School of Nursing

Welcome to the 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, ranking in the top 15 out of more than 200 schools of nursing that offer graduate programs.

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 comunities served by: inspiring learning through excellence in teaching; creating and advancing knowledge through science and research; shaping care through vidence-based practices; innovations and partnerships; and appreciating, developing, and recognizing faculty, staff, and students.

Strategic Goals for 2009 - 2012

1. Advance IUSON's reputation as a national leader in educational research, evidence-based practices, and progressive educational 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. (Innovations and Partnership)
4. Integrate the school's core values into the culture of the organization. (Recognition)
5. Acquire, allocate, and effectively manage resources to support the work of faculty, staff, and students. (Resources)

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 two tracks in the top 10, and we are ranked eighth 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. We are committed to your career

preparation. Our more than 26,000 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 Mission

Adult Health: The mission of the Department of Adult Health is to focus on the generation, utilization, and dissemination of knowledge related to the health care of adults while preparing nurses to provide high-quality, cost-effective patient care.

Environments for Health:Consistent with the vision and mission of the School of Nursing, faculty in the Department of Environments for Health 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, and nursing education.

Family Health: The Department of Family Health Nursing focuses on the care of people and their families across the life span. The department's vision arises from the broader tripartite mission of the university, the school, and the Core Campus: teaching, scholarship, and service. We embrace these essential values:

- The community is the context for our care of families.
- Interdisciplinary collaboration promotes better health care.
- Nursing of families requires a life span approach.
- Students, clients, communities, and faculty participate in connecting conversations.
- We value diversity in family constellations.
- Our practice is grounded in health as families define it.

The Department of Family Health Nursing seeks to be known for:

- Faculty clinical excellence
- Superior and innovative teaching
- Community partnerships
- Nurturing environments for students
- Research and scholarship in health promotion and family health

Last updated February 9, 2010

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 schools, ranking in the top 15 out of more than 200 schools of nursing that offer graduate programs.

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 (B.S.N.) 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 (M.S.N.) program
- 1960   Last diploma school graduates
- 1961   Original NLN accreditation for the B.S.N. 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 A.S.N. 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 (L.P.N.) to A.S.N. mobility option at IUPU 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 Center of Excellence by National League for Nursing
- 2009   Doctor of Nursing Practice (DNP) approved by the Indiana Commission for Higher Education
- 2009   95th anniversary of nursing at Indiana University

Last updated February 9, 2010

Mission, Vision, Strategic Goals, and Core Values

Vision

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Mission

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Strategic Goals for 2009 - 2012

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Accreditation & Licenses
Accreditations

- National League for Nursing Accrediting Commission; BSN & MSN programs
- Commission on Collegiate Nursing Education; BSN & MSN programs

- Indiana State Board of Nursing; BSN program
- American Nurses Credentialing Center's Commission on Accreditation

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 February 9, 2010

Contact Information

[Indiana University School of Nursing](#)
Nursing School (NU)
1111 Middle Drive
Indianapolis, IN 46202
Undergraduate Information: (317) 274-2806
Graduate Information: (317) 274-2806

Last updated February 18, 2010

Administration

- Marion E. Broome, PhD, RN, FAAN, *Dean, Distinguished Professor*
- Judith A. Halstead, DNS, RN, ANEF, *Executive Associate Dean for Academic Affairs*
- Deborah L. Cullen, EdD, *Interim Associate Dean for Undergraduate Programs, Director for Faculty Development & Advancement*
- Daniel J. Pesut, PhD, PMHCNS-BC, FAAN, *Associate Dean for Graduate Programs*
- Donna Boland, PhD, RN, ANEF, *Associate Dean for Evaluation*
- Victoria L. Champion, DNS, RN, FAAN, *Associate Dean for Research*
- Chandra Dyson, MS, *Assistant Dean for Student Affairs*
- Juni Banerjee-Stevens, PhD, *Director of Diversity & Enrichment*
- Linda B. Griffin, MBA, CPA, *Assistant Dean for Resource Management*
- Shannon McDaniel, MS, *Interim Assistant Dean for Information Systems*
- William Weiss, MBA, PHR, *Human Resources Coordinator*
- Anna McDaniel, DNS, RN, FAAN, *Assistant Dean for Research*
- Joyce Krothe, DNS, *Assistant Dean, IUBL*

Division Heads

- Debra L. Harmon, RN, MSN, CCRN, *Head, Division of Nursing, IUPUC*

Department Chairpersons

- Janet Welch, DNS, *Chair, Department of Adult Health*
- Anne Belcher, DNS, *Chair, Department of Environments for Health*
- Sharon Sims, PhD, RN, *Chair, Department of Family Health*

Undergraduate Academic Advisement

- Susan Adler, *Academic Advisor, IUPUC*
- Deborah Hrisomalos, MBA, CPHIMS, *Academic Advisor, IUBL*
- Helen McKuras, MS, *Academic Advisor, IUPUI*
- Michelle Piercy, MA, *Academic Advisor, IUPUI*
- Gregory Wible, MS, *Academic Advisor, IUPUI*

MSN Graduate Advisement

- Janet Moon, MS

Coordinator, PhD Student Services

- Marla Zimmerman, MS

Coordinator, DNP Student Services

- Debbie Grew, MA, MS

Last updated February 10, 2010

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.

Last updated February 18, 2010

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 (B.S.N.) Courses

NURS–B 230 Developmental Issues and Health (4 cr.) (Traditional) P: Introduction to Psychology; Recommended: Cultural Diversity cluster course. (Required on IUPUI campus.) This course focuses on the theoretical perspectives of growth and development, family theories and family adaptation at different stages, and usual patterns of aging. Students will make assessments of individuals in various stages of life to identify developmental issues of interest to nursing and the impact of these issues on health phenomena.

NURS–B 231 Communication 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 232 Introduction to the Discipline of Nursing: Theory, Practice, Research (3 cr.) (Traditional and Accelerated) This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, holism, caring, environment, self-care, uniqueness of persons, interpersonal relationships, and decision making. Through integrating theory, research, and practice, this course helps the student understand nursing's unique contributions to meeting societal needs.

NURS–B 233 Health and Wellness (4 cr.) (Traditional and Accelerated) P/C: Physiology, Microbiology, or Anatomy. This course focuses on the use of concepts from nursing, nutrition, pharmacology, and biopsychosocial sciences to critically examine the determinants of health, wellness, and illness across the life span. Environmental, sociocultural, and economic factors that influence health-care practices are emphasized. Theories of health, wellness, and illness are related to health-promotion, disease-prevention, and illness-prevention nursing interventions.

NURS–B 244 Comprehensive Health Assessment (2 cr.) (Traditional, Accelerated, and R.N.-B.S.N.) P: All third- semester nursing courses; P/C: Anatomy, Physiology, or Microbiology; C: B245. 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.) (Traditional, Accelerated, and R.N.-B.S.N.) P: All third-semester courses; C: B244. 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 248 Science and Technology of Nursing (2 cr.) (Traditional and Accelerated) P: All third-semester nursing courses; P/C: Physiology, Anatomy, Microbiology; C: B249. This course focuses on the fundamentals of nursing from a theoretical research base. It provides an opportunity for basic-care nursing skills development. Students will be challenged to use critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the life span.

NURS–B 249 Science and Technology of Nursing: Practicum (2 cr.) (Traditional and Accelerated) P: All third-semester nursing courses; C: B248. Students will have the opportunity to demonstrate fundamental nursing skills in the application of nursing care for clients across the life span.

NURS–B 304 Professional Nursing Seminar I (3 cr.) (R.N.-B.S.N.) This course focuses on core theoretical concepts of professional nursing practice, including health, wellness, illness, self-care and caring, disease prevention, and health promotion. Students will be expected to explore theoretical premises and research related to the unique wellness perspectives and health beliefs of people across the life span. Students will learn to develop care outcomes consistent with maximizing individual potentials

for wellness. Students will complete a needs assessment as part of the practicum experience.

NURS–B 404 Professional Nursing Seminar II (3 cr.) (R.N.-B.S.N.) This course focuses on the application of nursing theory and research findings in restoring and maintaining individual and family functioning for those dealing with multi-system alterations. Students will explore the ethical, legal, and moral implications of treatment options and identify tactics to maintain nursing effectiveness in their facilitation of individuals and families through the health-care system. Students will complete a scholarly analysis as part of their practicum experience.

NURS–H 351 Alterations in Neuro-Psychological Health (3 cr.) (Traditional and Accelerated) P: All three fourth-semester nursing courses, Anatomy, Physiology, Microbiology; C: H352. 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.) (Traditional and Accelerated) P: All fourth-semester nursing courses; C: H351. 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.) (Traditional and Accelerated) P: All fourth-semester nursing courses; C: H353. 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 in Clinical Practice and Health-Care Research (3 cr.) (Traditional) P: All fourth-semester nursing courses. 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 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.) (Traditional and Accelerated) P: All fifth-semester nursing courses. 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.) (Traditional and Accelerated) P: All fifth-semester nursing courses; C: H363. 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.) (Traditional, Accelerated, and R.N.-B.S.N.) P: All fifth-semester nursing courses and H355 or its equivalent. 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 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.

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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.

NURS–S 470 Restorative Health Related to Multi-System Failures (3 cr.) (Traditional and Accelerated) P: All sixth-semester nursing courses, C: S471. 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.) (Traditional, Accelerated, and R.N.-B.S.N.) P: All sixth-semester nursing courses; C: S472. 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, and R.N.-B.S.N.) P: All sixth-semester nursing courses. 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.) (Traditional, Accelerated, and R.N.-B.S.N.) P: All seventh-semester nursing courses; C: S482. 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.) (Traditional, Accelerated, and R.N.-B.S.N.) P: All seventh-semester nursing courses; C: S481. 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.) (Traditional, Accelerated, and R.N.-B.S.N.) P: S481, S482, or permission of instructor; C: S484. 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 Research Utilization Seminar (1 cr.)
(Traditional, Accelerated and R.N.-B.S.N.) 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–Z 480 B.S.N. 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.)
Web-based course. 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 B.S.N. student (IU system) who has completed sixth semester and R.N.-B.S.N. students.

NURS–E 402 Pediatric Intensive Care: Practicum (3 cr.) Web-based course. This 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 B.S.N. student (IU system) who has completed sixth semester and R.N.-B.S.N. students.

NURS–E 403 Neonatal Intensive Care: Didactic (3 cr.)
Web-based course. 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 B.S.N. student (IU system) who has completed sixth semester and R.N.-B.S.N. students.

NURS–E 404 Neonatal Intensive Care: Practicum (3 cr.) Web-based course. This 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 B.S.N. student (IU system) who has completed sixth semester and R.N.-B.S.N. students.

NURS–H 498 Nursing Honors Colloquium (1 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 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 B.S.N. student (IU system) who has completed sixth semester and R.N.#B.S.N. 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 B.S.N. student (IU system) who has completed sixth semester and R.N.-B.S.N. students.

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: 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 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 Theory II (3 cr.) P: N502. Focus is on the philosophical and ethical foundations of nursing science. Philosophical debates concerning science, knowledge development, theory construction, and values are used to enhance appreciation of advances in nursing knowledge. Theories, models, and conceptual frameworks are considered as guides to inquiry.

NURS–D 608 Middle-Range Theory (3 cr.) P: Admission into Ph.D. program, D607, D701, or permission of instructor. This course focuses on examination and implementation of methods for developing middle-range theories in nursing. Emphasis is on theory development strategies with specific attention to concept clarification and statements clarification.

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 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 (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 (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 7credit 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 751 State of the Science (3 cr.) P: D701, D607. This course focuses on creating a state of the science summary and includes application of advanced literature searching, literature synthesis, and scholarly writing. Emphasis is placed on dissemination of findings through publication, including practical skills and professional issues and trends in scholarly publication.

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 Assessment of Individuals, Families, and Communities (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 cr.: 2 didactic, 1 clinical for F.N.P. majors) 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 cr.: 2 didactic, 1 clinical for F.N.P. majors) 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 cr.: 2 didactic, 1 clinical for F.N.P. majors) 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 of Families—Clinical (5 cr.) Enables the F.N.P. 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. 25 clinical hrs./wk.

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 514 Developmental Physiology/Embryology (2 cr.) Overview of embryology and fetal/neonatal physiology. The embryonic development of body systems, including fertilization, formation of primary germ layers, origination of selected body systems, and common malformation will be presented. Physiologic changes occurring during fetal and neonatal life and their influence on perinatal health are examined.

NURS–G 552 Advanced Nursing Care of Pregnant Women (6 cr.) Prepares nurse practitioners to deliver primary health care to pregnant women in ambulatory health-care settings. The identification of health needs and nursing interventions for the prevention of illness and the promotion and maintenance of health are included. Emphasizes the independent and collaborative function of the nurse practitioner. 20 clinical hrs./wk.

NURS–G 553 Advanced Nursing of Women and Families (3 cr.) P: Consent of instructor. Focus on feminist and cultural theory and research applicable to women and their families within the context of contemporary society and culture throughout the life span.

NURS–G 555 Management of the Well Woman with a Gynecologic Focus (5 cr.) Enables students to develop a knowledge base for clinical decision making in the management of primary health care for well women. Emphasis is directed toward clinical competency in the care of well women throughout their lives. Topics are directed toward gynecologic care. 20 clinical hrs./wk.

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 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 (4 cr.) (4 cr: 2 didactic; 1-2 clinical) P: R500, N502.This course addresses core competencies essential to all advanced nursing practice roles and health care in complex systems.

NURS–M 559 Stress and Coping (3 cr.) P: M552. Theories and research relevant to stress and stress management are explored with emphasis on the attainment of situational stress counseling skills to promote optimal functioning. Students are required to provide direct care to patients/clients who have a known or predicted biodissonance and to utilize the nursing process in clinical application of appropriate theory and research. 5 clinical hrs./wk.

NURS–M 560 Enhancing Health Behaviors Through Psycho-Educational Intervention (3 cr.) P or C: M559. Focus is on application of science to design, implement, and evaluate psycho-educational interventions to influence health-care decisions and behaviors. Clinical experience includes development, implementation, and evaluation of a patient/family psycho-educational program. 5 clinical hrs./wk.

NURS–M 565 Symptom Management and Functional Enhancement (4 cr.) (4 cr.:3 didactic, 1 clinical)   P: M500. This course focuses on the application of science to improve nurse-sensitive patient outcomes related to symptom self-care management and enhancement of functional status. Theory and research will be analyzed in the design, implementation, and evaluation of nursing interventions to improve patient outcomes.

NURS–M 575 Clinical Nurse Specialist Role in Health Systems (3-4 cr.) (3-4 cr: 1 didactic, 2-3 clinical). This course prepares Clinical Nurse Specialists to function as leaders within complex health systems. Students will have opportunities to synthesize and apply theories and research to advance the practice of nursing and quality 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 551 Advanced Practice in Child/Adolescent Psychiatric/Mental Health Nursing (3 cr.) Treatment theories and research related to children/adolescents and their families are examined to foster development of the advanced-practice role. Sociopolitical issues in child/adolescent psychiatric nursing are examined. Students develop advanced-practice skills in child/adolescent psychiatric/mental health nursing issues in a clinical practicum. 5 clinical hrs./wk.

NURS–P 558 Advanced Practice in Adult Psychiatric/Mental Health Nursing (3 cr.) Students examine treatment theories and research related to mental illness in adults to foster the development of advanced-practice psychiatric nursing. Sociopolitical issues related to advanced practice in adult psychiatric nursing are examined. Clinical experience is formed on the development of advanced-practice skills. 5 clinical hrs./wk.

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 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. 5 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 Research Designs and Methods in Nursing (3 cr.) P: D607, R500, or equivalent. The focus of this course is on in-depth analysis and decision strategies in selecting and evaluating appropriate research designs, sampling methods, data collection methods, measurement strategies, instrument development, and data analysis in the development of scientific investigations. The emphasis is on non-experimental designs.

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 R607or 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 Survey of Qualitative Methods (3 cr.) P: R500, R603, or consent of faculty. Required course that introduces students to the philosophical and methodological foundations of qualitative research in nursing. Students develop skills in understanding and critiquing health sciences research using qualitative designs and methods. Students acquire beginning skills in planning and conducting research in the qualitative paradigm.

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 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.

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.

NURS–T 550 Advanced Neonatal Assessment (4 cr.) P: Y515, G513, G514. This course enables students to develop a knowledge base for neonatal assessment. Topics include data collection/analysis essential for developing clinical databases. Students must demonstrate ability to gather and analyze information from perinatal history, diagnostic tests, physical examination, behavioral and developmental assessments.

NURS–T 555 Clinical Perinatology (6 cr.) P: T550. This course enables the student to develop a knowledge base and clinical skills in the care of normal and compromised infants. Areas of concentration include pregnancy/birth, maternal/ neonatal histories, comprehensive care for normal infants, and stabilization of compromised infants.

NURS–T 556 Management of the Acutely Ill Neonate (6 cr.) P: T550, T555. This course enables the student to develop a knowledge base and clinical skills in the care of high-risk neonates. Areas of concentration include clinical pathology; assessment, planning, implementing, and evaluating care for high-risk neonates; and collaborative practice.

NURS–T 615 Curriculum in Nursing (3 cr.) 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.) 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.) 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.) 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.) 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. M.S.N. nursing education major students are required to take a 2 credit J595 special topics course concurrently with T679.

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: 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 Pathophysiology (4 cr.) Provides advanced knowledge of pathophysiology as the foundation for nursing management in the health care of adults.

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 Physical 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 (3 cr.) P: Y515, R500 or permission of instructor; C: C550, or Y550, or F570, or T550 depending on specialty major. 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 Pharmacology for Nurse Practitioners (3 cr.) This course provides a basis for understanding the use of pharmacotherapeutic agents for clients across the life span. The course builds upon the pharmacologic knowledge base acquired at the baccalaureate level in 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.

R.N. to M.S.N. Mobility Option

NURS–B 490 R.N.–M.S.N. 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.

Awards & Scholarships

Professional Practices, Internships, Honors at 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. 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.

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Guidance & 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 Outpatient Clinic (For appointments or information, please call (317)274-7422), Counseling and Psychological Services (CAPS) at http://life.iupui.edu/caps/ , or other local agencies for specialized counseling.

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Undergraduate

Philosophy Statement

Baccalaureate nursing education provides a broad foundation in the sciences and liberal arts, which is necessary for preparing professional nurses who are capable of practicing in a competent and responsible fashion as informed citizens in a dynamic and diverse society. Graduates of the baccalaureate nursing program are expected to demonstrate competency in being a critical thinker; a culturally competent person; a knowledgeable coordinator of community resources; a

politically aware professional; a beginning practitioner whose actions are consistent with professional legal and ethical standards; an effective communicator; a competent provider of health care; and a person who exemplifies a positive public image. These competencies are consistent with the 2008 "Essentials of Baccalaureate Education for Professional Nursing Practice," established by the American Association of Colleges of Nursing, the 2004 "Standards of Nursing Practice," established by the American Nurses' Association (ANA), the ANA 2005 Code of Ethics with interpretive statements, and the ANA Scope and Standards of Practice 2004 (ISBN - 13:9781558102156). Baccalaureate graduates assist individuals, families, and communities in attaining mutually established health goals and in facilitating the highest level of functioning for individuals, families, and communities toward the maximization of their health potential. Baccalaureate education must prepare graduates to be knowledgeable workers and processors of information, and to navigate complex health care systems using available technologies as they design and develop, independently or in conjunction with others, more efficient and effective approaches to the delivery of health care services.

Purpose

The baccalaureate program offers a creative 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-semester care, community settings, home care, and other nontraditional settings, and 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 beginning practitioner, the graduate applies well-developed problem-solving skills in caring for individuals, families, and communities.

Student Outcomes

The following outcomes are expected of a graduate of the baccalaureate program:

- **Critical Thinker:** Someone who is able to demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.
- **Culturally Competent Person:** Someone who can provide holistic nursing care to a variety of individuals, families, and communities.
- **Knowledgeable Coordinator:** A coordinator of community resources who facilitates individual, family, and community access to resources necessary for meeting health care needs.
- **Politically Aware Person:** Someone who participates in the profession and the practice of nursing with a global perspective.
- **Conscientious Practitioner:** An individual who practices within the ethical and legal framework of the nursing profession.
- **Effective Communicator:** Someone who is able to share accurate information.
- **Therapeutic Nursing Intervention/Competent Care Provider:** A competent provider of health care who assumes the multiple role dimensions in structured and semi-structured health care settings.
- **Professional Role Model:** A person who promotes a positive public image of nursing.
- **Responsible Manager:** Someone who balances human, fiscal, and material resources to achieve quality health care outcomes.

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 B.S.N. program on either campus. Students are responsible for meeting all degree requirements.

- Academic Expectations/ Progression
- Academic Policies and Procedures
- Degree Requirements
- Honors Study Option
- B.S.N.: School Requirements
- Accelerated Track

Last updated February 18, 2010

BSN Admissions Requirements

Applications and due dates for Indianapolis, Columbus, and Bloomington may be found at that campus' School of Nursing Web site. Students interested in nursing on another IU campus should consult the Web site of that campus for more information about nursing. *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.* Students seeking admission to the nursing major must meet the following criteria (Policy VI-A-30):

1. Admitted to Indiana University as a degree-seeking student.
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 FX courses.
3. Complete general education courses required for admission on the campus to which the student applies. Students will need 29-31 credits to be eligible to apply with an Application GPA of 2.7 on a 4.0 scale. It is the student's responsibility to be informed of admission expectations on the campus to which he/she seeks admission. Completed course work should include a minimum of 11 completed credit hours or three courses in the critical/analytical cluster. One completed course in this cluster should be Anatomy. (The required courses are Anatomy and Finite Math plus an additional critical/analytical/science course of the student's choice). However, science requirements are campus specific and based on campus general education requirements and course availability and accessibility. The remaining required credit must additionally include English Composition, Introduction to Psychology, and Introduction to Sociology. Remaining credits come from approved courses from the Communication Cluster (1 course); Cultural Diversity Cluster (up to 2 courses); Social Competence Cluster (1 course) or Humanistic Appreciation Cluster (1 course). It is an expectation

that the student has completed two semesters of high school chemistry (with a grade of C or above in both semesters) or has taken a college level Introduction to Chemistry course. Demonstrate an Application* and minimum pre-nursing admission grade point average (GPA) of 2.7 on a 4.0 scale for the 29-31 credits required for admission. The Application GPA is calculated on all completed courses required for the BSN degree. Grades earned in transfer courses accepted and applied to required general education credit hours will count in the calculation of the Application GPA. For any repeated general and/or science courses, the repeated grade will be the grade used in the calculation of the Application GPA for undergraduate students. (See Policy VI-A-9 Calculating Grade Point Averages for Students Applying to the ASN and BSN Programs). *The Application GPA is the cumulative sum of all 29-31 credits used for application.

4. Designate which courses will meet the cluster requirements where course choice is an option. Courses designated for the nursing major may be repeated only one (1) time. Students must successfully complete all courses for the degree with a "C" or better by the second attempt.

5. 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 and have achieved a grade of C (2.0) or higher in courses for which transfer is being requested.

6. Repeat no more than three required cluster courses required for BSN degree (Anatomy, Physiology, Microbiology, English Composition, Finite Math, Introduction to Sociology and Introduction to Psychology). Of the three (3) courses, only two (2) failures will be allowed in science course work. (One science course and corresponding lab are considered one course). The science courses are Anatomy, Physiology, Microbiology and Finite Math. A student must achieve a grade of C (2.0) or higher in all program requirements. This criterion also applies to any student wishing to transfer required cluster courses from a university other than Indiana University.

7. Submit to the School of Nursing an official credit transfer report (CTR) for all work being transferred from a university other than Indiana University. If not admitted, students may reapply to the Bachelor of Science in Nursing Program in a subsequent semester if they maintain eligibility.

8. Submit program application by published date. Students may reapply to the Bachelor of Science in Nursing Program in a subsequent semester if they maintain eligibility.

9. Students are encouraged to either complete an Introductory Course to Nursing (B104, B106), be actively involved in a Performance or Scholarship based program, or have volunteer or work experiences related to healthcare /service which will offer students insight into the nursing/service

profession and methods to achieve a successful academic career.

10. Submit a required criminal history when requested.

11. The IUSON may determine to interview only the top ranked 75% of applicants based on Application GPA.

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. Depending on applicant pool, space, and resources each IU campus may consider applicants who do not meet one or m ore of admitting criteria. Consult campus policies and practices to determine the appropriate process to be followed on the campus you wish to attend.

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 for admission who have:

1. Demonstrated academic achievement; and
2. Displayed individual characteristics as determined by each campus. Students should check with the campus of their choice for additional requirements.

Priority for admission will be given to students applying to the campus on which they have completed more than half of the program requirements. Transfer students will be considered for admission based on availability of space. Students will be admitted to the baccalaureate nursing program for a specific semester and are expected to enter the program that semester. Students must formally accept or decline admission. Students not entering that specific semester must reapply on a competitive basis for a subsequent semester. Students will not be considered for further admission if they have declined an admission offer two times. (Policy U-VI-A-16).

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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Accelerated Track Admissions Criteria

Applications and due dates may be found on the School of Nursing Web site (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 III-D-2):

1. Must be admitted to Indiana University as a degree-seeking student.
2. Effective for students applying for Fall 2010 term, 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. 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.

6. 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.

7. Students must complete the following sciences (with a lab component) before applications are processed for the desired admission cycle in order to remain eligible for that admission cycle: Anatomy, Physiology, and Microbiology. Applicants for Fall entry will need sciences completed by the end of the previous Spring semester; applicants for Spring entry will need sciences completed by the end of the previous Summer Session II; applicants for Summer entry will need sciences completed by the end of the previous Fall semester in order to remain eligible.

8. Must have completed a personal statement that speaks to career goals and abilities to be successful in this study option.

9. Must submit to the School of Nursing a credit transfer report (CTR) for all work being transferred from universities other than IU.

10. 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 BSN Mobility Option 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 BSN Mobility Option 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.

4. Students will be held to all existing BSN policies related to admission, progression, and graduation not addressed in this policy.

(Policy III-D-2)

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Academic Expectations & Progression

After admission to the BSN program, placement in nursing courses for the academic year is based on the following priority ranking:

1. Full-time, regular progression students
2. Part-time, regular progression students
3. Students who have interrupted their studies but are in good academic standing
4. Students who have withdrawn from one or more nursing courses
5. Students who have failed and successfully repeated a nursing or required general-education course
6. Students who need to repeat either a nursing course or a general-education prerequisite or corequisite
7. Students who have been dismissed and reinstated
8. Intercampus transfer students
9. Transfer students from other BSN programs according to admission, progression, and graduation guidelines

If additional criteria are needed to determine placement, the Admission, Progression, and Graduation (APG) Committee considers the date of becoming out of sequence, and the grade point average (GPA). (See an academic counselor with any questions about these requirements.) Students who interrupt their studies for any reason are considered out of sequence and will be accommodated according to the above priority ranking on a space-available basis for the remainder of course work to be completed. Changes in priority rankings remain in place throughout a student's program.

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

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 125 credit hours with a grade of C or higher in each course required for the degree. Of the 125 credit hours, 63 credit hours must reflect nursing major courses. Credit earned in remedial learning-skill courses and courses that have been repeated do not count in the 125 credit hour total or the 63 nursing 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.

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BSN Honors Study Option

Students have an opportunity to pursue School of Nursing Honors on the IUB and IUPUI campuses as part of their baccalaureate degree in nursing. The School of Nursing Honors is designed to challenge motivated students who are interested in developing skills in the areas of knowledge generation, knowledge utilization, and knowledge dissemination.

IUSON Admission Criteria for Honors (at the IUPUI campus)

- Minimum Cumulative Grade Point Average of 3.5 for all college-level courses completed.
- Minimum Cumulative Grade Point Average of 3.5 for all completed courses that are credited to the nursing degree

 Retention Criteria

- Maintain a minimum Cumulative Grade Point Average of 3.3 each semester to remain in the program
- Maintain a minimum Nursing Cumulative Grade Point Average of 3.3 each semester to remain in the program

IUSON Honor Study Goals (at the IUPUI campus)

- Engage motivated students in the pursuit of academic excellence in nursing.
- Create opportunities for students to build collaborative mentor partnerships with faculty.
- Involve students in faculty research projects and scholarship activities.

- Facilitate the transition to doctoral education.

Honors Study in Nursing Requirements

- Completion of 12 credit hours of designated nursing colloquia hours.
- Completion of 3 credit hours of H399, Senior Research Internship I
- Completion of 3 credit hours of H499, Senior Research Internship II
- Completion of 3 credit hours of H355, Data Analysis in Clinical Practice (this course is part of the BSN curriculum)
- Completion of 3 credit hours of H365, Introduction to Nursing Research (this course is part of the BSN curriculum)
- Expected to present in Clarian Research Seminar the first Friday in December. There will be other opportunities to present, and you will be expected to do so when such opportunities arise, such as the Campus Wide Research Day held each April at IUPUI.

Total hours credit for IUPUI School of Nursing degree designation is 24 credit hours

Curriculum and study experiences for Nursing Honors
3rd Semester

- Orientation to Honors expectations
- Introduction to selected faculty researchers
- Importance of research to the discipline and practice of nursing
- Book discussion on *Aging with Grace*

4thSemester

- Observe how a research team functions by shadowing a researcher
- Interact with faculty, undergraduate, and graduate students involved in research activities (may include: Observation of inter-disciplinary research team)
- Pass the Protecting Human Subjects Research test
- Learn to conduct a literature search in the library

5thSemester

- Define areas of research interest with the guidance of faculty researchers
- Conduct a literature search and obtain the articles
- Discuss the importance of research topic to the practice of nursing
- Select and critique a measurement tool
- Enter references in EndNote or other accepted citation manager

6thSemester

- Submit a research proposal for funding consideration or critique
- Assist in obtaining IRB approval for your study
- Continue to develop a critical review of the literature on the research topic, such as an integrated review of the literature

7th Semester

- Collect or access your data
- Prepare your data for analysis

- Participate in data analysis
- Prepare a poster for presentation (if appropriate)

8thSemester

- Submit results from your study
- Continue to disseminate results from your study

BSN School Requirements

There are three (3) distinct tracks in the BSN program. Students in each track must complete the same program outcomes and requirements. A description of each track follows.

Sample Curriculum Plan (Traditional Track)

In general, the traditional track has been designed for students beginning their academic studies on the IUB, IUPUC, or IUPUI campus. This track requires a minimum of four academic years to complete. The baccalaureate curriculum is subject to continuous evaluation and revision. If curriculum changes occur, updated information can be obtained from the academic counselor. The following is an example of a full-time plan of study. 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.

Freshman Year**

First-Semester Courses	Credits
W131 English Composition	3
B104 or B105 Introduction to Psychology	3
Critical / Analytical Cluster	3
Communications Cluster	3
Cultural Diversity Cluster	3
Total Credits	**15**
Second-Semester Courses	**Credits**
N261 Human Anatomy	5
M118 Finite Math	3
R100 Introduction to Sociology	3
Humanistic Appreciation	3
Total Credits	**14**

Sophomore Year

Third-Semester Courses	Credits
N217 Human Physiology	5
B231 Communication for Health-Care Professionals	3
B232 Introduction to the Discipline of Nursing: Theory, Practice, Research	3
B244/B245 Comprehensive Health Assessment	4
Total Credits	**15**

Fourth-Semester Courses	Credits
J210 Microbiology & Immunology	4
B230 Developmental Issues & Health	4
B233 Health & Wellness	4
B248/B249 Science & Technology of Nursing	4
Total Credits	**16**

Junior Year

Fifth-Semester Courses	Credits
H351/H352 Alterations in Neuro-Psychological Health	5
H353/H354 Alterations in Health I	5
H355 Data Analysis in Clinical Practice and Health-Care Research	3
Cultural Diversity Cluster	3
Total Credits	**16**

Sixth-Semester Courses	Credits
H361/H362 Alterations in Health II	5
H363/H364 The Developing Family & Child	7
H365 Nursing Research	3
Social Competence Cluster	3
Total Credits	**18**

Senior Year

Seventh-Semester Courses	Credits
S470/S471 Restorative Health Related to Multi-System Failures	5
S472/S473 A Multi-System Approach to the Health of the Community	5
S474 Applied Health-Care Ethics	3
Open Elective (nursing or general-education)	3
Total Credits	**16**
Eighth-Semester Courses	**Credits**
S481/S482 Nursing Management/Nursing Management Practicum	5
S483 Clinical Nursing Practice Capstone	3
S484 Research Utilization Seminar	1
S485 Professional Growth and Empowerment	3
Open Elective (nursing or general-education)	3

Total Credits	15

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

Last updated February 18, 2010

BSN Accelerated Track

The accelerated track facilitates men and women 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 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 accelerated track requires a commitment to a full-time study plan that will be completed in an 18#month time frame. In order to graduate in the 18#month time frame, one must be dedicated to a full-time study plan for those 18 months. 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 B.S.N. degree and will be eligible to sit for the Registered Nurse Licensure Examination.

Sample Curriculum Plan (Accelerated Track)

Semester I	Credits
B232 Introduction to the Discipline of Nursing	3
B233 Health and Wellness	3
B244/B245 Comprehensive Health Assessment	4
B248/B249 Science and Technology of Nursing	4
Total Credits	**14**
Semester II	**Credits**
H351/H352 Alterations in Neuro-Psychological Health	5
H353/H354 Alterations in Health I	5
S474 Applied Health-Care Ethics	3
Total Credits	**13**
Semester III	**Credits**
H361/H362 Alterations in Health II	5
H363/H364 The Developing Family and Child	7
H365 Nursing Research	3
Total Credits	**15**
Semester IV	**Credits**
S472/S473 Health of the Community	5
S470/S471 Restorative Health	5
Total Credits	**10**

Semester V	Credits
S481/S482 Nursing Management	5
S483 Clinical Nursing Practice Capstone	3
S484 Research Utilization Seminar	1
S485 Professional Growth and Empowerment	3
Total Credits	**12**

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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 campus of enrollment, there is lack of progress toward the degree. Lack of progress will include, but not be limited to the following:

1. Failure to achieve a 2.0 semester grade point average in any two consecutive semesters;

2. Failure to earn a grade of C (2.0) or (S) in any two required nursing courses (didactic or practicum/clinical) on the first attempt.

3. 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.

4. 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).

5. Failure to meet I.U.S.O.N. essential abilities expectations.

6. Failure to meet IU Code of Student Rights, Responsibilities, and Conduct.

Falsification of records or reports, plagiarism, or cheating on an examination, quiz, or any other assignment is cause for dismissal. (See IU Code of Student Rights, Responsibilities, and Conduct.)

The faculty reserves the right to dismiss any student whose 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.

The dismissal of any student is contingent upon review by the Admission, Progression, and Graduation Committee on the campus of enrollment. *Student dismissal is subject to the appeal process on the campus of enrollment.* (Policy U-VI-A-18)

Reinstatement

A student who has been dismissed from the School of Nursing for academic failure or any other reason may request reinstatement by petitioning the School of

Nursing's Admission, Progression, and Graduation (APG) Committee from the campus at which he or she was dismissed. Reinstatement by one campus is not binding on other campuses. Written request must be received by July 1 for fall reinstatement, April 1 for summer reinstatement, and October 1 for spring reinstatement. Reinstatement will be based on faculty recommendations at the time of dismissal and proposed plan for future success, as well as on availability of resources.

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.

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 February 18, 2010

RN-BSN Track

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. 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. Students who have previously attended an IU campus or who are graduates of the associate program at IU should contact the nursing academic counselor. Unless otherwise specified, all School of Nursing policies pertinent to BSN program majors also apply to registered nurse undergraduate students.

Students who have attended another college or university must forward an official transcript to the campus Office of Admissions. The Office of Admissions will then generate a credit transfer report (CTR) listing transferable credit. Upon receipt of the CTR, the student should contact the nursing academic counselor at that campus who will review the CTR, identify course work to be completed, and explain the process for achieving advanced standing with credit. Credit will be awarded for relevant courses completed at other accredited institutions of higher learning. Students are eligible to enroll in courses upon (1) receiving notification from the Office of Admissions that they have been admitted, (2) verification of a registered nurse license in Indiana, and (3) attainment of a minimum cumulative grade point average (GPA) of 2.5 on a 4.0 scale in all work attempted.

Placement of registered nurse students in nursing courses is based upon space availability, credit hours completed toward the degree, and GPA. It is particularly important for registered nurses to take courses as they become available. Failure to do so may seriously affect progression through the program. Many courses are offered to RN-BSN students using nontraditional class methods to facilitate ease of mobility. RN-BSN nursing courses are available on the Web through Oncourse.

Registered nurse students need to consult with the academic counselor for course planning options. Options will vary according to student need, course availability, and resources. It is highly recommended that students complete their general education requirements before enrolling in the nursing courses within the RN-BSN Program. Students are admitted as a "cohort" into the RN-BSN Program three times per year (summer, fall, and spring).

- Advanced Placement
- R.N. to B.S.N.: Program Requirements
- Residency Requirements
- R.N. to Master's Degree Mobility Option

Last updated February 18, 2010

RN-BSN Advanced Placement

Registered nurse students receive advanced standing in the baccalaureate program following successful completion with a C or higher of the two required Professional Nursing Seminar courses. Special credit will be awarded for the following nursing courses once the professional seminar courses are completed.

Courses Being Credentialed	Credits
B230 Developmental Issues and Health	4
B248 Science and Technology of Nursing	2
B249 Science and Technology of Nursing: Practicum	2
H351 Alterations in Neuro-Psychological Health	3
H352 Alterations in Neuro-Psychological Health: Practicum	2
H353 Alterations in Health I	3
H354 Alterations in Health I: Practicum	2
H361 Alterations in Health II	3
H362 Alterations in Health II: Practicum	2
H363 The Developing Family and Child	4
H364 The Developing Family and Child: Practicum	3
S470 Restorative Health Related to Multi-System Failures	3
S471 Restorative Health Related to Multi-System Failures: Practicum	2
Total Credits	**35**

A grade of S (Satisfactory) will be recorded on the student's transcript for the above courses according to the university credentialing process.

Nursing elective credit for K490/K492 (Clinical Elective/Nursing Elective) may be awarded to registered nurses holding valid specialty certification from a nationally

recognized nursing organization in an appropriate area of nursing. A total of 2 credit hours may be awarded.

For specific information on advanced-standing procedures, registered nurse applicants should contact their academic counselors.

RN-BSN Program Requirements
Sample Curriculum Plan

This curriculum plan is specifically for registered nurse students. The curriculum plan can be customized according to student need, interest, and academic goals. Students are expected to complete an individualized curriculum plan prior to beginning the RN-BSN nursing courses.

Students must have satisfactorily demonstrated completion of the following courses (Completion may be demonstrated by course transfer, course validation, or course enrollment):

- 4-5 semester credits of anatomy
- 4-5 semester credits of physiology
- 3-4 semester credits of microbiology
- 3 semester credits of Introduction to Psychology
- 3 semester credits of Introduction to Sociology
- 3 semester credits of English composition
- 3 semester credits of a communication course
- 6 semester credits of Critical / Analytical / Science courses
- 6 semester credits of Cultural Diversity courses
- 3 semester credits of Social COmpetency courses
- 3 semester credits of Humanistic Appreciation courses
- 6 semester credits of open electives

Please note that specified RN-BSN course sections are offered in the following rotation. Students work with an academic advisor to personalize their plan of study. If you are interested in availability of courses not in published rotation, please see an academic advisor as early as possible.

Course Offerings are based on the admittance and progression of the RN-BSN cohorts of students.

Required Nursing courses:

Communications	B231
Health Assessment	B244 and B245
Professional Seminar I	B304
Professional Seminar II	B404
Data Analysis	H355
Introduction to Research	H365
Community Health	S472 and S473
Ethics	S474
Management	S481 and S482
Capstone	S483
Research Utilization	S484
Growth and Empowerment	S485

Last updated February 18, 2010

RN-MSN Mobility Option

Registered nurses who wish to pursue graduate education and whose highest academic credential in nursing is a diploma or an associate degree in nursing may be interested in exploring this educational option. This mobility option allows eligible registered nurses to earn a master's degree in nursing without first earning a baccalaureate degree in nursing. 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.

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Residency Requirements

Thirty hours of residency credit is required for the baccalaureate degree. RN-BSN students must meet this requirement to be eligible for graduation. The following required nursing courses may be used to meet the residency requirement:

	Credits
B304 Professional Nursing Seminar I	3
B404 Professional Nursing Seminar II	3
B244 Comprehensive Health Assessment	2
B245 Comprehensive Health Assessment: Practicum	2
H365 Nursing Research	3
S472 A Multi-System Approach to the Health of the Community	3
S473 A Multi-System Approach to Health of the Community: Practicum	2
S481 Nursing Management	2
S482 Nursing Management: Practicum	3
S483 Clinical Nursing Practice Capstone	3
S484 Research Utilization Seminar	1
S485 Professional Growth and Empowerment	3
Total Credits	**30**

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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Graduate Admissions

- Application
- M.S.N. Admissions
- Graduate Certificate: Teaching in Nursing
- Gradutate Certificate: Nursing Informatics

- Ph.D. Program
- Center for Academic Affairs

Graduate Admissions

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 apply to both the School of Nursing and the Office of International Affairs (www.iupui.edu/~oia/), IUPUI, 620 Union Drive, Room 207, Indianapolis, IN 46202-5167.

Applicants need to complete an application packet that includes: (1) all forms required by the university; (2) official, 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 250-word essay describing career objectives; (4) 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 at the same time in the same packet except online applications, transcripts, and references.

Transcripts and references are submitted and should be sent to the Office of Graduate Programs, Indiana University School of Nursing, 1111 Middle Drive, NU 122, Indianapolis, IN 46202-5107. Fees are paid directly to the university Office of the Bursar or the office specified on the form.

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 September 15. Family NP only February 15. Applications for the Ph.D. program are considered once a year and are due October 15. Qualified applicants will be invited for interviews in November. The Ph.D. Admissions committee makes nominations of the best-qualified candidates to the IU Graduate School in December. Students are notified of admission decisions in January with a May (summer) start date. The Doctor of Nursing Practice (D.N.P.) program application materials are due March 1. Qualified applicants will be invited for interviews, and final acceptance decisions are made in late April.

M.S.N. Admissions Requirements

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 250-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. A test of English as a Foreign Language (TOFEL) score of 550 or above for those students whose native language is not English (or computer-based exam score of 213) or satisfactory performance on IELTS (Interactive English Language Testing System). Proof of placement into ESL class G011 or above also serves as proof of English proficiency.
5. Completion within the past five years of a 3 credit hour 500-level statistics course with a minimum grade of B–.
6. Verification of ability to use computer technologies including accessing, retrieving, receiving, and communicating information.
7. Two years of relevant clinical nursing experience as a 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 (M.S.N.) degree without the conferral of the baccalaureate degree in nursing. For more information, interested parties should contact 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 the majority of registered nurses, so it is important to talk with the School of Nursing's academic mobility 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 Graduate Admission, Progression, and Graduation (APG) 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 academic faculty advisors each semester in order to maintain active status.

Admissions Criteria-Ph.D. Program

Successful applicants must submit the following criteria by annual application deadline of October 15:

- 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 enrollment.
- Evidence of an active current unencumbered license to practice as a registered professional nurse. Applicants whose program of study will not require contact with patients may be exempted from the licensure requirement by the IUSON's associate dean for graduate studies.
- 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. Be sure to indicate that you want your scores sent to institution code 1325, department code 0610.
- 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 and/or submitted with the online application:
  - 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.
- Preliminary Advisor letter 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. 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 in contacting one of these faculty members and obtaining a letter of support, you may contact the associate dean of graduate programs for assistance.
- An interview with members of the Ph.D. faculty (arranged by school) is also required.

Qualified applicants are interviewed in November. The Ph.D. admissions committee makes decisions and nominates the best candidates to the IU Graduate School in December. Admissions decisions are finalized in January when students are notified of acceptance with a May (summer) start date for the program.

All admission information, in one packet, should be sent to the following address prior to October 15:
Coordinator of PhD Student Services
Indiana University School of Nursing
1111 Middle Drive, NU 147
Indianapolis, IN 46202-5107

For more information about the Ph.D. program or the admission criteria, please contact:
Coordinator of PhD Student Services
Campus address: NU 147
Phone: (317) 274-2170
E-mail: marzimme@iupui.edu

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 Programs

Programs of Study

The School of Nursing faculty offer the Master of Science in Nursing (M.S.N.), Doctor of Nursing Practice (D.N.P.), and the Doctor of Philosophy in Nursing Science (Ph.D.). 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.

www.nursing.iupui.edu

The Master of Science in Nursing program and the Ph.D. in Nursing Science and the Doctor of Nursing Practice programs are offered through the Indianapolis campus. Selected courses for all programs are offered through Internet-based technologies that support student access.

Master of Science in Nursing (M.S.N)
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, M.S.N. 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 M.S.N. programs educate 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 administrator. Students select one of 8 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 a faculty advisor. Degree requirements can be met through a combination of distance-accessible 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 M.S.N. program is to prepare its graduates for leadership roles in advanced nursing practice, clinical specialization, nursing education, or nursing administration. tracks are offered in eight areas. 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- 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 an academic advisor.

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

• Degree Requirements
• Academic Standing of Students
• Curriculum Design

M.S.N. 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. 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 may be obtained from 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 M.S.N. Course Substitution

A portfolio review process is available to all M.S.N. 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.

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. **Core Courses.** One course each in nursing theory, nursing leadership for advanced practice nursing, and research methodology for a total of 9 credit hours.
2. **Courses in the Nursing Major.** Between 15 and 30 credit hours in specialty courses from the major department.
3. **Nursing Study/Thesis Option.** Three credit hours of nursing study or 6 credit hours of thesis work.
4. **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 a faculty advisor.

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.

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 Administration
Nursing Education
Clinical Specialists

• Adult Health Clinical Nurse Specialist
• Psychiatric Mental Health Nursing

Nurse Practitioners

• Pediatric Nurse Practitioner

- Adult Nurse Practitioner (geriatric and oncology tracks available)
- Family Nurse Practitioner
- Acute Care Nurse Practitioner

Graduate Certificate: 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 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 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 M.S.N. and required for Ph.D. students.

Graduate Certificate: 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 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.)

Ph.D. in Nursing Science Program

Professional nursing is a distinct scientific discipline with a specific body of knowledge obtained through research. The Doctor of Philosophy program or past master's education builds upon baccalaureate 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 Ph.D. program, they are socialized to the value of research and interdisciplinary inquiry. Today's Ph.D. in nursing science scholar is entrusted with shaping and preserving the quality and vitality of professional nursing.

- On-Campus and Distance-Accessible Ph.D. Options
- Focus Areas of Study
- Ph.D. Curriculum
- Opportunites for Postdoctoral Study

On-Campus and Distance-Accessible Ph.D. Options

Indiana University School of Nursing (IUSON) offers both an on-campus and a distance-accessible option. The distance-accessible option offers master's prepared nurses access to our Ph.D. 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.

Focus Areas of Study with Wide Applications

Scholars are prepared in clinical nursing science and health systems. Doctoral 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:

- Family adaptation to chronic illness
- Improvement of quality of life in persons with chronic illness, including epilepsy and renal disease
- Behavioral oncology across the cancer continuum (including cancer prevention, detection, and symptom management)
- Improvement of quality of life in patients with cardiovascular disease, particularly heart failure
- Tailored intervention studies to improve quality of life
- Patient care safety
- Childhood adaptation to chronic illness

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

Ph.D. Curriculum

The Ph.D. curriculum consists of six core areas of 90 credit hours. Up to 30 of these credit hours may be met by Master of Science in Nursing course work.

Core	B.S.N. to Ph.D.	M.S.N. to Ph.D.
Professional Development Core	8 cr.	6 cr.
Nursing Theory Core	9 cr.	6 cr.
Research and Methods Core	21 cr.	18 cr.
Nursing Major Core in a Focus Area	24 cr.	6 cr.
Minor, external or internal	12 cr.	9 cr.

Dissertation	16 cr.	16 cr.

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

Opportunities for Postdoctoral Study

Postdoctoral study opportunities are available in several areas. Contact the Center for Enhancing Quality of Life in Chronic Illness (NU 337) for more information by calling (317) 278-0511.

Financial Information

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.iupui.edu/cost/index.shtml. 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

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://www.iupui.edu/~gradoff/students/, 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.

M.S.N. Academic Standing of Students

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 attaining an unsatisfactory grade (below B–) in any clinical course may repeat the course only once; non-clinical courses may be repeated more than once if approved by the Graduate Admission, Progression, and Graduation (APG) Committee. If a course must be repeated, the department may specify additional conditions relating to progression in the program until the course is successfully completed. 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.

Awards & Scholarships

- Financial Information
- University Support

Doctor of Nursing Practice (D.N.P.) Program

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. Graduate will contribute to quality improvement and patient safety through systems thinking, reflective practice, informatics, translation science, and evidence-based clinical practice.

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.

Admission Criteria

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 required. Acceptance into the program is competitive. 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) Masters Nursing degree program cumulative GPA of 3.3 or higher.
- 3) 1 year of post - Master's work experience.
- 4) Self Assessment and/ or demonstrated competency through a portfolio process of the knowledge, skills, and abilities related to content in the course *I630 Introduction to Informatics* or equivalent graduate level informatics course work
- 5) Nursing *R505 Measurement and Data Analysi*s *or* Nurs L650 Data Analysis for Clinical and Administrative Decision Making *or* equivalent graduate level statistics completed within last 3 years with a grade of B or better.
- 6) Certification in specialty area of practice. In the absence of certification documentation from the academic master's degree program about supervised practice hours in an advanced practice specialty area, Students who are not certified have the option of obtaining certification in their specialty by the end of the first semester of study or completing an additional number of practice hours required to meet the 1000 post Baccalaureate practice requirement for the DNP degree.
- 7) An unencumbered RN licensure in state of practice.
- 8) Completed online IUSON DNP application.
- 9) Official transcripts from all college or university coursework
- 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

DNP Curriculum

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

- I631 Clinical Information Systems (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 and Translation Science (3 credits)
- D737 Inquiry II: Evidence-based Research and Translation Science (3 credits)
- D743 Influencing Public Health Policy (3 credits)
- D744 Strategic Resource Management in Nursing and Health Systems (3 credits)
- D749 DNP Practicum (1 -3 credits) It is expected that students will come to the program with variable documented supervised hours of clinical practice that supported initial certification. *A total of 7 credit hours of practicum course work may be required of students to meet the 1000 post baccalaureate practice hour requirement for the DNP degree.* Clock hour to credit hour ratio: 5 clock hours to one credit hour per week (total 75 clock hours per credit per semester)
- D751 Knowledge Complexity (3 credits)
- D751 Relationship-Centered Leadership in Complex Systems (3 credits)
- Elective (3 credits)

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

Student Organizations

- The Honor Society of Nursing, Sigma Theta Tau International
- Student Nurses Association
- Chi Eta Phi Sorority, Inc.
- Minority Nursing Student Organization (MNSO)
- President's Council
- Pi Lambda Theta
- Graduate Nursing Student Organization
- IU School of Nursing Committees

Last updated February 10, 2010

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 February 18, 2010

Student Nurses Association

All prenursing and nursing undergraduate students are eligible for membership in 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 February 18, 2010

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. This organization affords students an opportunity to engage in service activities and to promote interest in the field of nursing locally and nationally.

Last updated February 18, 2010

Minority Nursing Student Organization (MNSO)

The purpose of the MNSO is to serve as a peer support group for undergraduate, graduate, and prenursing minority students. The organization serves as a liaison among minority nursing students, faculty, and interested persons, groups, and organizations in the school, university, and community. At the current time, gatherings are serving as the liaison source for minority students.

Last updated February 18, 2010

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 February 18, 2010

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 February 18, 2010

Graduate Nursing Student Organization

The Graduate Nursing Student Organization seeks to foster fellowship, cooperation, and communication among graduate nursing students; to provide a means for graduate students to share concerns; to share information regarding student activities and concerns; to plan service and educational projects; and to provide representation for graduate students. The goal of the organization is to uphold the ideals and standards of the School of Nursing.

Last updated February 18, 2010

IU School of Nursing Committees

Students are invited to participate on School of Nursing standing committees of the Council of Nursing Faculty, and on ad hoc task forces. Examples include the CCNF BSN Curriculum Committee and the CCNF Student Affairs Committee.

Last updated February 10, 2010

Academic Policies & Procedures

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 (Policy U-VI-A-29).

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.

Professional Liability Insurance

All undergraduate and graduate nursing students have liability insurance under IU's malpractice contract.

This policy covers students only while caring for patients/clients in the student role. This insurance does not cover students who are working for pay or in any other capacity outside program-sanctioned learning experiences.

Criminal Background Checks

All applicants are required to submit a national criminal background check upon being admitted to the School of Nursing. Current students will be required to update their national criminal background checks on an annual basis (Policy VI-A-36).

Health Requirements

All nursing students must provide evidence of compliance with health requirements including immunizations, CPR certification, Training in Universal Precautions (Policy I-D-21), and Hepatitis B Vaccinations (Policy I-D-17) on the campus where they are enrolled. Failure to meet health requirements will prevent the student from participating in clinical learning experiences. Lack of participation could constitute a clinical course failure. Occupational Safety and Health Administration (OSHA) training related to blood-borne pathogens is required of all students annually (Policy I-D-34). Students will be notified of training dates and times. Students are also expected to meet any additional mandated OSHA requirements as dictated by agencies providing clinical learning experiences.

Health Insurance

Health insurance is mandatory and students are expected to demonstrate insurance coverage on entrance to the program and continued coverage throughout the program.

Academically Disadvantaged Students

Programs for academically disadvantaged students are available on IU campuses. Resources vary from campus to campus. Students should see individual campus bulletins for specific campus resources (Policy I-C-7).

Students with Disabilities

The university is committed to helping temporarily and permanently disabled students make the transition to student life. 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 (Policy I-C-7).

Writing Competencies

Writing competency is an expected outcome of the nursing program and of the university. In an effort to prepare students well in this area, faculty have developed the following writing criteria to be used in assessing all student writing (Policy III-E-4):

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.

Technology and Information

School of Nursing students must be able to send and receive e-mail, and add and retrieve 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.shtmlfor 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 passphrase 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.

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 February 18, 2010

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.

School of Nursing Requirements
Completion of Degree Requirements

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Health Insurance

Health insurance is mandatory and students are expected to demonstrate insurance coverage on entrance to the program and continued coverage throughout the program.

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Programs for academically disadvantaged students are available on IU campuses. Resources vary from campus to campus. Students should see individual campus bulletins for specific campus resources (Policy I-C-7).

Students with Disabilities

The university is committed to helping temporarily and permanently disabled students make the transition to student life. 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 (Policy I-C-7).

Writing Competencies

Writing competency is an expected outcome of the nursing program and of the university. In an effort to prepare students well in this area, faculty have developed the following writing criteria to be used in assessing all student writing (Policy III-E-4):
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.

Technology and Information

School of Nursing students must be able to send and receive e-mail, and add and retrieve 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.edu/students/computing_technologies.shtmlfor 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 passphrase 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.

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 February 18, 2010

Professional/Technical Standards

Students of the School of Nursing will be held to the American Nurses Association's "Standards of Professional Performance" and "Code of Ethics 2005," and the School of Nursing's essential abilities (outlined below). Failure to uphold these standards may result in dismissal from any nursing program.

ANA Standards of Professional Performance (revised 2004)

1. The nurse systematically evaluates the quality and effectiveness of nursing practice.
2. The nurse evaluates one's own nursing practice in relation to professional practice standards and relevant statutes and regulations.
3. The nurse acquires and maintains current knowledge in nursing practice.
4. The nurse interacts with and contributes to the professional development of peers, and other health care providers as colleagues.
5. The nurse's decisions and actions on behalf of patients are determined in an ethical manner.
6. The nurse collaborates with the patient, family and other health care providers in providing patient care.
7. The nurse uses research findings in practice.
8. The nurse considers factors related to safety, effectiveness, and cost in planning and delivering patient care.

ANA Code of Ethics for Nurses (revised 2005)

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 are expected to meet all admission criteria, and matriculating students are expected to meet all progression criteria, as well as these essential abilities (technical standards) 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 and coming to appropriate conclusions and/or courses of action.

2. Essential physical / neurological functions to include ability to use the senses of seeing, hearing, touch, and smell to make correct judgments regarding patient conditions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological functions include, but are not limited to, observing, listening, understanding relationships, writing, and employing psychomotor abilities.

3. Essential communication skills to include ability to communicate effectively with fellow students, faculty, patients, and all members of the health care team. Skills include verbal, written, and nonverbal abilities consistent with effective 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.

5. Essential intellectual and conceptual skills to include ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the safe practice of nursing.

6. Other essential behavioral attributes to include ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of

addiction to, abuse of, or dependence on alcohol or other drugs 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. (Policy U-VI-A-15)

Last updated February 18, 2010

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
- Intra-Core Campus Transfer
- Transfers from Other Universities or Colleges

Special Expenses

- Practice kit fee—This kit includes supplies that the student will be using in the learning lab and clinical settings.
- Practicum fees—Certain courses at the School of Nursing are assessed practicum (clinical) fees in addition to credit hour charges.
- Uniform—All undergraduate nursing students must purchase the designated uniform and wear it, along with appropriate identification, while in clinical settings. 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—Lockers are available for rental per semester for those attending the IUPUI campus in the School of Nursing building.
- Assessment—All undergraduate students receive learning assessment materials and exams to facilitate success in the program as well as on the nursing licensure examination. This fee is assessed each semester while in the nursing major.
- The student is expected to bear any programmatic expense, such as annual criminal background check fees, Kaplan Integrated Testing fees, computing expenses, and immunization costs.

Last updated February 18, 2010

Good Standing

All undergraduate students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of C or higher in all required general-education and nursing didactic courses and a grade of S in all required practicum/clinical courses applied to the BSN degree will be considered in good standing.

Last updated February 18, 2010

Academic Probation

An undergraduate student will be placed on probation by the associate dean for undergraduate programs or the dean/director of each Core Campus when any of the following conditions exist:

1. The cumulative GPA falls below 2.0 (C)
2. The semester GPA falls below 2.0 (C)
3. A grade below 2.0 (C) 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 by the associate dean for undergraduate programs or the dean/director of each Core Campus when all of the following conditions exist:

1. The cumulative GPA is 2.0 (C) or higher.
2. The semester GPA is 2.0 (C)or higher.
3. A minimum grade of 2.0 (C) 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.

(Policy U-VI-A-8)

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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 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 February 18, 2010

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.

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Seven-Year Limit

For all students new to the university, courses in anatomy, finite mathematics, life-span development, microbiology, physiology, and statistics must have been completed within seven years prior to the semester in which a basic student begins the nursing course work. Two options are offered to a student who completed these courses more than seven years prior to enrollment: (1) repeat the course or (2) take an equivalency examination if an examination is authorized by the academic unit sponsoring the course.

This policy does not apply to those who hold a current RN license. (Policy U-VI-A-10)

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Practicum/Clinical Absence Policy

It is required that students participate in all required (regularly scheduled or substituted) practicum/clinical experiences (including orientation). Failure to complete all regularly scheduled or substituted experiences places students at risk for not meeting course objectives. Students absent from more than 20 percent of scheduled practicum/clinical experience (10 percent in some courses) will receive a failing grade, or be allowed to withdraw according to IU School of Nursing Core Campus Policy VI-A-28, or take an Incomplete according to university policy dictated by the timing of and the circumstances surrounding the absences.

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Academic Appeals

Problems related to students' academic progression that emerge during enrollment in their undergraduate nursing program are handled through an appeals process. Students wishing to appeal should consult the department's undergraduate coordinator for information regarding this appeal 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 their academic advisor.

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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 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.

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 February 18, 2010

Grade Replacement, Forgiveness, Repeating Courses, Auditing

Required General-Education Courses

All students attending IUPUI, IUB, and IUPUC must earn a minimum grade of C in all required general-education courses. These courses may be repeated no more than one time. All incoming freshmen, ongoing students, and transfer students may repeat no more than three (3) required general-education courses and are allowed only two (2) failures in required science courses.

Auditing of Courses

Students may register for general-education classes that will not apply to their 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

Students may also pursue the portfolio option if they believe they have knowledge and skills consistent with specific required course objectives and outcomes. For more information on the portfolio process, please consult the current undergraduate or graduate student handbook on the School of Nursing Web site. As part of the portfolio process, students will be expected to register for portfolio review credit. The academic counselor can facilitate this registration process. (Policy VI-A-34)

Withdrawal

1. Students must complete all course work (general education and nursing) with a C or higher prior to progressing to the next semester course work.
2. Approval for withdrawing from nursing courses is granted at the discretion of the faculty. Approval may be granted (based on circumstances) if the student has a didactic grade of at least C or a practicum grade of S (Satisfactory) in nursing major courses.
3. Withdrawal from a required general-education course in the semester \ indicated in the curriculum requires withdrawal from all co-requisite courses. Withdrawal from a required nursing didactic course requires withdrawal from the co-requisite nursing practicum / clinical course.
4. Students who withdraw from the nursing major in the first semester must seek readmission to the program, subject to competitive review.
5. Failure to register in each sequential semester, excluding summer session, constitutes disruption in progression, and students must seek reinstatement.
6. A pattern of withdrawals may influence requests for consideration of reinstatement. More than three academic withdrawals in a semester is considered lack of progress towards the degree.
7. Withdrawal must be consistent with policies in the Registrar's Office.

Last updated February 18, 2010

Intra-Core Campus Transfer

Those students wishing to transfer intra-core campus (between IUB, IUPUC, and IUPUI campuses) need to check with the advisor on their particular campus for the specific paperwork required to start the transfer process. Transfer will be granted if the student is requesting transfer at the completion of a program year (sophomore or junior) and space is available and approved by the Dean / Director of both campuses.

Nursing students in good academic standing may seek intra-core campus transfer at the end of a program year (sophomore or junior) by petitioning the Admission, Progression, and Graduation (APG) Committee at least one semester in advance of the requested transfer. Due to the difference in course sequencing, students seeking an intra-core campus transfer should do so only at the completion of all nursing courses required in the sophomore or junior year. intra-core campus transfer requests submitted to the APG that ask for mid-year program transfer are discouraged. Students wishing to transfer within an academic year may be required to complete supplemental course work due to course sequencing differences.

Intra-core campus transfer requests will be evaluated individually on the basis of the student's academic record, the availability of space in the required courses, faculty and facility resources to meet the student's needs, and program outcomes and competencies.

Last updated February 18, 2010

Transfers from Other Universities or Colleges

Students must be in good academic standing to be considered for transfer as a prenursing or nursing student. Students wishing transfer must petition the APG Committee for acceptance. Approval is based on curriculum compatibility, space, resources, progression, and graduation requirements. Students must see an academic counselor at their current university or college prior to making transferal requests.

Last updated February 18, 2010

Faculty

Administrative Officers

- Marion E. Broome, PhD, RN, FAAN, *Dean, Distinguished Professor*
- Judith A. Halstead, DNS, RN, ANEF, *Executive Associate Dean for Academic Affairs*
- Deborah L. Cullen, EdD, *Interim Associate Dean for Undergraduate Programs, Director for Faculty Development & Advancement*
- Daniel J. Pesut, PhD, PMHCNS-BC, FAAN, *Associate Dean for Graduate Programs*
- Donna Boland, PhD, RN, ANEF, *Associate Dean for Evaluation*

- Victoria L. Champion, DNS, RN, FAAN, *Associate Dean for Research*
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- William Weiss, MBA, PHR, *Human Resources Coordinator*
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- Joyce Krothe, DNS, *Assistant Dean, IUBL*

Division Heads

- Debra L. Harmon, RN, MSN, CCRN, *Head, Division of Nursing, IUPUC*

Department Chairpersons

- Janet Welch, DNS, *Chair, Department of Adult Health*
- Anne Belcher, DNS, *Chair, Department of Environments for Health*
- Sharon Sims, PhD, RN, *Chair, Department of Family Health*

Undergraduate Academic Advisement

- Susan Adler, *Academic Advisor, IUPUC*
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- Helen McKuras, MS, *Academic Advisor, IUPUI*
- Michelle Piercy, MA, *Academic Advisor, IUPUI*
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- Marla Zimmerman, MS

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- *Shieh, Carol, DNSc, MSN (Kashsiung Medical College—Yale, 1998), *Assistant Professor*
- *Sims, Sharon, PhD, FAANP, ANEF (University of Utah, 1986), *Chair, Department of Family Health, and Professor*
- Sipes-Fears, Debra, MSN, *Visiting Lecturer*
- *Sloan, Rebecca, PhD, MSN, BSN (University of Kentucky, 1995), *Associate Professor*
- Smith, Lorraine, *Assistant Professor Emerita*
- Soja, Mary, *Assistant Professor Emerita*
- Stephenson, Evelyn, MSN, BSN (Indiana University, 1983), *Clinical Assistant Professor*
- Stern, Phyllis, *Professor Emerita*
- *Stiffler, Deborah, PhD, MSN, AAS (Indiana University, 2002), *Assistant Professor*
- Stokes, Lillian, PhD, MSN, FAAN, *Associate Professor Emerita*
- Stoten, Sharon, MSN, AAS (Indiana University, 1984), *Clinical Assistant Professor*
- Styron, Ann, APRN-BC, MSN (Indiana University, 2005), *Clinical Assistant Professor, IUPUC*
- *Sutton, Margaret, DNS, MSN, BSN, RN (Indiana University, 1990), *Clinical Assistant Professor*
- Sweitzer, Vema, MSN, RN (Emory University, 1978), *Visiting Lecturer*
- *Swenson, Melinda, PhD, MSN, BSN, FAANP, ANEF (Indiana University, 1991), *Professor*
- Taylor, Carol, MSN, RN (Indiana University, 1975), *Clinical Assistant Professor*
- Twigg, Prudence, MSN, BSN (Indiana University, 1994), *Visiting Lecturer*
- Vinten, Sharon, *Clinical Associate Professor Emerita*
  *Von Ah, Diane, PhD, MSN, BSN, RN (University of Alabama-Birmingham, 2003), *Assistant Professor*
- Walker, Mila, MSN, RNC, *Visiting Lecturer*

- Waltz, Rachel, MSN, RN, WHNP-BC (MCP Hahnemann University, 2000), *Undergraduate Coordinator, Clinical Assistant Professor*
- Washington, Michelle, MSN, RN, *Adjunct Clinical Lecturer*
- Watts, Pat, MNSc, BSN, RN, PNP-BC (University of Arkansas, 1975), *Clinical Lecturer, IUBL*
- *Weaver, Michael, PhD, MSN, BSN, RN, FAAN (University of Toledo, 1990), *Director of Statistical Service, Center for Nursing Research & Scholarship, and Professor*
- *Welch, Janet, DNS, MSN (Indiana University, 1996), *Chair, Department of Adult Health, and Professor*
- Welch, Joyce, MSN, BSN (Indiana University, 1991), *Clinical Assistant Professor*
- *Wheeler, Corinne, PhD, MSN, RN, PNP (Indiana University, 2006), *Assistant Professor*
- Wocial, Lucia, PhD, MSN, RN, *Adjunct Asistant Professor*
- Wood, Sandra, MSN, BSN (Wayne State University, 1971), *Clinical Assistant Professor Emerita*
- Woolf, Shirley, MSN, BSN (Indiana University, 1987), *Clinical Assistant Professor*
- Young, Judith, MSN, BSN (University of Tennessee, 1995), *Assistant Professor*
- Ziner, Kim Wagler, PhD, *Assistant Scientist*
- Zwirn, Enid, *Associate Professor Emerita*

* Graduate Faculty

Essential Support Services

- Lifelong Learning/Continuing Education Program
- Center for Research & Scholarship
- Development Office
- School of Nursing Alumni Association

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Lifelong Learning/Continuing Education Program

The Office of Lifelong Learning offers programs, conferences, and Web-based 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.

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. 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/index.shtml for complete information and registration for upcoming courses. E-mail may also be sent to censg@iupui.edu, or call (317) 274-7779.

Center for Research & Scholarship

The mission of the Center for Research and Scholarship is to support the development, dissemination, and utilization of knowledge by (1) providing for pre-award support services including grant planning and development, budget preparation, statistical consultation and data analysis, and grant routing and submission; (2) post award support services including facilitation of project start-up, budget management assistance, and facilitating the training of research assistants and project managers; (3) facilitating joint projects between practitioners and School of Nursing Educators; (4) providing ongoing information about research resources; (5) coordinating faculty research development including monthly educational programs, Faculty Research Groups (FRGs) and mock grant reviews, (6) disseminating faculty and student research accomplishments, (7) collaborating with other School of Nursing centers and programs such as the Center for Research in Nursing Education, Mary Margaret Walther Program and the Center for Enhancing the Quality of Life. Staff members also facilitate the management of the internal research funding process, especially in the review of requests and awards for intramural funding (Research Incentive Funds). For further information, contact the Indiana University School of Nursing, Center for Research and Scholarship, 1111 Middle Drive, NU 338, Indianapolis, IN 46202; telephone (317) 274-7627, or visit the Center for Research and Scholarship home page at http://nursing.iupui.edu/research/

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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.

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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, and in Bloomington at 1000 East 17th Street, (812) 855-4822.