceded by the abbreviation "NURS." The number of credit hours is indicated in parentheses following the course title. The abbreviation "P" refers to the course's prerequisite(s); "C" refers to corequisite(s).

Bachelor of Science in Nursing (BSN) Courses

NURS-B 231 Communication Skills for Health-Care Professionals (3 cr.) (Traditional) Students in this course will focus on basic communication skills essential for working with health-care professionals and clients of various ages. Content includes interpersonal communications and group dynamics. Students will practice communication skills with individuals, within groups, and through electronic media.

NURS-B 234 Promoting Healthy Populations (3 cr.)

C: NURS-B 235

(Traditional, Accelerated) This course focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, sociocultural and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities.

NURS-B 235 Promoting Healthy Populations**Practicum (2 cr.)** C: NURS-B 234

(Traditional, Accelerated) Students assess individuals, families, and communities, providing needed education, preventative services, and support. Students provide individual and population based care in community based settings, giving consideration to the perspective of those being served.

NURS-B 244 Comprehensive Health Assessment**(2 cr.)** P: P/C: Anatomy, Physiology, or Microbiology

C: NURS-B 245 (Traditional / Accelerated) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

NURS-B 245 Comprehensive Health Assessment:**Practicum (2 cr.)** P: P/C: Anatomy, Physiology, or Microbiology C: NURS-B 244 (Traditional / Accelerated)

Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

NURS-B 253 Professionalism in Collaborative Practice (3 cr.)

(Traditional, Accelerated) Students practice communication skills for working with health team members and clients, including self-awareness, interpersonal communication, team skills, and technological communication. Students are introduced to the scope and standards of nursing practice, roles of health team members, and components of professional practice. Students are introduced to leadership and ethical standards.

NURS-B 260 Fundamentals of Nursing Practice (5 cr.)

P: Anatomy, Physiology C: NURS-B 261

(Traditional, Accelerated) This course focuses on the fundamentals of nursing from a theoretical, evidence base.

Students will gain a knowledge base for, and have an opportunity to apply, fundamental nursing concepts, skills and the nursing process. The evidence based knowledge gained forms a basis for clinical reasoning and decision making as students develop their nursing skills.

NURS-B 261 Pathophysiology and Pharmacology for Nursing Practice (4 cr.) P: Anatomy, Physiology

C: NURS-B 260

(Traditional, Accelerated) This course provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are presented in an integrated manner to provide a basis for study of selected medications that are used to treat or manage diseases with an application to nursing practice.

NURS-B 334 Transitional Care of Families and Populations (5 cr.)

(Traditional, Accelerated) Using the childbearing family as an extensive exemplar, this course focuses on family and community health: community assessment, epidemiology, and intervention with individuals, families, communities

and populations. Students address prenatal care, normal and high risk pregnancy and childbirth, newborn care, genetic counseling, care coordination, complementary care, and environmental health.

NURS-B 444 Managing Health and Illness across Care Environments (4 cr.) P: NURS-B 334

Students study a focused clinical area of concern for nursing, exploring the ways in which culture, health disparity, transitions between care environments, and health policy impact care for an aggregate, population, or specialty. Immersed in a care environment, students gain relevant clinical knowledge as well as an understanding of the aggregate health concerns. (*clarification note: there may be times when this is offered in the summer for some students, as for international programs, and so the prerequisite listing is more lenient.*)

NURS-B 453 Inter professional Practice (3 cr.)

(Traditional, Accelerated) Students engage with inter professional colleagues in seminar, simulation, and practice settings, focusing on effective nursing practice and inter professional communication skills including self-awareness, interpersonal communication, conflict resolution, team skills, and technological communication. Students hone leadership, professionalism, and ethical competencies in preparation for practice. (*Clarification note: the placement of this course varies between 7 and 8 semester by BSN Track*)

NURS-H 351 Alterations in Neuro-Psychological Health (3 cr.) P: All three fourth-semester nursing courses. Anatomy, Physiology, Microbiology; C: H352.

(Traditional and Accelerated) This course focuses on individuals and small groups experiencing acute and chronic neuropsychological disorders. Content includes the effect of brain and body disturbances on health functioning. Other content areas are growth and development, stress, mental status, nurse-client relationships, psychopharmacology, and nursing approaches for clients experiencing DSM-IV neuropsychological disorders.

NURS-H 352 Alterations in Neuro-Psychological Health: Practicum (2 cr.) P: All fourth-semester nursing courses. C: H351. (Traditional and Accelerated)

Students will provide nursing care to individuals and small groups who are experiencing acute and chronic neuropsychological disturbances related to psychiatric disorders. Student experiences will be with individuals and small groups in supervised settings such as acute, community-based, transitional, and/or home care.

NURS-H 353 Alterations in Health I (3 cr.) (Traditional and Accelerated)

P: All fourth-semester nursing courses, Anatomy, Physiology, Microbiology; C: H354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students will use critical thinking and problem-solving skills to plan interventions appropriate to health-care needs.

NURS-H 354 Alterations in Health I: Practicum (2 cr.) P: All fourth-semester nursing courses. C: H353.

(Traditional and Accelerated) Students will apply the science and technology of nursing to perform all independent, dependent, and interdependent

care functions. Students will engage clients in a variety of settings to address alterations in health functioning, identify health care needs, and determine the effectiveness of interventions given expected outcomes.

NURS-H 355 Data Analysis for Practice and Research (3 cr.) (Traditional/Accelerated) This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care.

NURS-H 356 Clinical Nursing Care 1: Biophysical Processes (5 cr.)

(Traditional, Accelerated) This course focuses on providing nursing care for individuals and families with acute and chronic biophysical illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at a beginning level.

NURS-H 360 Clinical Nursing Care 2: Interactive Processes (5 cr.)

(Traditional, Accelerated) This course focuses on nursing care management of individuals and families experiencing acute and chronic health problems related to interaction with the environment and others: sensory, motor, cognitive, affective, and interpersonal processes. Using a holistic approach this course addresses health problems occurring across the lifespan.

NURS-H 361 Alterations in Health II (3 cr.) (Traditional and Accelerated) P: All fifth-semester nursing courses. This course builds on Alterations in Health I, and continues to focus on pathophysiology and holistic nursing care management of the associated needs of clients experiencing acute and chronic health problems.

NURS-H 362 Alterations in Health II: Practicum (2 cr.) (Traditional and Accelerated) P: All fifth-semester nursing courses; C: H361. Students will continue to apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning.

NURS-H 363 The Developing Family and Child (4 cr.) P: All fifth-semester nursing courses. (Traditional and Accelerated) This course focuses on the needs of individuals and their families who are facing the phenomena of growth and development during the childbearing and child-rearing phases of family development. Factors dealing with preserving, promoting, and restoring the healthy status of family members will be emphasized.

NURS-H 364 The Developing Family and Child: Practicum (3 cr.) P: All fifth-semester nursing courses. C: H363. (Traditional and Accelerated) Students will have the opportunity to work with childbearing and child-rearing families, including those experiencing alterations in health.

NURS-H 365 Nursing Research (3 cr.) P: All fifth-semester nursing courses and H355 or its equivalent. (Traditional, Accelerated) This course focuses on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

NURS-H 371 Clinical Nursing Care 3: Adaptive Processes (5 cr.)

(Traditional, Accelerated) This course builds on Biophysical Processes. The primary focus is on the nursing care management of individuals and families experiencing acute and chronic health problems using an adaptive and holistic approach. Particular attention is focused on developing clinical reasoning and competent nursing practice at an intermediate level.

NURS-H 476 Clinical Nursing Care 4: Complex Processes (5 cr.) (Traditional, Accelerated)

The primary focus is on the nursing care management of individuals and families experiencing complex and significant illnesses across the lifespan. Particular attention is focused on developing clinical reasoning and competent nursing practice at an advanced level.

NURS-L 230 Health Care Delivery Systems (3 cr.)

(Traditional, Accelerated) Students examine health care delivery systems, leadership, health policy, regulation and economics. Students explore quality practices of health care organizations. Students analyze the impact of informatics on health care and nursing including the electronic health record, information technology in healthcare, and information literacy.

NURS-L 430 Leadership in Healthcare Delivery and Policy (5 cr.) (Traditional, Accelerated)

This course focuses on development of effective leadership skills relevant in health care systems. Students examine health policy, information management, and processes that result in exceptional organizational outcomes. Students use healthcare data and research evidence in quality improvement and change initiatives.

NURS-R 375 Nursing Research and Evidence-Based Practice (3 cr.) (Traditional, Accelerated)

This course focuses on nursing research and evidence-based practice. Students develop skills in retrieving and appraising literature relevant to clinical problems, understanding the research process, and critiquing evidence from research publications and other sources to inform evidence-based nursing practice.

NURS-S 470 Restorative Health Related to Multi-System Failures (3 cr.) P: All sixth-semester nursing courses. C: S471 (Traditional and Accelerated)

This course focuses on the pathophysiology and nursing care management of clients experiencing multi-system alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized.

NURS-S 471 Restorative Health Related to Multi-System Failures: Practicum (2 cr.) (Traditional and Accelerated)

P: All sixth-semester nursing courses; C: S470. Students will apply the nursing process to the care

of clients experiencing acute multi-system alterations in health.

NURS-S 472 A Multi-System Approach to the Health of the Community (3 cr.) (Traditional, Accelerated, and R.N.-B.S.N.) P: All sixth-semester nursing courses; C: S473. This course focuses on the complexity and diversity of groups or aggregates within communities and their corresponding health-care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political/economic issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

NURS-S 473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.) P: All sixth-semester nursing courses. C: S472 (Traditional, Accelerated) Students will have the opportunity to apply the concepts of community assessment, program planning, prevention, and epidemiology to implement and evaluate interventions for community-centered care to groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community.

NURS-S 474 Applied Health-Care Ethics (3 cr.) (Traditional, Accelerated) This course is designed to introduce the student to major ethical theory, principles, and models for the recognition, analysis, and resolution of ethical dilemmas in health-care practice.

NURS-S 481 Nursing Management (2 cr.) P: All seventh-semester nursing courses. C: S482. (Traditional, Accelerated) This course focuses on the development management skills assumed by professional nurses, including delegation of responsibilities, networking, facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, change, managing quality and performance, workplace diversity, budgeting and resource allocation, and delivery systems.

NURS-S 482 Nursing Management: Practicum (3 cr.) P: All seventh-semester nursing courses. C: C: S481. (Traditional, Accelerated, and R.N.-B.S.N.) Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.) P: NURS-S 481, NURS-S 482, or permission of instructor C: NURS-S 484 (Traditional, Accelerated) Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

NURS-S 484 Evidence-Based Practice (1 cr.) (Traditional, Accelerated) C: S483. This course focuses on students' abilities to refine their critical/analytical skills in evaluating clinical research for applicability to nursing practice. Students will examine the role of evaluation, action research, and research findings in assuring quality of nursing care and in solving relevant problems arising from clinical practices.

NURS-S 485 Professional Growth and Empowerment (3 cr.) (Traditional, Accelerated, and R.N.-B.S.N.) P: All seventh-semester nursing courses. This course focuses on issues related to professional practice, career planning, personal goal setting, and empowerment of self and others. Students will discuss factors related to job performance, performance expectations and evaluation, reality orientation, and commitment to lifelong learning.

NURS-S 488 Nursing Synthesis (2 cr.) (Traditional, Accelerated). Students integrate knowledge and skills acquired throughout the program: critical thinking, information technology, cultural competence, care coordination, leadership, collaboration, and communication skills. Students demonstrate competence in evidence-based practice and quality and safety initiatives, as achieved in a complex and changing health care environment. Students begin the transition to professional practice.

NURS-Z 480 BSN. Portfolio Review for Course Substitution (1-6 cr.) P: Permission of instructor. The portfolio review process is available to all undergraduate students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes. The portfolio provides objective evidence that students have acquired necessary content and skills through prior learning and/or practice experiences.

NURS-Z 490 Clinical Experience in Nursing (1-6 cr.) Opportunity for independent study of clinical experience related to nursing practice. Before enrolling in an independent study option, each student must obtain permission from a faculty member who will supervise the study and file appropriate forms prior to registration. Planned and supervised clinical experiences will be arranged in the area of the student's major interest.

NURS-Z 492 Individual Study in Nursing (1-6 cr.) Opportunity for independent study of topics related to nursing practice. Before enrolling in an independent study option, each student must obtain permission from a faculty member who will supervise the study and file appropriate forms prior to registration.

Electives

NURS-E 401 Pediatric Intensive Care: Didactic (3 cr.) This online didactic course provides comprehensive content on critical care concepts of the pediatric patient and family. The course is divided into modules: psychosocial, respirator, cardiovascular, neurology, gastroenterology, renal/endocrine, hematology/immunology, trauma, and multisystems issues. Online activities and critical thinking vignettes help the learner apply and synthesize the critical care concepts. Modules also contain a pre-test for student self-evaluation, decision-making activities, and exams to validate the learners' knowledge. Course is open to any BSN student (IU system) who has completed sixth semester, and RN to BSN students.

NURS-E 402 Pediatric Intensive Care: Practicum (3 cr.) This web-based practicum involves 112 clinical hours with a selected pediatric intensive care preceptor. Clinical

time is worked out with an assigned preceptor, promoting flexible, accessible learning. Students are involved in caring for clients with critical care health disruptions and multi-system problems. Within the practicum, many pediatric intensive care skills are taught, observed, practiced, and evaluated by the preceptor, such as chest tube management, cardiac rhythm interpretation, external ventricular drain management, etc. Locations for the practicum experiences may vary with individual students and request for specific locations. Course is open to any BSN student (IU system) who has completed sixth semester, and RN to BSN students..

NURS-E 403 Neonatal Intensive Care: Didactic (3 cr.)

This online didactic course provides comprehensive content on critical care concepts of the neonatal patient and family. The course is divided into modules: assessment, developmental care and pain management, skin care, respiratory, cardiology, gastrointestinal, renal, neurology, sepsis/hematology, and professional practice. Online activities and critical thinking vignettes help the learner apply and synthesize the critical care concepts. Modules also contain a pre-test for student self-evaluation, decision-making activities, and exams to validate the learners' knowledge. Course is open to any BSN student (IU system) who has completed sixth semester, and RN to BSN students.

NURS-E 404 Neonatal Intensive Care: Practicum (3 cr.)

This web-based practicum involves 112 clinical hours with a selected neonatal intensive care preceptor. Clinical time is worked out with your assigned preceptor promoting flexible, accessible learning. Students are involved in caring for clients with neonatal intensive care health disruptions and multi-system problems. Within the clinical practicum, many neonatal intensive care skills are taught, observed, practiced, and evaluated by the preceptor (arterial blood gasses, assisting with needle aspiration, ventilator care, etc.). Location for the practicum experiences may vary with individual students and request for specific locations. Course is open to any BSN student (IU system) who has completed sixth semester, and RN to BSN students.

NURS-H 370 Nursing Honors Research Internship I (3 cr.)

NURS-H 470 Nursing Honors Research Internship II (3 cr.)

NURS-H 498 Nursing Honors Colloquium (1-2 cr.)

Specifically for students accepted to nursing honors study option. This course will cover various research topics in each semester of the nursing major, helping prepare students to complete a senior thesis. Students will receive a grade of R until senior thesis is complete.

NURS-J 360 Operating Room Nursing: Didactic (2 cr.)

C: Introduction to Perioperative Nursing: Practicum. This elective is designed to enable the student to participate (with supervision) in the professional and technical components of perioperative nursing practice. Learning opportunities include care of the patient undergoing the stress of surgery. The student participates as a member of the surgical team in the circulating and scrub nurses' roles. Experiences in the preoperative and postoperative patient care areas are provided.

NURS-K 305 New Innovations in Health & Healthcare (3 cr.)

NURS-K 490 Clinical Elective (1-6 cr.) Many clinical nursing elective courses are offered under this number. These elective offerings vary from year to year depending on student interest and available resources. Students are kept informed of elective offerings both through informational forums and through listings in the online course offerings.

NURS-K 492 Nursing Elective (1-6 cr.) Many nursing elective courses are offered under this number. These elective offerings vary from year to year depending on student interest and available resources. Students are kept informed of elective offerings both through informational forums and through listings in the online course offerings.

NURS-K 495 Adult Critical Care: Didactic (3 cr.) Web-based course This online course provides comprehensive content on critical care concepts of the adult patient. The course is divided into modules: respiratory, cardiovascular, gastrointestinal, renal, endocrinology, neurology, immunology, hematology, trauma and emergencies, and professional practice. Online activities and critical thinking vignettes help the learner to apply and synthesize the critical care concepts. Course is open to any BSN student (IU system) who has completed sixth semester, and RN to BSN students..

NURS-K 496 Adult Critical Care: Practicum (3 cr.)

Web-based course. This practicum involves 112 clinical hours with a selected critical care preceptor. Clinical time is worked out with your assigned preceptor promoting flexible, accessible learning. Students are involved in caring for clients with critical care health disruptions and multi-system problems. Within the clinical practicum, many advanced critical care skills are taught, observed, practiced, and evaluated by the preceptor (aerial blood gases, arrhythmia analysis, ventilator care, etc.). Locations for the practicum experiences may vary with individual students and requests for specific locations. Course is open to any BSN student (IU system) who has completed sixth semester, and RN to BSN students.

NURS-K 497 Mindfulness-Based Wellness (3 cr.) This course is appropriate for all healthcare and social service related fields, including, but not limited to, pre-nursing and nursing student electives, pre-med, psychology, and social work students. This course will introduce mindfulness practice as a skillful approach to personal sustainability (care for the caregiver) and will expand one's understanding of this practice in integrative patient care. This class is appropriate for both new and seasoned meditation practitioners. This class includes one full day meditation retreat on a weekend.

Graduate Courses

Core Courses

NURS-N 502 Nursing Theory I (3 cr.) Focus is on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research are explored.

NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.) This course addresses core competencies

essential to all advanced nursing practice roles and health care in complex systems.

NURS-R 500 Nursing Research (3 cr.) P: NURS -N502 This course provides a survey of research in nursing with a focus on evaluating nursing research for usability in practice.

NURS-R 505 Measurement and Data Analysis (3 cr.) Principles and applications of scientific measurement, data summarization, and univariate and bivariate inferential statistics are addressed. The research purpose and the phenomena under study are considered as determinants of measurement techniques and data analysis.

NURS-R 590 Scholarly Project (3 cr.) The Scholarly Project is the application of knowledge and skills learned through a program of graduate study to a nursing focused question or problem. Students work individually or in groups under the supervision of a faculty advisor to complete a project that contributes to the advancement of nursing practice, education, or administration.

NURS-R 606 Intermediate Statistics in Nursing Research (3 cr.) P: An introductory statistics course within three years or permission of instructor. Understanding the mathematics and logic behind the techniques is the focus of the course. Students develop skills and answer research questions related to the critical analysis, interpretation, and evaluation of nursing research evidence. Topics include probability, sampling distributions, estimation, and hypothesis testing on means, variances, proportions, correlations, and simple regressions.

NURS-R 699 Research Inquiry (Thesis) (3-6 cr.) The Research Inquiry is a research investigation of phenomenon of interest to nursing. Students work individually with a faculty advisor or advisors to complete a research study that contributes new knowledge to nursing science.

NURS-R 900 Continuation in Study or Thesis (1 cr.) Following enrollment in R590 Nursing Study or R699 Master's Thesis in Nursing, the student must enroll every semester and first summer session in R900 (a pseudocourse) until the study or thesis has been completed.

Other Courses

NURS-C 550 Advanced Pediatric Health Assessment (3 cr.) Enables students to learn psychomotor skills required for performing physical examinations. Provides theoretical basis to begin process of physical diagnoses of health and illness. 5 clinical hrs./wk.

NURS-C 551 Health Maintenance of the Pediatric Client (5 cr.) P: C550 Provides the basis for synthesizing health status information for nursing interventions aimed at encouraging children and families to assume responsibility for the prevention of illness and the promotion and maintenance of health. 10 clinical hrs./wk.

NURS-C 555 Advanced Nursing Care of Children and Families I (6 cr.) P: C550, C661. This course prepares advanced practice nurses for the specialized care of children and their families. Complex, unique, or challenging health issues are examined. Students develop skills in critical thinking, ethical decision making, and the facilitation of behavioral change to assume a leadership

role in improving health outcomes. 15 non-lecture contact hours.

NURS-C 556 Advanced Nursing Management of the Pediatric Client (3 cr.) P: C551. To prepare the student to use research data and clinical knowledge of mental, infectious, acute and chronic re-occurring conditions in supporting advanced nursing practice in primary health care nursing of children.

NURS-C 661 Psychosocial Assessment Strategies in Pediatrics and Women's Health Nursing (3 cr.) P: Statistics. Focuses on strategies to assess psychosocial health status. Assessment tools and conceptual frameworks will be analyzed. Purpose of assessment strategy, considerations for administration, technical evaluation, and implications for nursing practice will be discussed.

NURS-C 662 Issues in Adolescent Health (3 cr.) P: R500. This course uses a seminar format to survey key issues in adolescent health, such as physical and psychosocial growth and development, teenage pregnancy, HIV/AIDS, substance abuse, and violence and abuse. Findings from evidence-based practice and major theoretical perspectives are employed to formulate recommendations for clinical practice, future research, and policy.

NURS-C 666 Collaborative Clinical Practice in Pediatric Primary Health Care (5 cr.) Seminar provides students with the opportunity to present and discuss complex, multi faceted clinical situations with faculty and peers. The clinical component provides students with the opportunity to develop advanced clinical skills in pediatric primary health-care settings. Emphasis is on continuity and comprehensiveness of nursing interventions with pediatric clients. 25 clinical hrs./wk.

NURS-C 670 Advanced Nursing Care of Children and Families II (3 cr.) P: C555 This course prepares advanced-practice nurses to function effectively in leadership roles within multi disciplinary health-care systems/organizations specifically focused on children and their families. Critical issues that impact the practice environment are explored. Students develop skills in facilitating evidence-based practice for specific populations of children and their families. 10 non-lecture contact hours.

NURS-D 602 Responsible Conduct of Research (1 cr.) Students will develop knowledge regarding the responsible conduct of research, including conflict of interest, responsible authorship, policies for handling misconduct, data management, data sharing, policies regarding the use of animals and/or human subjects, and institutional vs. individual responsibilities for scientific integrity. This meets the NIH requirements for instruction of pre- and postdoctoral fellows.

NURS-D 607 Theoretical Perspectives of Nursing Science (3 cr.) C: D701

Focus is on the development of nursing science. Philosophy of science as an influence on theory development and historical perspectives on the development of theory and science in the discipline will be analyzed. Identification of significant phenomena of interest to the discipline, analysis of the principles of theory construction and evaluation of the various

dimensions of theoretical conceptualizations both in and outside the discipline will be included.

NURS-D 608 Middle-Range Theory (3 cr.) P: D607 or permission of instructor.

This course focuses on examination and implementation of methods for applying middle range theories in nursing. Emphasis is on evolving phenomena of relevance to nursing utilizing selected middle range theories to enhance knowledge development.

NURS-D 609 State of the Science Seminar (2 cr.)

P: D607

This course focuses on increasing the students' understanding of how knowledge has developed relevant to their phenomena of interest. Each student will develop skills needed to critically analyze and synthesize relevant literature in the area of a specific phenomenon. Special emphasis is placed on the application on critical analysis and synthesizing skills.

NURS-D 615 Health Care Outcomes and Decision Making (3 cr.)

Health care leaders of the future will be judged increasingly on their ability to achieve positive quality outcomes and safe patient care through working together in interdisciplinary leadership teams. This course is designed for graduate level learners in medicine, nursing, public health, informatics, health administration and other health related disciplines.

NURS-D 627 Menopause: Bio-psychosocial-cultural perspectives (3 cr.) P: Graduate status or permission of the instructor.

This course focuses on examination and discussion of the myths, theories and scientific evidence surrounding menopause. The course explores biocultural, evolutionary, adaptationist, ecological, and gerontological theories and scientific controversies surrounding women's experiences and outcomes. Content is relevant across multiple majors.

NURS-D 700 Nursing Research Seminar (3 cr.)

P: Admission to the Ph.D. program. C: D607 Nursing Theory II. This seminar for predoctoral/postdoctoral nursing students provides an opportunity for career socialization; facilitates achievement of individual research goals; and enables students to acquire knowledge, skills, and abilities to support professional development as a nurse scientist.

NURS-D 701 Nursing Inquiry and Scholarship:

Introduction to Doctoral Study (3 cr.) P: Admission to the Ph.D. program. C: D607. Examination and development of knowledge, skills, and strategies to support critical and creative thinking, identification of research and evaluation interests, socialization, and development of scholarship in nursing.

NURS-D 735 Clinical Epidemiology and Statistics in Nursing (3 cr.)

This course provides students with intermediate epidemiologic concepts of populations and biostatistical techniques for understanding and using health research is the focus. Principles and methods of data analysis central to understanding health-related indicators for population health management will be used. Students will be prepared to function as members of a research team.

NURS-D 736 Inquiry I: Evidence-based Research and Translation Science (1-3 cr.)

This course focuses on advanced applications of evidence-based practice. The course emphasizes foundational and advanced concepts of evidence-based practice and requires application of principals of EBP, thorough literature searches, appraisals of literature and formulation of plans. Clinical problems will be the basis of EBP literature searches and analyses.

NURS-D 737 Inquiry II: Evidence-based Research and Translation Science (1-3 cr.)

Synthesis of knowledge regarding implementation models and strategies used for translating evidence into practice is the focus of this course. Students explore organizational aspects of change influencing innovation, quality improvement, and program evaluation. Developing and preparing to implement and evaluate a translational science project is a component of the course.

NURS-D 743 Influencing Health Public Policy (3 cr.)

Designed for nurses and other professionals interested in influencing public policy related to the health system and resources; this course focuses on policy-making at the state/national level. Participants engage in interactive discussions with policy makers, learn about the forces that influence health policy decisions and apply health services research.

NURS-D 744 Strategic Resource Management in Nursing and Health Systems (3 cr.)

The design and execution of strategies to manage human and financial resources within complex health systems. The course has two central themes: (1) How to think systematically and strategically about managing an organization's human and financial assets, and (2) How to implement these strategies to achieve the organization's objectives.

NURS-D 749 DNP Practicum (1-3 cr.) C: Concurrent enrollment in DNP didactic course required.

Provides opportunities to develop knowledge and skills in specific area of advanced nursing practice or professional role, building on didactic courses. Includes in-depth work with experts from multiple disciplines, and engagement within communities of practice. Enables students to synthesize and integrate leadership, policy, inquiry, evidence-based practice, and clinical expertise in selected settings. New course with variable credit proposed. A total of 7 credit hours of practicum course work will be require of students to meet the 1000 post baccalaureate practice hour requirement for the DNP degree. (DNP students will take a total of 7 credits over the course of their program). Clock hour to credit hour ratio: 5 clock hours to one credit hour per week (total 75 clock hours per credit per semester).

NURS-D 751 Knowledge Complexity (3 cr.)

P: Admission to the Ph.D. program. Evaluation of models, theories, methods, and research that supports strategic learning, knowledge work, and knowledge translation in complex systems.

NURS-D 751 Leadership in Complex Systems (3 cr.)

P: Admission to the Ph.D. program.

P: Admission to the Ph.D. or D.N.P. program. Analysis and evaluation of theories and research that influence leadership in complex systems. Leadership is explored in the complex system domains of education, health service, research, informatics, and public policy. Internal and external sources of knowledge are evaluated and used to enhance leader behavior/s. Core competencies and

strategies for leadership effectiveness are examined and evaluated.

NURS-D 751 Quality of Life in Acute and Chronic Illness (3 cr.) P: Admission to the Ph.D. program. This course examines in depth the concept of quality of life research, beginning with the clients' perspectives across a variety of social contexts. Theoretical underpinnings and conceptualizations, research methods, and measurements are examined for congruence with various perspectives for usefulness in advancing nursing science.

NURS-D 751 Health Behaviors (3 cr.) P: D607, R603. The focus of this course is an in-depth analysis of the theoretical and research literature that supports health behavior change. Students will have the opportunity to critically evaluate theories/models applicable to health behavior and to complete an intensive analysis of a health behavior relevant to their area of research.

NURS-D 609 State of the Science Seminar (2 cr.) P: D607 • Placement in curriculum: a focus area course This course focuses on increasing the student's understanding of how knowledge has developed relevant to their phenomena of interest. Each student will develop skills needed to critically analyze and synthesize relevant literature in the area of a specific phenomenon. Special emphasis is placed on the application on critical analysis and synthesizing skills.

NURS-D 751 Stress and Coping (3 cr.) P: D607; D701. The course is designed to provide opportunities for students to critically analyze extant stress theories/models, emphasizing the transactional orientation, to identify testable theoretical formulations for application to nursing practice. Each student will conduct a study to explicate a stress-related concept, test for mutual exclusiveness for two or more stress-related concepts, and/or test/examine a stress-related theoretical formulation in a selected population.

NURS-D 751 Relationship-Centered Leadership in Complex Systems (3 cr.) P: Admission to the Ph.D. program. This course involves the analysis and evaluation of theories and research that influence leadership in complex systems. Leadership is explored in the complex system domains of education, health service, research, informatics, and public policy. Internal and external sources of knowledge are evaluated and used to enhance leader behavior/s. Core competencies and strategies for leadership effectiveness are examined and evaluated.

NURS-D 752 Directed Research Practicum (3 cr.) P: Admission to the Ph.D. program. C: Linked in curriculum to D751 but need not be taken concurrently. Students will develop research skills through directed study and supervised research experience. Learning is related to a D751 focus course and the student's interest area. Multidisciplinary research experience may include, but is not limited to, pilot-testing and evaluating research methods, data collection, data analysis, and secondary analysis of existing datasets relevant to the student's research interests. This course may be taken more than once

NURS-F 570 Advanced Health Assessment Across the Lifespan (3 cr.) This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults, and aging people. In addition, students develop skills in family and community assessment.

NURS-F 572 Primary Health Care of Children (3 cr.) (3 credit hours:2 didactic, 1 clinical for FNP majors). This course enables students to develop a knowledge base for clinical decision making in assessment and provision of primary health-care nursing for children and families. Topics include health promotion/maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in children. 5 clinical hrs./wk.

NURS-F 574 Primary Health Care of Adults (3 cr.) (3 credit hrs:2 didactic, 1 clinical for FNP majors). This course enables students to develop a knowledge base for clinical decision making in the assessment and management of primary health-care for adults and families. Topics include health promotion and maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in adults. 5 clinical hrs./wk.

NURS-F 576 Primary Health Care of Women (3 cr.) (3 credit hrs:2 didactic, 1 clinical for FNP majors). This course enables students to develop a knowledge base for clinical decision making in the assessment and provision of primary health care for women and families. Topics include health promotion and maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in women. 5 clinical hrs./wk.

NURS-F 578 Primary Health Care Nursing Families (6 cr.) P: F572, F574, F576, Y535, Y515, F570, Y600, Y612. This course enables the FNP student to develop a practice base for clinical decision making in the assessment and management of health care of families. The course includes identification of health needs, nursing interventions for the prevention of illness, and health promotion.

NURS-F 700 Theories for Family Health (3 cr.) The focus of this course is identifying, analyzing, and evaluating theories relevant to physical, mental and social issues in family health. Emphasis will be on the application of theories to specific family health problems to guide theoretically driven research questions and hypotheses. Future theoretical development in family health will also be addressed.

NURS-F 701 Family Systems Interventions (3 cr.) The goal for this course is to develop an understanding of theory-based interventions for research with family systems. The course will facilitate an in-depth understanding of family system concepts. The course will also address ethical issues when working with families, and it will have a focus on culture, social class, and ethnicity.

NURS-F 702 Family Research Methods (3 cr.) This course provides the student the opportunity to analyze and apply family research methods as a foundation for conducting family research. Students evaluate family research literature and findings and obtain the knowledge to implement family research studies. Students examine designs in family studies; apply techniques for

strengthening designs and address instrumentation, sampling, data collection, and unit of analysis issues specific to family research.

NURS-G 513 Genetics (2 cr.) In-depth study of biophysical and behavioral aspects of human development, which also considers genetic, embryologic, and developmental physiological components. This course may be repeated for a maximum of 4 credits.

NURS-G 556 Primary Health Care of Women Throughout LifeSpan (4 cr.) P: Y550, Y515, Y612, G552, G555 or permission. Enables student to develop a practice base for clinical decision-making in the assessment and management of women from menarche past menopause. Includes identification of health needs, nursing interventions for illness prevention, health promotion, and therapeutic interventions. 20 clinical hours/week.

NURS-G 901 Advanced Research (Independent Study) (6 cr.) Individual assignments arranged for doctoral students.

NURS-H 537 Community Epidemiology (3 cr.) This research course presents methodological and analytical techniques to summarize health-related indicators in populations and provides opportunities to assess mainstream and multicultural populations through existing data sets. Epidemiologic techniques will form the basis for these population assessments.

NURS-H 540 Community Assessment (3 cr.) This course focuses on concepts and methods for the assessment of a mainstream and multicultural community's strengths and needs. Students will collect and analyze secondary data for selected communities, analyze health indicators, conduct a community assessment, and delineate implications for advanced practice nursing.

NURS-H 544 Community Development and Organization for Health (3 cr.) The purpose of this course is to critically analyze ethical principles, theories, concepts, and research of community development and organization for health, and to consider the application of these issues in mainstream and multicultural communities. Students develop an evaluation research proposal to study the effects of community development efforts.

NURS-H 546 Action Research and Community Health Policy (3 cr.) Analysis of action research as a method of scientific inquiry for social and policy change. Working with mainstream and multicultural community groups, students design and conduct action research projects. Based on research results, recommendations for social and policy change and for further policy research are made.

NURS-H 548 Community-Based Nursing Practicum (3 cr.) Students conduct a practicum experience in order to synthesize theory and research related to program development or evaluation of community-based intervention. Mainstream and multicultural community experiences and activities are independently planned to meet student career goals. 15–30 clinical hrs./wk.

NURS-H 630 Community Health Planning and Implementation (4 cr.) P: H537, H538. Analysis of concepts, ethical principles, frameworks, models of practice, and research related to community-based

nursing. Working with mainstream and multicultural community leaders, students design a plan for a community-based intervention and outcome evaluation appropriate at the local level.

NURS-H 733 Community Health Nursing and Primary Health Care Policy (3 cr.) P: R600 or equivalent, H730, H731, or consent of instructor. The impact of primary health care policy on nursing, health, and development in industrialized and developing countries is evaluated. Student research projects evaluate national primary health care policies, and recommendations are made for optimal policies and for further development of nursing science.

NURS-I 579 Nursing Informatics Practicum (3 cr.) This course provides an opportunity for the learner to synthesize all previous course work and to demonstrate beginning competency in nursing informatics. The course employs an application focus in which the learner demonstrates comprehension, critical thinking, and problem-solving abilities within the context of a real-world environment.

NURS-I 630 Introduction to Nursing Informatics (3 cr.) Introduction to the field of nursing informatics, current state of the science, major issues for research and development. Includes theoretical models of nursing informatics; nursing roles; information processing and data management; data acquisition and data representation; information system standards, system architecture, and networking; evaluation; and ethical/social issues in healthcare informatics.

NURS-I 631 Clinical Information Systems (3 cr.) Clinical Information systems includes: human computer interface and system design, healthcare decision support and clinical guidelines, system selection, organizational issues in system integration, project management for information technology change, system evaluation, regulatory policies, impact of the Internet, economic impacts of e-health, distributed healthcare information technologies, and future trends.

NURS-I 635 Consumer Health Informatics (3 cr.) Topics include theoretical models for the delivery of consumer health information; Internet-based information delivery, access to patient information, and privacy issues; quality of consumers health information health literacy; design and development of consumer health information resources; consumer access to clinical information; and current research.

NURS-I 639 Informatics in Nursing Administration Practice (3 cr.) This course describes the knowledge work necessary for competent practice in nursing management. The focus is on identification, acquisition, analysis, interpretation, and application of knowledge data, databases, and systems that support decision making strategies in nursing administration.

NURS-J 595 Topical Seminar (2-4 cr.) Seminar topic to be announced each semester.

NURS-J 595 Legal and Ethical Issues in Nursing Education (2 cr.) This topical seminar will be focused on a discussion of the legal and ethical issues related to nursing education.

NURS-J 690 Readings in Clinical Nursing (1-3 cr.)

Topic arranged depending on the needs and interests of the student.

NURS-J 692 Hermeneutics Institute (3 cr.) Seminar focusing on hermeneutic phenomenology in the context of research and scholarship in health care and the human sciences (including design, data collection and analysis and dissemination). Readings from philosophers such as Heidegger, Gadamer and Nancy are used to situate hermeneutical methodologies in a philosophy of science.

NURS-J 692 Independent Study in Nursing (1-6 cr.)

Individual assignments arranged.

NURS-L 574 Administrative Management in Nursing (3 cr.)

P: L573. Content derived from contemporary environmental, personnel, and organizational issues related to the administration of nursing services with an emphasis on management principles and processes.

NURS-L 575 Corporate and Public Policy for Nursing Executives (3 cr.)

This course is designed to prepare nurse administrators for active policy-making participation in health-care organizations, professional associations, and governmental agencies. The focus of the course is on managerial decisions and on building coalitions for policy at the organizational, local, regional, national, and international levels.

NURS-L 579 Nursing Administration Practicum (3-6 cr.)

P: L574 and SPEA V610. A practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. Includes group seminars. 15 clinical hrs./wk.

NURS-L 650 Data Analysis for Clinical and Administrative Decision Making (3 cr.) Focuses on understanding, manipulating, and analyzing quantitative data in nursing and health care. Includes use of computer-based systems for data management and statistical analysis. Students learn application and interpretation of multivariate statistical models for decision making.

NURS-L 670 Economic Analysis of Nursing and Health Systems (3 cr.)

This course provides the economic context for nursing administration and a forum for students to analyze key nursing administration and health systems issues from a perspective of economic value to the community they serve.

NURS-L 671 Financial Management: Nursing (3 cr.)

Designed to acquaint nurses with budget preparation and fiscal management of a nursing unit or division. Methods of obtaining personnel input, estimating costs, and cost justification are analyzed in depth.

NURS-L 775 Organizational Theories in Nursing (3 cr.)

An analysis of existing organizational theory for the purpose of identifying, extending, or modifying theory for application in the nursing service or education sectors.

NURS-M 500 The Scientific Basis for Clinical Nurse Specialist Practice (3-4 cr.)

This course focuses on understanding the clinical nurse specialist role and practice. Emphasis is placed on theory and science related to chronic illness prevention, risk reduction and management for individuals in the context of families. Students use clinical reasoning to diagnose actual or potential problems amenable to nursing interventions, and

design, implement and evaluate evidence-based nursing interventions for specialty populations of adults across the lifespan.

NURS-M 559 Stress and Coping (3 cr.)

This course focuses on analyzing psychological and psychophysiological theories of stress and coping. Students apply principles of interviewing to identify experiences of stress, and use clinical reasoning to diagnose stress related problems for adults across the life span. Students design, implement and evaluate evidence-based nursing stress management interventions for individuals and their families.

NURS-M 560 Enhancing Health Behaviors Through Psycho-Educational Intervention (3 cr.)

This course focuses on the application of science to enhance individual health behaviors of adults across the lifespan through psycho-educational interventions. Emphasis is on the development of psycho-educational interventions to support health-related decision-making and self-management through learning and cognitive restructuring. Learning and other relevant theories are presented to guide intervention design, implementation and evaluation.

NURS-M 565 Symptom Management and Functional Enhancement (4 cr.)

This course focuses on the application of theory and science to improve patient outcomes related to symptoms and functional status in the context of chronic illness. Theory, research and evidence are analyzed in the design, implementation and evaluation of nursing interventions to optimize outcomes for adults across the adult life span.

NURS-M 575 Clinical Nurse Specialist Role in Health Systems (3-4 cr.)

This course prepares clinical nurse specialists to function as leaders within complex health systems. Students synthesize and apply theories and research to advance the practice of nursing for a specialty population of adults across the lifespan experiencing chronic illness. Emphasis is placed on leading nurses and multidisciplinary teams in achieving safety, quality, and cost-effective outcomes.

NURS-P 510 Neuro-Psychopharmacology (3 cr.)

Considers indications, therapeutic uses, neurophysiological mechanisms of action, and side effects of the major classifications of psychotropic drugs. Relevant research is examined, as is clinical application pertinent to current psychiatric mental health practice, including therapeutic management, psychodynamics, and combination of drugs with other treatment modalities.

NURS-P 515 Assessment in Advanced Psychiatric Nursing (3 cr.)

Methods and skills for completing a comprehensive mental health assessment are emphasized. Content includes criteria for DSM, psychiatric nursing diagnosis, ICD, and functional abilities, developmental status, and cultural influences. Students become familiar with standardized assessment tools commonly used in psychiatric/mental health settings. 5 clinical hrs./wk.

NURS-P 558 Psychiatric/Mental Health Advanced Practice Nursing Across the Lifespan (3 cr.) P: N502; R500; P510; P515. Placement in curriculum: a required course for MSN, psychiatric/mental health adult/geriatric major.

Treatment models and research findings related to the care of persons across the lifespan with mental illness are examined, analyzed, evaluated, and implemented in clinical practice. The interrelationships of neurobiology, gender, development, environment, and culture are explored in relation to how they guide therapeutic approaches to treatment. Sociopolitical forces that influence advanced nursing practice and health care delivery are examined. Supervised clinical experiences focus on developing advanced practice skills in clinical management, crisis intervention, health promotion and illness prevention.

NURS-P 651 Psychiatric/Mental Health Nursing with Families (3 cr.) Theoretical formulations and research related to developmental and functional processes in families are examined for their relevance in designing and implementing nursing interventions. Biopsychosocial formulations are used to understand the reciprocity of individual and family function and dysfunction. Learning experiences include analysis of family therapy simulations and a family therapy practicum. 5 clinical hrs./wk.

NURS-P 652 Interprofessional Approach to the Treatment of Substance Use and Co-occurring Psychiatric Disorders (3 cr.) P: Core courses: N502, N504, R500, R505 or permission of course faculty. The purpose of this course is to provide learners with knowledge, skills and the exploration of attitudes relevant to interprofessional approaches to the treatment of substance use and co-occurring psychiatric disorders.

The course will address prevention, intervention, and treatments of these disorders with diverse populations across the life span. Students draw upon previous and concurrent learning experiences and integrate values, knowledge, and skills relevant to their professional standards of practice. Students explore the relationships between and among substance use/psychiatric disorders and socioeconomic status, race, ethnicity, culture, religion, gender, sexual orientation, age, physical and mental ability, and other socio-environmental factors of vulnerability. Consistent with strengths and ecosystems perspectives, students consider the impact of social environments, physical settings, community contexts, and political realities that support or inhibit the emergence of substance use and co-occurring disorders.

NURS-P 654 Group Interventions in Advanced Psychiatric Nursing (3 cr.) The student will demonstrate an understanding of group treatment as a therapeutic modality in the advanced practice of psychiatric/mental health nursing. Various models of group intervention are analyzed to determine their relevance for meeting specialized needs of clients across the life span. Practicum required. 5 clinical hrs./wk.

NURS-P 671 Advanced Clinical Practice in Psychiatric/Mental Health Nursing I (3 cr.) Students engage in advanced psychiatric nursing practice with selected populations. Students further define and expand their practice of psychiatric/mental health nursing based on the integration of theory, research, self-evaluation, and clinical supervision. A variety of approaches and issues of service delivery are explored. 10 clinical hrs./wk.

NURS-P 672 Advanced Clinical Practice in Psychiatric/Mental Health Nursing II (3 cr.) In this practicum,

students expand their practice to indirect care responsibilities, including clinical supervision, evaluation of treatment environments, program development, and interdisciplinary collaboration. Students examine social, legal, economic, and ethical issues to develop goals for future professional development and contributions to nursing. 10 clinical hrs./wk.

NURS-R 601 Instrumentation and Measurement (3 cr.) P: R603, R604, or consent of faculty. This course provides an opportunity for the student to develop expertise in developing and testing the psychometric properties of an instrument to measure health-related phenomena. Content focuses on theoretical foundations of measurement, item construction, questionnaire design, and content analysis, item analysis, assessment of reliability and validity, accuracy and precision, and manuscript preparation to report psychometric properties.

NURS-R 602 Instrument Development for Health Behavior II (2 cr.) P: R601. The purpose of this course is to provide an opportunity for the student to develop expertise in the testing of an instrument to measure health behavior. Content focuses on data collection, item analysis, validity and reliability assessment, and manuscript preparation to report psychometric properties.

NURS-R 603 Foundations of Quantitative Research (3 cr.) P: D607; Concurrent: R607, or permission of instructor.

This course is an in-depth critique of the quality indicators for quantitative research designs. Designs, sampling methods, data collection methods, measurement strategies, and quality of measures are evaluated for threats to internal and external validity. In addition, the logical consistency among problem, purpose, design, data analysis and conclusions are examined.

NURS-R 604 Experimental and Quasi-Experimental Designs and Methods in Nursing (3 cr.) P: R603. An in-depth study of experimental and quasi-experimental research designs and methods used to evaluate the effectiveness of interventions. Designs will be evaluated to minimize error and maximize internal and external validity. Sampling methods, power analysis, Type I and II errors, and other concepts relevant to experimental and quasi-experimental research designs and related methods will be covered.

NURS-R 605 Design and Applications of Advanced Research Designs/Interventions (3 cr.) P: R603, R604. Evaluates and applies issues relevant to intervention research and health services research. Content will include intervention dosage, sensitivity, mediators and moderators, and quality assurance and feasibility of intervention delivery. Translational research, multisite research, intent-to-treat, nested designs, and outcome designs will be discussed for application.

NURS-R 607 Advanced Statistics in Nursing Research (3 cr.) P: R606 or equivalent Intermediate Statistics in Nursing Research or permission of instructor. This course covers multiple linear regression, ANCOVA, factorial ANOVA, repeated measures, sensitivity and specificity, logistic regression, and survival analyses. Understanding the mathematics and logic behind these techniques is emphasized. Students develop skills to answer research

questions, and critically analyze, interpret, and evaluate evidence related to nursing research.

NURS-R 608 Multivariate Statistics in Nursing Research (3 cr.) P: R606 Intermediate Statistics or equivalent in Nursing Research and R607 or equivalent Advanced Statistics in Nursing Research or permission of instructor. The development of skills and applications that enhance student's ability to critically analyze, interpret, evaluate and conduct nursing research using canonical correlation, MANOVA/ MANCOVA, discriminant analysis, principal component analysis, exploratory and confirmatory factor analysis, and structural equation modeling. Understanding the mathematics, logic, application of these techniques is emphasized.

NURS-R 610 Foundations of Qualitative Research (3 cr.)

The focus of this course is on in-depth critique of the quality indicators for qualitative research designs. Designs, sampling methods, data collection methods, and analysis methods are evaluated for credibility, neutrality, consistency and usefulness of findings. In addition, the consistency among research questions, purpose, design, data analysis and conclusions are examined.

NURS-R 611 Advanced Qualitative Research Methods (3 cr.) P: R500, R603, R610, or consent of faculty.

Elective course provides context for deeper analysis of selective qualitative methodologies. Critical skills include developing research questions appropriate for selected methodologies and defending methodological choice. Students refine and conduct a pilot research project, including IRB submission, data collection/analysis, application of quality criteria, and preparation of a publishable research report.

NURS-R 612 Interpretive Data Analysis (1-3 cr.)

P: R610, R611 and completed qualitative data collection from D752 or with permission of course faculty. This course advances new qualitative researchers in building a foundation of philosophical, theoretical and practical understanding of interpretive research methods, study designs, conditions of rigor in qualitative research, and research team building. Students will explore ways of grounding their findings in the works of interpretive phenomenology, grounded theory and other interpretive methods meeting the needs of students. Students will explore multiple avenues for dissemination of interpretive research findings.

NURS-R 613 Grounded Theory Research (3-3 cr.)

P: R-610 or introductory course in qualitative methods. This course focuses on the methods of grounded theory research within the context of its origins, history and philosophical foundations.

NURS-R 800 Dissertation Seminar (3 cr.) The seminar is a forum for students to explore with their peers the processes for obtaining Ph.D. candidacy status and completing the dissertation. Policies/procedures for completing the Ph.D. candidacy examination and the dissertation proposal defense will be discussed. Dissertation research compliance issues related to the IUPUI IRB application process also will be discussed. Students will collaborate with their dissertation chair

to facilitate progress toward Ph.D. candidacy and the dissertation phase of their program.

NURS-R 899 Dissertation in Nursing (1-9 cr.)

P: Candidacy status in the doctoral program. In collaboration with the student's dissertation chair, dissertation development is facilitated. The seminar is a forum for students to explore with their peers research problem development, theoretical foundations, methodology, and data analysis to launch their dissertation research. Format and procedures for progression in the dissertation process are also discussed. The student's dissertation chair is involved as the student progresses through the semester.

NURS-S 674 Management of the Acutely Ill Adult 1 (6 cr.)

This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or are experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. 15 clinical hrs./wk.

NURS-S 675 Management of the Acutely Ill Adult 2 (6 cr.) P: S674. This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or are experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. 15 clinical hrs./wk.

This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or are experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. 15 clinical hrs./wk.

NURS-S 676 Management of the Acutely Ill Adult 3 (6 cr.) P: S674 and S675. This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate/accelerate the patient's return to optimal health. 15 clinical hrs./wk.

This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate/accelerate the patient's return to optimal health. 15 clinical hrs./wk.

NURS-T 600 Scientific Basis for Clinical Teaching in Nursing (3 cr.) P: N502, N504, R500, R505 or permission of course faculty C: T670 All students must satisfy the Indiana University School of Nursing RN licensure, background check, immunization and CPR requirements and provide documentation of this prior to the first day of class.

This course includes an integration of concepts of population-based clinical practice and teaching in clinical environments. Emphasis is placed on the relationship between nursing theory, quality and safety, evidence-based practice and teaching and learning in clinical settings.

NURS-T 615 Curriculum in Nursing (3 cr.) P: T600, T670 or permission of course faculty. This course is designed for persons who are or will be engaged in teaching within nursing education settings. The primary focus is the process of curriculum development; philosophical, social, political, economic, and professional issues that need to be considered in planning curricula; evaluating existing curricula; and changing curricula are examined.

This course is designed for persons who are or will be engaged in teaching within nursing education settings. The primary focus is the process of curriculum development; philosophical, social, political, economic, and professional issues that need to be considered in planning curricula; evaluating existing curricula; and changing curricula are examined.

NURS-T 617 Evaluation in Nursing (3 cr.) P: T600, T670 or permission of course faculty. Integration of concepts

of assessment and evaluation into a nursing education framework. Students analyze assessment/evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

NURS-T 619 Computer Technologies (3 cr.) P: T600, T670 or permission of course faculty. This course provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process. Emphasis is given to theoretical frameworks that guide the selection, use, and integration of computer technologies in nursing education programs.

NURS-T 670 Teaching in Nursing (3 cr.) P: N502, N504, R500, R505 or permission of course faculty. Seminar and guided experiences in teaching of nursing, including planning, developing, implementing, and evaluating classroom and clinical instruction. The course is taught entirely on the Internet. Students work with a preceptor and submit a videotape or audio tape of teaching a unit of instruction.

NURS-T 679 Nursing Education Practicum (3 cr.) P: T600, T670, T615, T617, T619 or permission of course faculty. A practicum experience designed for application, demonstration, and synthesis of theory and competencies related to the role of nurse educator. Learning experiences are planned and negotiated to meet individual learning goals in the context of preceptor supervised experiences.

NURS-T 800 Preparing Future Faculty (2 cr.) This course provides preparation for employment and development of competencies as educators in academic and other complex organizations. Course concepts include functioning within the educational environment; understanding research abilities, teaching-learning process, the use of technology, civic engagement, and service; and developing effective communication skills with diverse groups.

NURS-W 540 Writing for Publication (3 cr.) P: Permission of the faculty. This course focuses on writing for publication. The goal is to enable students to gain skill in presenting their ideas for readers of the professional/scientific literature in any discipline. The content of the course is organized to help the student through the process from the conceptualization of an idea to submission of the paper for journal review. Achieving success and overcoming obstacles, such as lack of self-confidence in writing skills and avoidance behavior, will be emphasized. Assignments are designed to facilitate the process, and students will receive personal reviews from faculty at each stage of manuscript development. The end-product will be a paper that is ready for submission for publication.

NURS-Y 512 Advanced Concepts in Gerontology (3 cr.) P: Consent of instructor. Introductory/survey course in gerontology and consent of instructor. Enables students to synthesize theoretical and practical concepts from different disciplines to meet the primary health-care needs of elderly adult clients and their families.

NURS-Y 515 Advanced Pathophysiology Across the Lifespan (2-3 cr.) P: Acceptance to MSN. Provides advanced comprehensive, scientific foundation for pathophysiology of selected disorders and diseases for clients across the lifespan. Clinical case studies integrate

the principles of pathophysiology within advanced practice nursing principles.

NURS-Y 535 Dynamics of Family Health Care (3 cr.) Provides students with opportunities to study families within the community context. Consideration is given to theories of family functioning and roles in family health care, using family assessment tools and other nursing intervention strategies.

NURS-Y 550 Advanced Adult and Geriatric Health Assessment (3 cr.) Enables students to learn psychomotor skills required for performing physical examinations. This course also provides the theoretical basis to begin the process of physical diagnoses of health and illness. 5 clinical hrs./wk.

NURS-Y 552 Health Maintenance for Adults (5 cr.) Provides the basis for synthesizing health status information for nursing interventions aimed at helping adults and families to assume responsibility for the prevention of illness and the promotion and maintenance of health. 15 clinical hrs./wk.

NURS-Y 554 Advanced Nursing Management—Adult (2 cr.) Enables the student to use nursing research data and theoretical knowledge to support advanced nursing practice in primary health-care nursing.

NURS-Y 555 Collaborative Clinical Practice in Primary Health-Care Nursing (4 cr.) Provides opportunities for students to develop advanced clinical practice in primary health-care nursing. Seminar provides for the analysis of nursing management through care presentations. 20 clinical hrs./wk.

NURS-Y 556 Advanced Nursing Management of the Oncology Client (4 cr.) P: Y515, Y550, Y552, Y562, or consent of instructor. Provides the nurse practitioner concentrating in oncology with an overview of advanced nursing management for adults with cancer. Students will learn how to facilitate patient transition through screening and detection, diagnosis, acute care, rehabilitation, and the terminal phase. 5 clinical hrs./wk.

NURS-Y 562 Pathophysiology of Cancer (2 cr.) P: Y515, Y550, or consent of instructor. A pathophysiological approach to nursing care of clients with localized or invasive cancer.

NURS-Y 565 Interdisciplinary Practicum in Gerontology (3 cr.) P: Introductory/survey course in gerontology, Y512, and consent of instructor. Provides the student, as an advanced practitioner and interdisciplinary team member, with the opportunity to participate in the creation or change of health policies and/or programs affecting elderly people. Consists of a seminar and a practicum. 10 clinical hrs./wk.

NURS-Y 600 Clinical Reasoning & Diagnostic Processes in Advanced Practice Nursing (1-3 cr.) P: Y515, or permission of instructor. Course for nurse practitioner. Introduces students to clinical reasoning and diagnostic processes used in providing health care in primary and acute care settings. Students apply knowledge and skills from pathophysiology, physical assessment, and evidence based practice to decision making in direct patient care. Issues related to third party

reimbursement, regulation and scope of practice, and the ethics of diagnostic decision making are included.

NURS-Y 612 Advanced Pharmacology Across the Lifespan (3 cr.) P: Acceptance to MSN.

Focus on pharmaceuticals, pharmacokinetics, pharmacodynamics, pharmacoeconomics, and pharmacotherapeutic decision making for advanced practice nursing. Lifespan emphasis of pharmacotherapeutic principles for advanced practice nursing.

Pre-Nursing Courses

NURS-A 100 Nursing: Drug Dosage Calculation (2 cr.)

Provides a review of basic mathematics and presents a method of solving problems involving drug dosages. Course is open to those interested in nursing.

NURS-A 190 Special Topics in Nursing (1-3 cr.)

P: Completion of all required course work noted or permission of instructor. Students will have an opportunity to pursue special topics of interest related to the professional practice of nursing. Topics will be offered on an as-needed basis.

NURS-A 192 Special Topics in Nursing: Practicum (1-3 cr.) P: Completion of all required course work noted or permission of instructor. Students will have an opportunity to pursue areas of nursing practice that complement their program of study. Course offerings will be based on resource availability.

NURS-B 104 Power Up: Strategies for Academic Success (3 cr.)

This first-year course for students who have declared nursing as a major focuses on assisting students in gaining essential skills for academic success and in developing the ability to make use of university resources. Topics will include time management, stress management, critical thinking, development of networks of support, communication skills, learning styles, and academic responsibility. Teaching and learning strategies will incorporate campus technology and library resources as tools for completion of course requirements.

RN to MSN Mobility Option

NURS-B 490 RN-MSN Transition I (4 cr.) This course is designed to provide learning opportunities to acquire the knowledge and skills that are foundational to advanced practice nursing roles, and success in the masters program. Professional role development, evidence based practice, theories of community-based nursing, nursing leadership and management are analyzed in combination with related research and are applied to the nurse's evolving role in an era of health care reform. Learning opportunities emphasize the knowledge and skills needed to provide evidence based nursing care in complex health systems and in the community. Future trends for nursing's leadership, management, ethics, and social policy roles are examined, with particular emphasis placed on the impact of health care reform.

RN to BSN Degree Completion Program Courses

NURS-B 231 Communication Skills for Health-Care Professionals: RN BSN (3 cr.)

This course addresses professional communication, inter/intra professional collaboration, and professional engagement to foster growth and development in nursing. This course also focuses on issues related to professional

practice, theory, development and use, professional organization participation, service, continuing education, autonomy and accountability.

NURS-B 244 Comprehensive Health Assessment: RN BSN (3 cr.)

This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease across the life span.

Students learn the skills of interview, inspection/observation, palpation, percussion, and auscultation in assessing clients across the life span and comparing normal from abnormal findings.

NURS-B 304 Professional Nursing Seminar I: Health Policy (3 cr.) (RN-BSN)

Social, ethical, cultural, economic, and political issues that affect the delivery of health and nursing services globally are critically analyzed. Government and entrepreneurial interests are examined. Emphasis is placed on the impact of policy decisions on professional nursing practice and health services.

NURS-B 403 Gerontological Nursing (3 cr.) (RN-BSN)

This course promotes a holistic approach to persons in the later years of life. Death and dying, legal and ethical issues, family care giving, and future challenges will be discussed in the context of best practices as outlined by the John A Hartford Foundation: Institute for Geriatric Nursing.

NURS-B 404 Professional Nursing Seminar II: Informatics (3 cr.) (RN-BSN)

This course addresses nursing informatics: state of the science and issues for research, development, and practice. It clarifies concepts of nursing, technology, and information management; and comprises theory, practice, and the social and ethical issues in nursing and health care informatics.

NURS-H 355 Data Analysis in Clinical Practice and Health-Care Research (3 cr.) P: All fourth-semester nursing courses. (RN-BSN)

This course introduces nursing and other health sciences students to the basic concepts and techniques of data analysis needed in professional health-care practice. Principles of measurement, data summarization, and univariate and bivariate statistics are examined. Differences in types of qualitative data and methods by which these types of data can be interpreted are also explored. Emphasis is placed on the application of fundamental concepts to real-world situations in client care.

NURS-H 365 Nursing Research (3 cr.) P: All fifth-semester nursing courses and H355 or its equivalent. (RN-BSN)

This course focuses on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

NURS-K 301 The Art and Science of Complementary Health (3 cr.) (RN-BSN)

This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through

assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities.

NURS-K 304 Nursing Specialty Elective (3 cr.)

NURS-K 305 New Innovations in Health and Health Care (3 cr.) (RN-BSN) This course explores emergent trends in health and health care, including technological advances in health care, developing approaches to care based on new knowledge and/ or research findings, and trends in health care delivery in a themed, survey or independent study format.

NURS-K 499 Genetics and Genomics (3 cr.) (RN-BSN)

This course introduces a basic knowledge of genetics in health care, including genetic variation and inheritance; ethical, legal, and social issues in genetic health care; genetic therapeutics; nursing roles; genetic basis of selected alterations to health across the life span; and cultural considerations in genetic health care are all considered.

NURS-P 216 Pharmacology (3 cr.) (RN-BSN)

This course focuses on basic principles of pharmacology. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-S 474 Applied Health-Care Ethics (3 cr.) P: All

sixth-semester nursing courses. (RN-BSN) Building on the ANA Code of Ethics for Nurses, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution of ethical dilemmas are applied.

NURS-S 475 A Multisystem Approach to the Health of the Community (3 cr.) (RN-BSN)

Basic epidemiological principles and community health nursing models are applied in collaboration with diverse groups. Disease prevention strategies are applied to individuals and populations to promote health. Students apply the concepts of community assessment, disease prevention, and health promotion to plan, implement, and evaluate interventions for populations in the community.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.)

(RN-BSN) This course allows students to synthesize knowledge and skills learned in the baccalaureate program and to demonstrate competencies consistent with program outcomes and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner.

NURS-S 487 Nursing Management (3 cr.) (RN-BSN)

This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development.