

INDIANA UNIVERSITY SCHOOL OF NURSING



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Introduction 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, recently receiving a ranking of twelfth 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
- 1965 Associate of Arts program developed by the regional campuses and the school
- 1965 General nursing program for registered nurses discontinued
- 1966 M.S.N. degree first offered
- 1968 Original NLN accreditation for the Associate of Arts Program, IUPUI
- 1974 School of Nursing building dedicated at IUPUI
- 1974 First efforts toward establishing a systemwide school
- 1975 Specialist in Clinical Nursing program approved
- 1975 NLN accreditation for A.S.N. program continued to 1983, IUPUI and IU East
- 1975 First students enrolled in A.S.N. major courses on the Richmond campus (IU East)
- 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 B.S.N. and graduate programs continues
- 1978 First doctoral students admitted
- 1979 B.S.N. program extended to IU South Bend and IU Southeast

- 1980 New upper-division baccalaureate curriculum initiated
- 1981 B.S.N. program extended to IU Northwest
- 1981 First Doctor of Nursing Science degree awarded
- 1981 Kokomo campus becomes part of systemwide school
- 1982 NLN accreditation for B.S.N. and graduate programs continued until 1990
- 1983 Extension of B.S.N. program to IU Kokomo approved
- 1983 Extension of M.S.N. program to multiple sites approved
- 1983 NLN accreditation for A.S.N. program continued to 1991, IUPUI and IU East
- 1984 Extension of B.S.N. program to IU East approved
- 1985 First master's degree courses offered at five sites—Indiana Higher Education Telecommunications System (IHETS)
- 1985 NLN accreditation for A.S.N. program continued to 1993, IU Northwest
- 1985 Office of Nursing Practice established
- 1986 NLN accreditation for A.S.N. program continued to 1994, IU Kokomo
- 1987 Extension of B.S.N. program to IU South Bend approved
- 1987 Extension of A.S.N. program to IU South Bend approved
- 1987 Approval of Licensed Practical Nurse (L.P.N.) to A.S.N. mobility option at IUPUI Columbus School reorganized into academic departments
- 1989 School reorganized into academic departments
- 1990 Formal planning for a Ph.D. 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 R.N. to M.S.N. mobility options
- 1993 Accreditation of A.S.N., B.S.N., and M.S.N. programs by the National League for Nursing for eight years
- 1995 Transition from D.N.S. to Ph.D. degree program approved
- 1996 First class of Ph.D. 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
- 1999 85th anniversary of nursing at Indiana University
- 2000 Accreditation of A.S.N., B.S.N., and M.S.N. programs by the National League for Nursing Accrediting Commission for eight years
- 2000 New ten-year accreditation of B.S.N. and M.S.N. programs by the Commission on Collegiate Nursing Education
- 2003 First class of students in Ph.D. in Nursing Science distance-accessible option admitted

Mission of the School of Nursing

Indiana University School of Nursing on the campuses of IUPUI, IUPUI Columbus, and IU Bloomington functions in most respects as one administrative unit, known as the Corridor. The mission of the Corridor is to create a community of learning that addresses society's need for caring and scientifically prepared nurse professionals, as well as the educational and developmental needs of students, faculty, staff, and alumni from diverse backgrounds. Through the scholarship of creative pedagogy, discovery, application, and integration, the Corridor will improve the health and quality of life for the citizens of central Indiana, the state, the nation, and beyond, by meeting society's need for nurses at different educational levels who are prepared to be effective in a range of practice settings.

As the core campus of the largest multipurpose school of nursing in the country, the Corridor seeks to have top-ranked programs in nursing education and research. Toward that end, the Corridor emphasizes:

- Superior and innovative teaching
- Health behavior research
- Interdisciplinary collaboration
- Partnerships with the community
- Lifelong learning

The Corridor seeks to be known for:

- Creative problem-solving through critical thinking and innovative use of information technology
- Best practice models for culturally appropriate health services, in local to international arenas
- Nursing knowledge development related to healthy lifestyles, self-care, functional enhancement, effective symptom management, and delivery systems
- Leadership in health policy

The mission and values of the School of Nursing are consistent with campus aspirations toward quality, collaboration, centrality, and identity. They further the overall mission:

- To raise educational achievement and intellectual aspiration in Indianapolis, the state of Indiana, and beyond, through leadership, access, and commitment to lifelong learning
- To develop and apply knowledge to ever-changing issues of health and of economic and social well-being, through teaching, research, and service
- To enhance the professional and personal lives of students by offering the state's most comprehensive range of effective academic programs
- To serve as a model for collaboration and interdisciplinary work
- To build understanding and respect in academic and human relationships through the appreciation and celebration of diversity

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, and it is ranked as one of the best. We offer the full range of academic degrees, from undergraduate through doctoral levels, as well as postdoctoral research training and extensive continuing education. As one school with offerings at eight locations (Bloomington, Columbus, Gary, Indianapolis, Kokomo, New Albany, Richmond, and South Bend), we are committed to your career preparation. Our more than 23,000 graduates are chief nursing officers of large health facilities, deans of nursing schools, clinical specialists, 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 at Indiana University are committed to helping you realize your professional aspirations in every career transition that you undertake, and to enabling you to seize your own preferred future. At all levels and on all campuses, 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.

Accreditations

National League for Nursing Accrediting Commission—A.S.N., B.S.N., and M.S.N. programs

Commission on Collegiate Nursing Education—B.S.N. and M.S.N. programs

Indiana State Board of Nursing—A.S.N. and B.S.N. programs

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 Associate Degree Programs and the 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. The Clarian Health Nursing Service is an agency member of the Council of Hospitals and Related Institutional Nursing Services.

Professional/Technical Standards

Students of the School of Nursing will be held to the American Nurses' Association's "Standards of Professional Performance" and "Code for Nurses," 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 1989)

1. The nurse systematically evaluates the quality and effectiveness of nursing practice.
2. The nurse evaluates his or her 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 contributes to the professional development of peers, colleagues, and others.
5. The nurse's decisions and actions on behalf of clients are determined in an ethical manner.
6. The nurse collaborates with the clients, significant others, and health care providers.
7. The nurse uses research findings in practice.
8. The nurse considers factors related to safety, effectiveness, and cost in planning and delivering client care.

ANA Code for Nurses (revised 2001)

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 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)

School of Nursing Requirements

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.

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 patient/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.

Limited Criminal Background Checks

All applicants are required to submit a current limited criminal background check with application to the School of Nursing. Students may be asked to furnish an up-to-date criminal background history at any time during their program.

Health Requirements

All nursing students must provide evidence of compliance with health requirements including immunizations and CPR certification 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. Students will be notified of training dates and times.

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.

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.

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:

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 contains appropriate sentence structure, variety, punctuation, and spelling; it is free from errors in grammar and punctuation.
8. The writing follows APA style and format, unless another style and format are specified for a particular purpose.
9. The writing demonstrates original work, and where ideas or materials of others are used, appropriate credit is given to original sources. (Policy III-E-4)

Computer Literacy

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

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 computer configurations, see computerguide.iu.edu (click on "Computer Recommendations"). 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. 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.

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.

Essential Support Services

Continuing Education Program

The School of Nursing Continuing Education staff members facilitate the provision of noncredit continuing education for registered nurses and other health-related personnel. Offerings are determined on the basis of expressed needs of consumers and emerging patterns and trends in health care. Each continuing education program attempts to be responsive to the needs of the learners in regard to scheduling, time (day or evening), day of the week, and duration of instructional period. The length of each educational activity depends on the stated behavioral objectives, varying from one or two days to a semester in length, or consisting of a time interval series of programs that reinforces the application of new knowledge and skills. Courses are taught in an onsite format, by independent study, via two-way video, or on the World Wide Web.

Educational offerings are taught by experts in nursing and allied health fields who are clinicians 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 nursing.iupui.edu 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 Nursing Research

The mission of the Center for Nursing Research is to support the development, dissemination, and utilization of knowledge by (1) providing for development in the areas of research planning, grant writing, budget preparation, data analysis, and research dissemination; (2) coordinating and facilitating the experiences of research assistants; (3) facilitating joint projects between practitioners and educators; (4) providing ongoing information about research resources; and (5) publicizing faculty and student research accomplishments. Staff members also assist the Research Committee, especially in its review of requests and awards for intramural funding (Project Development Program funds and Research Incentive funds). Currently funded faculty projects include studies of factors affecting adaptation to childhood epilepsy, epilepsy outcomes in youth, factors predicting quality of life in

dementia patients, breast cancer screening behaviors, cancer risk and genetic risk education for first-degree relatives of colorectal cancer patients, cancer care interventions to improve functioning and psychosocial outcomes in newly diagnosed cancer patients, HIV disease and the partner relationship, community-based nurse-managed clinics, school-based primary health care, making cities healthier, healthy families, and prenatal care to prevent low-birthweight infants. For further information, contact the Indiana University School of Nursing, Center for Nursing Research, 1111 Middle Drive, NU 338, Indianapolis, IN 46202; telephone (317) 274-0053, or visit the Center for Nursing Research home page at nursing.iupui.edu.

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 are to do 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 publications about the school and opportunities for giving.

For more information, please contact the Development Office, School of Nursing, NU 102, IUPUI; telephone (317) 274-1545 or (317) 274-4293; fax (317) 278-7908.

School of Nursing Alumni Association

The Indiana University School of Nursing Alumni Association, a constituent society of the greater IU Alumni Association, was established in 1918 by members of the first IUSON graduating class. Members of this class sought to maintain their strong connection to Indiana University, the School of Nursing, and to other alumni by formally establishing the organization. Through the years, the School of Nursing Alumni Association has grown to more than 2,500 dues-paying members. It represents the interests of more than 20,000 IU School of Nursing graduates worldwide. The 30-member Nursing Alumni Association Board of Directors, a group made up of nursing graduates from every School of Nursing campus, serves as the governing body for the organization. It works to implement a variety of service, professional, and social activities each year. Some of these events include local and regional alumni receptions, alumni service awards, student scholarships, class reunions, and continuing education programs. In addition, the association works to promote the general interests of the School of Nursing, the university, and the nursing profession.

School or Program Clubs

Sigma Theta Tau The Alpha chapter of the international honor society of nursing was organized at Indiana University. Students in baccalaureate and graduate programs may be admitted to membership if they 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.

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.

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.

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.

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.

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.

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.

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 Curriculum Committee and the Student Affairs Committee.

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. We offer courses in the A.S.N., B.S.N., M.S.N., and doctoral programs available through the School of Nursing.

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 teacher 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 Corridor: 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

Undergraduate Programs

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.

Grade Replacement, Forgiveness, Repeating Courses, Auditing

Required General-Education Courses

To be considered for admission, a student must earn a minimum grade of C (2.0) in all required general-education courses (C- is not acceptable). 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 or only two (2) required science courses. (Policy U-VI-A-16)

The following policies apply to all students enrolled in the L.P.N. to A.S.N. or B.S.N. programs. Students will be notified in writing of any additions to, deletions from, or modifications of those policies listed below.

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.

Correspondence Courses

Other than public speaking, all required and elective courses for the nursing major that are offered by IU's Independent Study Program may be taken for credit. Some correspondence courses, however, may not meet degree requirements. Students must contact an academic counselor before enrolling, and obtain the counselor's signature for all correspondence courses. Correspondence courses with nursing numbers do not satisfy residency requirements. Students are responsible for ensuring that all correspondence courses are completed by published deadlines. All correspondence courses must be completed prior to graduation. (L.P.N. to A.S.N. students must complete any correspondence or independent study courses prior to enrollment in the fourth [final] semester of nursing course work. If any such course is incomplete, they must register for the on-campus course in the fourth semester.)

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 see Oncourse at oncourse.iu.edu, and type in "Nursing Portfolio Process" under "Guest Access." As part of the portfolio process, students will be expected to register for portfolio review credit. Your academic counselor can facilitate this registration process.

Withdrawal

Students withdrawing from nursing course work must complete this work prior to progression in the program. Students withdrawing from required nursing course work will be considered out-of-sequence students.

The following stipulations apply to all undergraduate nursing students:

1. Withdrawal from a required general-education course in the semester indicated in the curriculum requires withdrawal from all corequisite courses.
2. Withdrawal from a required nursing didactic course requires withdrawal from the corequisite nursing practicum/clinical course.
3. Failure to register in each sequential semester, excluding summer session, constitutes disruption in progression, and students must seek reinstatement.
4. Students must complete all course work (general-education and nursing) with a C or higher prior to progressing to the next semester course work.
5. 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 (2.0) or a practicum grade of S (Satisfactory) in nursing major courses.
6. A pattern of withdrawals may influence requests for consideration of reinstatement.
7. Students who withdraw from the nursing major in the first semester must seek readmission to the program, subject to competitive review.

8. Students seeking withdrawals after the completion of first-semester courses must formally request continuation in the program. Students who interrupt studies are considered out of sequence and may progress only if space is available in needed courses. The date of graduation for out-of-sequence students is not guaranteed.

Good Standing

All undergraduate students who maintain a minimum cumulative grade point average (GPA) of 2.0 and earn a grade of C (2.0) or higher in all required general-education and didactic courses and a grade of S in all required practicum/clinical courses will be considered in good standing. (Policy U-VI-A-8)

Academic Probation

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

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

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

1. The cumulative GPA is 2.0 or higher.
2. The semester GPA is 2.0 or higher.
3. A minimum grade of C (2.0) has been received in the required didactic courses completed, and a grade of S has been earned in the required practicum/clinical courses completed.
4. All other specific conditions, if required, have been met. (Policy U-VI-A-8)

Advanced Placement

B.S.N.

Students transferring from another B.S.N. 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.

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 fall or spring semester. Freshmen and transfer students are expected to attend the campus orientation program.

Seven-Year Limit

Beginning Fall 2003 for all students new to the university, courses in anatomy, finite mathematics, physiology, microbiology, 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 a challenge examination if an examination is authorized by the academic unit sponsoring the course. This policy does not apply to those who hold a current R.N. license. (Policy U-VI-A-10)

Practicum/Clinical Absence Policy

It is expected that students will 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 will receive a failing grade, or be allowed to withdraw according to IU School of Nursing Corridor Policy VI-A-12, or take an incomplete according to university policy dictated by the timing of and the circumstances surrounding the absences.

Academic Appeals

Problems related to a students' academic and professional status that emerge during enrollment in their undergraduate nursing program are handled through a campus-specific appeals process. Students wishing to appeal any matter related to their academic status should consult their academic counselor for information regarding this appeal process. Students requesting an exception to policy must petition for a waiver. Students initiate the appeal process by filing a formal appeal with the Student Affairs Committee.

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.

Intercampus Transfer

Nursing students in good academic standing may seek intercampus transfer at the end of an academic year by petitioning the Admission, Progression, and Graduation (APG) Committee at least one semester in advance of the requested transfer. Intercampus transfer requests will be evaluated individually on the basis of the student's academic record and on the availability of faculty, a space in program, and facilities to meet the student's needs and program objectives.

Those students wishing to transfer intra-corridor (between IUBL and IUPUI campuses) need to check with the advisor on their particular campus for the specific paper work required to start the transfer process. Transfer will be granted if the student is requesting transfer at the completion of a program year and space is available.

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 should see an academic counselor at their current university or college prior to making transferal requests.

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.

B.S.N. and A.S.N. 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, A.S.N. students must have

completed at least 35 graded credit hours for their degree at IU, while B.S.N. 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 (B.S.N.) or the third semester (A.S.N.) 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.

Awards and honors are also given to recognize outstanding student performance. Students interested in specific awards should see an academic counselor 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 Office of Educational Services at the School of Nursing (NU 122). For details on these scholarships and awards, please contact the Office of Educational Services (317) 274-2806.

Associate of Science in Nursing (A.S.N.)

The School of Nursing offers the traditional A.S.N. program on the following campuses: Gary (Northwest), Kokomo, and Richmond (East). The Columbus campus (IUPUC) admits L.P.N. students to the L.P.N. to A.S.N. Mobility Option.

L.P.N. to A.S.N. Mobility Option

This mobility option is available on the Columbus campus to licensed practical nurses who have graduated from an approved L.P.N. program. *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.* Those interested in applying to this option must meet the following criteria:

1. Admission to the university.
2. Documentation of current practical nurse license.
3. Documentation of the completion of 12 general-education credit hours required in the A.S.N. program. Two biological science courses and one psychology course must be taken as part of this requirement. Students must achieve a grade of C or higher in all required courses.

Admission information and applications are available from the Columbus academic counselor. Acceptance is based on academic achievement, experience, and demonstrated ability to succeed in the program. The number of students accepted each year or semester is based on resources. Licensed practical nurses applying for admission to the A.S.N. program are held to the same curriculum, student policies, standards, and expectations of that program.

Academic Expectations/Progression

L.P.N. students are required to complete the L.P.N. Transition to A.S.N. Practice (A150) with a grade of C (2.0) or higher. This transition course acts as a bridge linking prior knowledge and skills with new knowledge and skills. Students will be permitted two attempts to complete this course with a C or higher. A student unsuccessful in obtaining a C may not progress further in this option, but may apply to the A.S.N. program for competitive review with all other applicants with no prior nursing education. Academic performance in the transition course will not count as an unsuccessful course attempt for those L.P.N. students admitted as basic students. (Students must also successfully complete all pre- and corequisite general-education course work prior to advancing.)

All probation, dismissal, and reinstatement policies that govern A.S.N. program majors are also pertinent to L.P.N. students.

Advanced Placement

Students who have successfully completed A150 L.P.N. Transition to A.S.N. Practice with a grade of C (2.0) or higher may enter the second year of the associate degree program and continue completing degree requirements. Upon completion of A150, special credit will be awarded for the following courses:

- A136 Introduction to the Science and Technology of Nursing
- A137 Application of the Science and Technology of Nursing
- A146 Care of the Individual: Alterations in Nutrition, Elimination, and Metabolic Functions
- A147 Nursing Practicum: Alterations in Nutrition, Elimination, and Metabolic Functions
- A148 Care of the Individual: Alterations in Comfort and Function
- A149 Nursing Practicum: Alterations in Comfort and Function

This special credit will be posted on a student's IU transcript upon completion of appropriate forms.

L.P.N. to A.S.N.: School Requirements

Sample Curriculum Plan

Students apply to one of two track options designed to facilitate degree completion.

[Track Option I—One-Year Plan]

A.S.N. Semester 3 Courses (Fall)	Credits
A276 Care of the Individual—Alterations in Activity—Exercise	3
A277 Nursing Practicum: Care of the Individual—Alterations in Activity—Exercise	3
A278 Care of the Individual—Alterations in Cognition, Perception, and Interaction	3
A279 Practicum: Care of the Individual—Nursing Alterations in Cognition, Perception, and Interaction	2
A290 The Discipline of Nursing: Role Transitioning	2

A.S.N. Semester 4 Courses (Spring)

A.S.N. Semester 4 Courses (Spring)	Credits
A286 Care of the Individual—Beginning and Evolving Families	3
A287 Nursing Practicum: Care of the Individual—Beginning and Evolving Families	3
A288 Care of the Individual within a Family and Community Context	2
A289 Nursing Practicum: Care of the Individual within a Family and Community Context	3

[Track Option II—Two Year Plan]

Fall I	Credits
A276 Care of the Individual—Alterations in Activity—Exercise	3
A277 Nursing Practicum: Care of the Individual—Alterations in Activity—Exercise	3

Spring I

Spring I	Credits
A286 Care of the Individual—Beginning and Evolving Families	3
A287 Nursing Practicum: Care of the Individual—Beginning and Evolving Families	3

Fall II

Fall II	Credits
A276 Care of the Individual—Alterations in Cognition, Perception, and Interaction	3
A279 Nursing Practicum: Care of the Individual—Alterations in Cognition, Perception, and Interaction	2

A290 The Discipline of Nursing: Role Transitioning	2
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Spring II

Spring II	Credits
A288 Care of the Individual within a Family and Community Context	2
A289 Nursing Practicum: Care of the Individual within a Family and Community Context	3

Bachelor of Science in Nursing (B.S.N.)

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 1998 "Essentials of Baccalaureate Education for Professional Nursing Practice," established by the American Association of Colleges of Nursing, the 1991 "Standards of Nursing Practice," established by the American Nurses' Association (ANA), along with the ANA 2001 Code of Ethics. 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-term care, community settings, home care, and other nontraditional settings, and also provides a foundation for leadership positions and graduate study.

The graduate of the B.S.N. 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 B.S.N. program is offered on the IUPUI and IU Bloomington 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.*

Admission Criteria

Applications and due dates for Indianapolis and Bloomington may be found on the School of Nursing Web site at nursing.iupui.edu (Students interested in nursing on another IU campus should consult the Website 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:

1. Admitted to Indiana University as a degree-seeking student.
2. Maintain a minimum Indiana University cumulative grade point average (GPA) of 2.3 on a 4.0 scale. Does not include transfer or FX courses.

3. Complete general-education courses required for admission on the campus to which the student applies. Required courses and credit hours needed for application may vary from campus to campus depending on course availability and general campus requirements. Students are responsible for being informed of admission expectations on the campus to which they seek admission. On the IUPUI campus, completed course work should include a minimum of 11 completed credit hours or 3 courses in the critical/analytical cluster. One course in this cluster should be Anatomy. Science requirements are campus specific and based on campus general-education requirements and course availability and accessibility. (Please consult the campus to which you intend to apply.) The remaining credits should include English and Psychology. It is a requirement that students successfully complete finite math and high school chemistry or its college equivalency prior to admission.
4. Demonstrate a pre-nursing admission grade point average (GPA) of 2.5 on a 4.0 scale for all completed course work required for admission. The nursing grade point average is calculated on all completed courses required for the B.S.N. degree. Grades earned in transfer courses accepted and applied to required general-education credit hours will count in the calculation of the admission GPA. Repeated attempts to pass courses with a grade of C or higher will also be calculated in the GPA as a C (2.0) regardless of the grades received in the repeated courses. FX grades will not be counted. (See Policy VI-A-9: Calculating Grade Point Averages for Students Applying to the A.S.N. and B.S.N. Programs.)
5. 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 higher by the second attempt.
6. Complete all required course work by established deadline date. This includes independent study, 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 at that university, and have achieved a grade of C (2.0) or higher in courses for which transfer is being requested.
7. Repeat no more than three required cluster courses required for B.S.N. degree. Of the three (3) courses, only two (2) failures will be allowed in science course work. (One science course and its corresponding lab are considered one course.) 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.
8. Submit to the School of Nursing an official credit transfer report (CTR) for all work being transferred from a university other than Indiana University.
9. Submit program application by published deadline. Applications received after the published deadline will be considered at the discretion of the faculty. Students may reapply to the Bachelor of Science in Nursing Program in a subsequent semester if they maintain eligibility.

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

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 VI-A-16)

Applicants receive priority consideration for admission if they have completed the majority (51%) of their prerequisite general-education course work on the IUPUI, IUPUI Columbus, 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.

Academic Expectations/Progression

After admission to the B.S.N. 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 B.S.N. programs according to admission, progression, and graduation guidelines.

If additional criteria are needed to determine placement, the admission 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.

A B.S.N. 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 Corridor B.S.N. Admission, Progression, and Graduation 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 committee.

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 (Satisfactory) 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 general-education courses required for the A.S.N. or B.S.N. degree. Of the three courses, only two failures will be allowed in science course work. Any grade below a C is considered unsatisfactory (Failing).
5. Failure to meet IU School of Nursing essential abilities expectations.
6. Failure to adhere to the *IU Code of Student Rights, Responsibilities, and Conduct*.
7. 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.

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 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 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 Committee from the campus at which he or she was dismissed. Reinstatement by one campus is not binding on other campuses. This 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, 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 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.

Degree Requirements

All candidates for the degree of Bachelor of Science in Nursing 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 B.S.N. 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 B.S.N. degree.*
5. Complete all B.S.N. 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. (Policy U-VI-A-29)

Honors Option

The honors option for baccalaureate students is intended to give exceptionally talented students the opportunity to engage with select faculty in scholarly work that goes beyond expected course and program activities. Students wishing to pursue Honors study should contact the Honors Program on campus enrolling.

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

B.S.N.: School Requirements

Sample Curriculum Plan

In general, the baccalaureate curriculum 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 that reflects student need, student choices, availability of courses, and specific campus expectations.

Freshman Year*

First-Semester Courses	Credits
Communications Cluster	3
English Composition	3
Introduction to Psychology	3
Cultural Diversity Cluster	3
Math 118 or its equivalent	3-4
Total Credits	15-16

Second-Semester Courses	Credits
Anatomy	5
Introduction to Sociology	3
Critical/Analytical Cluster	3-4
Humanistic Appreciation	3
Total Credits	14-15

Sophomore Year

Third-Semester Courses	Credits
Physiology	5
B230 Developmental Issues and Health	4
B231 Communication for Health-Care Professionals	3
B232 Introduction to the Discipline of Nursing: Theory, Practice, Research	3
Total Credits	15

Fourth-Semester Courses	Credits
Microbiology	4
B243 Health and Wellness	4
B244/B245 Comprehensive Health Assessment	4
B248/B249 Science and 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 Course	3
Total Credits	16

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

Sixth-Semester Courses	Credits
H361/H362 Alterations in Health II	5
H363/H364 The Developing Family and 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

Students interested in part-time study should consult with a nursing academic advisor at the beginning of their academic studies. Students may request part-time study at any point in their progression. Students pursuing part-time study will be placed in courses based on established enrollment ranking, successful completion of prerequisite courses, and availability of courses. Part-time studies must be completed in the six-year time frame for the degree.

Accelerated B.S.N. Mobility Option—For Second Degree

The accelerated mobility option 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 option allows those with a bachelor's degree to apply general-education course work toward the completion of the B.S.N. degree if prior general-education course work meets the general-education requirements for this degree.

The accelerated option requires a commitment to a full-time study plan that will be completed in an 18-month timeframe. 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.

Admission Criteria

Applications and due dates may be found on the School of Nursing Web site at 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. Students seeking admission to the accelerated mobility option must meet the following criteria:

1. Must be admitted to Indiana University as a degree-seeking student.
2. Must have documentation of at least a bachelor's degree (approximately 120 credits).
3. Must have completed all required B.S.N. general-education courses with a grade of C or higher. Required B.S.N. general-education course work may be completed at Indiana University or transferred from another college or university.
4. Must have a minimum admission cumulative grade point average (GPA) of 2.5 on a 4.0 scale, and a demonstrated grade point average of 3.0 on a 4.0 scale for all general-education course work applied to B.S.N. degree.
5. Students transferring course work must have achieved a grade of C (2.0) or higher for each completed required B.S.N. general-education course work to be considered from a university other than Indiana University. Students will be able to repeat a maximum of 9 credit hours of requisite general-education course work to maintain admission eligibility.
6. Must have a minimum grade of C (2.0) in each required B.S.N. 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. Must have completed a personal statement that speaks to career goals and abilities to be successful in this study option.
8. Must submit to the School of Nursing a credit transfer report (CTR) for all work being transferred from universities other than IU.
9. 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 B.S.N. 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 B.S.N. Mobility Option for a specific year and expected to enter that year. Students not entering that specific year must reapply for admission to a subsequent year.
4. Students will be held to all existing B.S.N. policies related to admission, progression, and graduation not addressed in this policy. (Policy III-D-2)

Curriculum Plan

Summer I	Credits
B233 Health and Wellness.....	4
B244/B245 Comprehensive Health Assessment	4
Total Credits	8

Summer II	Credits
B232 Introduction to the Discipline of Nursing	3
B248/B249 Science and Technology of Nursing	4
Total Credits	7

Fall Semester	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

Spring Semester	Credits
H361/H362 Alterations in Health II	5
H363/H364 The Developing Family and Child	7
H365 Nursing Research	3
Total Credits	15

Summer I	Credits
S472/S473 Health of the Community	5
Total Credits	5

Summer II	Credits
S470/S471 Restorative Health.....	5
Total Credits	5

Fall Semester	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

R.N. to B.S.N. Mobility Option

This program option is offered on the IUPUI campus. Registered nurses seeking admission to the Indiana University School of Nursing must apply to the IUPUI 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 B.S.N. program majors also apply to registered nurse undergraduate students.

Students who have attended another college or university must forward an official transcript to the IUPUI 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 IUPUI 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 R.N. students using nontraditional class methods to facilitate ease of mobility. R.N. to B.S.N. nursing courses are available on the Web through Oncourse on the IUPUI campus.

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. Professional Nursing Seminar I and Professional Nursing Seminar II (B304/B404) must be successfully completed prior to enrollment in senior-level courses. These courses act as a bridge linking prior knowledge and skills with the development of new knowledge and skills.

Academic Policies and Procedures

All probation, dismissal, and reinstatement policies that govern B.S.N. program majors are also pertinent to registered nurse undergraduate students. Please refer to the policies explained above.

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.

<i>Courses Being Credentialed</i>	<i>Credits</i>
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.

R.N. to B.S.N.: School Requirements

Sample Curriculum Plan

This curriculum plan is specifically for registered nurse students. This 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 R.N. to B.S.N. 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
- 3-4 semester credits of Life Span Development
- 3 semester credits of a communication course

Summer Session I Courses	Credits
B231 Communication for Health-Care Professionals	3
B304 Professional Nursing Seminar I	3
Total Credits	6

Summer Session II Courses	Credits
B244/B245 Comprehensive Health Assessment	4
B404 Professional Nursing Seminar II	3
Total Credits	7

Fall Semester Courses	Credits
H355 Data Analysis in Clinical Practice and Health-Care Research	3
Critical/Analytical Cluster	3-4
Cultural Diversity Cluster	3
Total Credits	9-10

Spring Semester Courses	Credits
H365 Nursing Research.....	3
S472/S473 A Multi-System Approach to the Health of the Community	5
Humanistic Cluster	3
Total Credits	11

Summer Session I Courses	Credits
S474 Applied Health-Care Ethics.....	3
S481/S482 Nursing Management.....	5
Total Credits	8

Summer Session II Courses	Credits
S485 Professional Growth and Empowerment	3
Social Competence Cluster.....	3
Critical/Analytical Cluster.....	3-4
Total Credits	9-10

Fall Semester Courses	Credits
S483 Clinical Nursing Practice Capstone	3
S484 Research Utilization Seminar	1
Cultural Diversity Cluster	3
Open Electives	6
Total Credits	13

Residency Requirements

Thirty hours of residency credit is required for the baccalaureate degree. Registered nurse 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 Committee for special consideration if they wish to apply nursing transfer credit to meet residency requirements.

R.N. to Master's Degree 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 academic mobility counselor early in the decision-making process. Interested nurses should contact the school's Office of Educational Services for more information.

Graduate Programs

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. Additional procedures and regulations pertaining to graduate study in nursing are found in the School of Nursing's *Graduate Student Handbook*. 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.

Programs of Study

The School of Nursing faculty offer the Master of Science in Nursing (M.S.N.) 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. World Wide Web: nursing.iupui.edu.

The Master of Science in nursing program and the Ph.D. in Nursing Science program are offered through the Indianapolis campus. Selected courses from the master's program are offered through the Virtual Indiana Campus (VIC) System to sites around the state and on the Internet. Majors are offered at distant sites to meet student and community needs.

A distance-accessible Ph.D. option is available for M.S.N.-prepared applicants.

Application

How to Apply

An online application process can be accessed through the School of Nursing Website. Instructions and links can be found at nursing.iupui.edu. Other application information can be obtained from the Office of Educational Services, 1111 Middle Drive, NU 122, IUPUI, Indianapolis, IN 46202-5107; e-mail: bmercier@iupui.edu; phone: (317) 274-2806; fax: (317) 274-2996; World Wide Web:

nursing.iupui.edu. International applicants must apply to both the School of Nursing and the Office of International Affairs, IUPUI, 620 Union Drive, Room 207, Indianapolis, IN 46202-5167.

Applicants need to (1) present all forms required by the university; (2) submit 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) submit results from the Graduate Record Examination (GRE) General Test; and (4) pay, as directed, nonrefundable application fee required of all U.S. applicants who are new to Indiana University.

Applications and transcripts are submitted 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 March 1 and October 1. Applications for the Ph.D. program are considered once a year and are due January 15.

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 or more credit hours during a regular semester or 4 or more credit hours during a 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.

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 consult the *Schedule of Classes* or visit registrar.iupui.edu.

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.

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 *Schedule of Classes*. To add a course or change a section, students must obtain their faculty advisor's signature on the appropriate forms, available from the Office of Educational Services in the School of Nursing. The signature of the associate dean for graduate programs is required after specific deadlines. Deadlines and additional signatures of authorization, when necessary, are specified in the instructions accompanying the form, and in the *Schedule of Classes*.

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 computerguide.iu.edu (click on "Computer Recommendations"). 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.

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

The goal of the M.S.N. program is to prepare its graduates for leadership roles in advanced nursing practice, clinical specialization, or nursing administration. Majors are offered in twelve areas. Post-master's options are also available in all the majors. Students select a major 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 the faculty advisor. Degree requirements can be met **ONLY PARTIALLY** through distance education.

Selected master's courses are offered over the Virtual Indiana Campus (VIC) and the Internet. These courses are taught by graduate faculty from IU and are telecast to IU sites across the state.

The major purpose of the Master of Science in Nursing program is to prepare nurses for advanced practice in a selected area of nursing. The graduate of the master's degree program will be able to do the following:

1. Function as a leader, collaborator, and consultant to clients, colleagues, and other professionals when dealing with organizational aspects of health care delivery to a client group.
2. Base leadership strategies in the delivery of nursing care on critical analyses of research

findings and theoretical concepts from nursing and related disciplines.

3. Participate as an informed professional health care provider to shape the social, political, and ethical ramifications of health care facing a multicultural society at the local, state, national, and international levels.
4. Perform advanced nursing practice within professional, legal, and ethical rules, regulations, and standards.
5. Evaluate the utility of research findings from nursing and related disciplines for the practice of nursing.
6. Evaluate nursing practice for individuals, families, and groups based on a conceptual understanding of health.

Admission 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 unconditional admission. An applicant who lacks one or more of the criteria may be considered for admission with probationary or conditional status.

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 score of 400 or higher on the verbal and quantitative sections and 3.5 or higher on the analytical writing section of the Graduate Record Examination (GRE) General Test. The GRE is waived for applicants with a B.S.N. GPA of 3.0 or higher.
3. A current Indiana registered nurse license. 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). Proof of placement into ESL class G011 or above also serves as proof of English proficiency.
5. Completion within the past seven years of a 3 credit hour statistics course (undergraduate or graduate) with a minimum grade of B–.
6. Verification of ability to use computer technologies including accessing, retrieving, receiving, and communicating information.
7. Verification of physical assessment skills (nursing administration students are exempt).
8. 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 Office of Educational Services, 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 readmitted 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.

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 major. Students must be enrolled to graduate.

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, depending on the major, 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. Apply for the degree at the time of program planning for the final semester of study. Reapplication must occur if the graduation date changes. Application forms may be obtained from and filed with the recorder for graduate programs.

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

Portfolio Purpose: The 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 content and skills 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.

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 that 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.

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.

Correspondence Courses

Correspondence courses may not be counted toward the master's degree, but they may be used to make up deficiencies.

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.

Curriculum Design

Minimum completion time for the master's degree program is three 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 research methodology, policy and practice perspectives in advanced nursing practice, ethical and legal perspectives in advanced nursing practice, advanced nursing practice roles, and nursing theory, for a total of 12 credit hours.
2. **Courses in the Nursing Major** Between 15 and 27 credit hours in specialty courses from the major department.

3. **Nursing Study/Thesis Option Three** (3) credit hours of nursing study or 6 credit hours of thesis work.

Required by some Majors:

Focus Area Courses Between 3 and 12 credit hours of electives chosen by the student in consultation with a faculty advisor.

Post-Master's Options

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 majors. The option varies from 12 to 29 credits, depending on previous course work.

Program Descriptions

Students select a major area of study 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

Clinical Specialists

Adult Psychiatric Mental Health Nursing
Child/Adolescent Psychiatric Mental Health Nursing
Adult Health Clinical Nurse Specialist
Pediatric Clinical Nurse Specialist
Community Health Clinical Nurse Specialist

Nurse Practitioners

Pediatric Nurse Practitioner
Adult Nurse Practitioner (geriatric and oncology tracks available)
Family Nurse Practitioner
Women's Health Nurse Practitioner
Acute Care Nurse Practitioner
Neonatal Nurse Practitioner

Dual Degrees

The Indiana University School of Nursing offers dual-degree programs with the School of Public and Environmental Affairs (SPEA) and the Center on Philanthropy.

Joint educational offerings with SPEA provide opportunities for students to achieve the combined degrees of Master of Science in Nursing/Master of Public Affairs (M.S.N./M.P.A.) and Master of Science in Nursing/Master of Science in Health Administration (M.S.N./M.H.A.).

The M.S.N./M.P.A. and M.S.N./M.H.A. programs enable students to take a sequence of courses leading to both degrees. The student must have a baccalaureate degree or its equivalent from an NLN-accredited school of nursing and must apply to both the School of Nursing and the School of Public and Environmental Affairs. If the applicant is admitted to only one school, the applicant will be permitted to

attend that school and will be required to meet the graduation requirements of that school.

Students should apply to both schools simultaneously for the M.S.N./M.P.A. and M.S.N./M.H.A. programs. Persons already enrolled in either the School of Nursing or the School of Public and Environmental Affairs may apply for admission to the other school, up to the time of completion of the second year of nursing study, or at the end of the first year of the M.P.A. or M.H.A. course of study.

Grade point averages in the School of Nursing and the School of Public and Environmental Affairs are computed separately. Continuation in a combined program requires the student to meet academic standards in each school. A student failing in one school but meeting academic standards in the other may complete work for the degree in the school in which academic standards are met. Such completion must be upon the same conditions (credit hours, residency, etc.) as required of non-combination degree candidates (i.e., 42 credit hours for the School of Nursing and 48-60 credit hours for SPEA). Students will be eligible for honors in each school, based on the criteria of each school.

Students enrolled in the combined programs will be assigned co-advisors, one each from the faculty of the School of Nursing and the School of Public and Environmental Affairs. The co-advisors are responsible for reviewing the student's progress each semester to ensure attainment of educational objectives. Students should consult with an academic advisor regarding appropriate sequence and combination of courses. Key to department/school codes:

AMST Department of American Studies
ANTH Department of Anthropology
ECON Department of Economics
EDUC School of Education
HIST Department of History
PHIL Department of Philosophy
PHST Department of Philanthropic Studies
SPEA School of Public and Environmental Affairs

Dual M.H.A./M.S.N. Degree

Courses for the M.H.A./M.S.N. Program

Required Nursing Core Courses (12 credits)

NURS N502 Nursing Theory I (3)
NURS N530 Policy and Practice Perspectives (2)
NURS N532 Advanced Nursing Practice Roles (2)
NURS N534 Ethical/Legal Perspectives (2)
NURS R500 Nursing Research Methods I (3)

Required M.H.A. Courses (37.5 – 40.5 credits)

SPEA A524 Accounting (3)
SPEA H501 U.S. Healthcare Systems (3)
SPEA H510 Health Care Finance (3)
SPEA H514 Health Care Economics (3) (see "Required Nursing Administration Courses" below)

*SPEA H516 Law (3)
SPEA H518 Biostatistics (3)

SPEA H521 Management Science (3)
*SPEA H615 Health Outcomes (3)
*SPEA H623 Health Care Applications of Strategy (3)
*SPEA H628 Health Information Systems (3)
SPEA J501/H614 Strategy (3)
SPEA M540 Marketing (1.5)
SPEA H702 Internship in Health Services Management (3)

or

NURS L579 Nursing Administration Practicum (3-6) (see "Required Nursing Administration Courses" below)

Required Nursing Administration Courses (18-21 credits)

NURS L573 Organizational Behavior (3)
NURS L574 Administrative Management (3)
NURS L575 Corporate/Public Policy (3)
NURS L671 Financial Management (3)
NURS R590 Nursing Study (3)
NURS L579 Nursing Administration Practicum (3-6)

or

SPEA H702 Practicum (3) (see "Required M.H.A. Courses" above)

*Nursing Electives (9)

Total: 64.5 Credits (see "Note")

• Note: H518 Biostatistics may be used as the nursing prerequisite, and up to a combined 9 credit hours of mid-career credit may be available (see "Course Waivers," "Substitutions and Challenge Exams under SPEA" or "Portfolio Review Process under M.S.N. in Nursing—Degree Requirements").

Dual M.S.N./M.A. in Philanthropic Studies (PHST) Degree

The Indiana University School of Nursing and the Center on Philanthropy at Indiana University have collaborated to offer the Master of Arts in Philanthropic Studies and Master of Science in Nursing Administration. Requirements for this dual degree program are:

Required Nursing Core Courses (12 credits)

NURS N502 Nursing Theory I (3)
NURS N530 Policy and Practice Perspectives (2)
NURS N532 Advanced Nursing Practice Roles (2)
NURS N534 Ethical/Legal Perspectives (2)
NURS R500 Nursing Research Methods I (3)

Required Core Courses in Philanthropic Studies (12 credits)

HIST H509 History of Philanthropy in the West (3)
PHIL P542 Ethics and Values of Philanthropy (3)
PHST P512 Human and Financial Resources for Philanthropy (3)
PHST P590 Internship in Philanthropic Studies (3)

or

NURS L579 Nursing Administration Practicum (3) (see "Required Nursing Administration Courses" below)

*Nursing electives may be satisfied by any of these M.H.A. courses.

Required Nursing Administration Courses (21-24 credits)

NURS L573 Organizational Behavior (3)
 NURS L574 Administrative Management (3)
 NURS L575 Corporate/Public Policy for Nursing Executives (3)
 SPEA H514 Health Care Economics (3)
 NURS L671 Financial Management: Nursing (3)
 NURS R590 Nursing Study (3)

or

NURS R699 Master's Thesis in Nursing (6)
 NURS L579 Nursing Administration Practicum (3)

or

PHST P590 Internship in Philanthropic Studies (3)
 (see "Required Core Courses in Philanthropic Studies" above)

Required Focus Area Concentration Options (6 credits)

ECON E514 Nonprofit Economy and Public Policy (3)
 (Required)

AMST P520 Philanthropy in American Culture (3)

or

ANTH A509 Cross-cultural Dimensions of Philanthropy (3)

Theoretical elective in Philanthropic Studies (3)
 Credit for Thesis Option or other approved graduate-level courses (6)

One of the Following (3 credits)

EDUC C595 Legal Aspects of Philanthropy (3)
 PHST P521/SPEA V521 The Nonprofit and Voluntary Sector (3)

Approved graduate course in fundraising, executive leadership, or grant writing (3)

Total: 51-54 credit hours

Ph.D. in Nursing Science Program

The Doctor of Philosophy program, which builds on baccalaureate nursing education, is based on the beliefs that professional nursing is a scientific discipline and that it has a unique role and body of knowledge. This body of knowledge can be expanded, applied, and validated through recognized methods of scholarly inquiry. As students progress through the program, they become socialized to the value of research and interdisciplinary inquiry, and acquire the skills necessary to conduct independent research.

The primary goal of the Doctor of Philosophy of Nursing Science program at the Indiana University School of Nursing is the preparation of scholars in the following focus areas: clinical nursing science and health systems. Graduates will create and disseminate to the public new knowledge related to these fields of study. Upon completion of the Ph.D. in Nursing Science program, graduates will be able to:

1. Synthesize knowledge from nursing as well as from the biological and behavioral sciences to investigate health phenomena relevant to the discipline of nursing;
2. Utilize analytical and empirical methods to extend nursing knowledge and scholarship;

3. Independently conduct and communicate research that advances the body of scientific nursing knowledge;
4. Defend the social significance of the expanded knowledge base of nursing;
5. Interpret nursing science within an interdisciplinary context.

Admission Requirements

The following criteria must be met for admission consideration:

1. Successful completion of a baccalaureate in nursing or a 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.)
2. A baccalaureate cumulative grade point average (GPA) of 3.0 or higher on a 4.0 scale. For applicants holding a master's degree, a cumulative graduate GPA of 3.5 or higher is required. (The master's degree GPA will supersede the baccalaureate GPA.)
3. Completion of a 3 credit hour statistics course with a grade of B (3.0) or higher within seven years before the date of proposed enrollment.
4. The ability to secure current registered nurse licensure in Indiana. International students may request a waiver of licensure as an admission requirement. If the waiver is granted, they must obtain a registered nurse license in Indiana within one year of admission to the Ph.D. program. Applicants whose program of study will not require contact with patients may be exempted from the licensure requirement by the IU School of Nursing's director of doctoral studies. Students in distance-accessible option need only be licensed in their home state.
5. Competitive scores (600 or higher) on the verbal and quantitative sections, and 3.5 or higher on the analytical writing sections of the Graduate Record Examination (taken in the last five years).
6. A score of 600 or higher on the Test of English as a Foreign Language (TOEFL) for students whose first language is not English. A test of written English is also required.
7. A two- to three-page essay summarizing immediate and long-range professional goals and a proposed area of research.
8. An example of original scholarship or research in nursing, as demonstrated by a report, published and unpublished papers, or a thesis.
9. Three references, including at least one from a nurse faculty member who has knowledge of the applicant's academic ability from undergraduate or master's work.
10. An interview with a member(s) of the Doctoral Studies Advisory Committee (arranged by the school).
11. A letter of support from an Indiana University School of Nursing faculty member with full graduate faculty status, who has agreed to be a research mentor.

Study and Research Focus Areas

We prepare scholars in clinical nursing science and health systems. Doctoral students work closely with faculty mentors utilizing the resources available at the Indiana University School of Nursing and will 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 lifespan. 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.

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.

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 course work.

1. Professional Development Core (8 cr.)
2. Nursing Theory Core (6 cr.)
3. Research and Methods Core (25 cr.)
4. Nursing Major Core in a Focus Area (21 cr.)
5. Minor (external or internal) (12 cr.)
6. Dissertation (including 3 cr. Dissertation Seminar) (18 cr.)

Total: 90 credits**Professional Development Core (8 credits):**

D700 Nursing Research Seminar (including Grantsmanship) (3 cr.)
 G504 Introduction to Research Ethics (3 cr.)
 J692 Preparing Future Faculty

Nursing Theory Core (6 credits):

D607 Nursing: Theory II (3 cr.)
 J692 Mid-Range Theory Development for Nursing (3 cr.)

Research and Methods Core (25 credits):

R500 Nursing Research Methods I (3 cr.)
 R600A Nursing Research Methods II (3 cr.)
 R600B Nursing Research Methods III (3 cr.)
 P601 (or equivalent) Experimental design (3 cr.)
 P608 (or equivalent) Multivariate statistics (3 cr.)
 R601 Instrument Development for Health Behaviors I (2 cr.)
 R602 Instrument Development for Health Behaviors II (2 cr.)
 R610 Qualitative Methods for Nursing Research (3 cr.)

Select ONE of the following:

R611 Advanced Qualitative Methods (3 cr.)

J692 Advanced Quantitative Methods (3 cr.)

Nursing Major Focus Area (21 credits):

These credits are devised by mentor and student to match learning needs, research questions and professional goals. May include transfer courses from M.S.N., independent study courses, research practicum, etc.

Internal or External Minor (12 credits):

Cognate or supporting course work from inside or outside nursing. May include a minor in an alternative focus area, other approved minors, or individualized plans in areas such as:

- Women's studies
- Educational psychology
- Sociology
- Anthropology
- Informatics
- Nursing education science
- Nursing administration

Dissertation (18 credits):

R800 Dissertation Seminar (3 cr.)

R899 Dissertation in Nursing (15 cr.)

Total: 90 credits

Distance Accessibility

In response to societal needs, Indiana University School of Nursing is increasing access to their Ph.D. program through a variety of distance technologies. The distance-accessible focus is for nurses with a master's degree who have a research emphasis on nursing education. Students are required to attend intensive on-campus sessions each summer and will use a variety of synchronous and asynchronous modalities to access all other learning experiences. Contact Dr. Joanne Warner for information. Dean Warner may be reached at the IU School of Nursing, 1111 Middle Drive, NU 122, IUPUI, Indianapolis, IN 46202-5107; telephone: (317) 274-2806; Web site: nursing.iupui.edu.

Financial Information

Information about financial resources for admitted graduate nursing students may be obtained from the Office of Educational Services, 1111 Middle Drive, NU 122, IUPUI, Indianapolis, IN 46202-5107; telephone: (317) 274-2806; Web site: nursing.iupui.edu. A variety of financial resources are specific to graduate students.

School of Nursing Support

Professional Nurse Traineeships

Government stipends are available to students for a maximum of 36 months. Applicants must be full-time students (nursing administration major students are not eligible). Application is due May 1 to School of Nursing, associate dean of graduate programs.

Fee Scholarship/Remissions, Research/Graduate Assistantships

Students filling research assistant (RA) positions assist faculty in their research efforts and gain hands-on research experience. A limited number of graduate assistant (GA) positions is available. Students in these positions assist faculty in meeting their teaching responsibilities. Fee scholarships are provided for RA and GA positions. In addition, an hourly wage may be paid depending on the project's funding. Part-time and full-time admitted students are eligible. Only in-state tuition is paid. The application is due May 1 to IU School of Nursing, and should be submitted to the associate dean of graduate programs.

University Support

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 are 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, 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.

Graduate Work-Study Positions

These positions are funded by the Federal Graduate Work-Study program; students are employed as clinical faculty members, learning lab instructors, or technical research assistants. Students must complete the required application forms by March 1 each year to establish eligibility for these awards. Fee scholarships may be provided in addition to salary earned.

Admitted nursing students may be eligible for other scholarships and short-term loans administered by the School of Nursing. For more information, contact the Office of Educational Services, Graduate Counselor, 1111 Middle Drive, NU 112, IUPUI, Indianapolis, IN 46202-5107; telephone (317) 274-2806.

Educational Services

The mission of the Office of Educational Services 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

All students new to the School of Nursing are expected to attend the nursing orientation program at the beginning of the fall or spring semester.

Guidance and Counseling

A counselor in the Indiana University School of Nursing Office of Educational Services 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.

Courses

All courses are preceded by the abbreviation "NURS" or "NSAA." 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).

B104 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.

L.P.N. to A.S.N. Option

A100 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.

A146 Care of the Individual—Alterations in Nutrition, Elimination, and Metabolic Functions (3 cr.) P: A136, A137; C: Human Physiology, A147. This course focuses on the functional, adaptational, ethnic, and cultural patterns of young, middle-aged, and elderly adults with emphasis on alterations in nutrition, elimination, and metabolic processes. Students will use the nursing process in identifying interventions consistent with acute and chronic alterations in nutrition, elimination, and metabolic processes.

A147 Nursing Practicum—Alterations in Nutrition, Elimination, and Metabolic Functions (3 cr.) C: Human Physiology, A146. Students will focus on the nursing process in the delivery of nursing care for adults with alterations in nutrition, elimination, and metabolic processes. Emphasis is placed on the developmental patterns of adults. Course provides students with the opportunity to continue to develop critical thinking, communication, and psychomotor skills consistent with the role of a competent care provider in a variety of care settings.

A148 Care of the Individual—Alterations in Comfort and Function (2 cr.) P: A136, A137; C: Human Physiology, A149. This course focuses on the experience of stress and coping, and pain and mobility impairment in young, middle-age, and elderly adults from the perspectives of health, developmental, and ethnic/cultural patterns. Students

will use the nursing process to formulate care plans/maps for individuals experiencing cancer, altered immune responses, and impaired musculoskeletal function and skin integrity.

A149 Nursing Practicum—Alterations in Comfort and Function (2 cr.) C: Human Physiology, A148. Students will focus on assessment, diagnosis, planning, implementation, and evaluation of individuals experiencing alterations in comfort and function. Students will be expected to perform selected skills safely and competently and to demonstrate accountability for the management of individuals' care in a variety of settings.

A150 L.P.N. Transition to A.S.N. Practice (4 cr.) This course builds on assessment of prior knowledge and skills and facilitates advanced placement in the A.S.N. program. Offers opportunity to use critical thinking, communication, physical assessment, and psychomotor skills in applying the nursing process to care of adults with alterations in comfort/function, nutrition, elimination, and metabolic processes. Begins socialization to A.S.N. roles.

A190 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.

A192 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.

A276 Care of the Individual: Alterations in Activity—Exercise (3 cr.) P: A150; C: A277. This course focuses on the application of all aspects of the nursing process in caring for individuals experiencing selected acute and chronic alterations in cardiac, respiratory, and hematological systems across the life span. Integration and critical examination of prior and new knowledge will be emphasized.

A277 Nursing Practicum: Care of the Individual—Alterations in Activity—Exercise (3 cr.) C: A276. Students will focus on adults experiencing selected acute and chronic cardiac, respiratory, and hematological alterations and their related disruptions in activity—exercise abilities. The nursing process will be used in providing care that will foster positive outcomes.

A278 Care of the Individual—Alterations in Cognition, Perception, and Interaction (3 cr.) P: A150 C: PSY B310 and A279. This course focuses on the knowledge and skills needed to care for individuals experiencing actual or potential problems of the neuro-psychological, neuro-muscular, or central nervous system. Problems include cognitive, physiological, emotional, and behavioral disruptions experienced by individuals across the life span.

A279 Nursing Practicum—Care of the Individual Alterations in Cognition, Perception, and Interaction (2 cr.) C: PSY B310 and A278. Students will focus on individuals experiencing neuro-psychological, neuromuscular, central nervous

system, cognitive, emotional, and behavioral disruptions. Students will be expected to integrate knowledge and skills in increasingly complex care situations, as consistent with course and level competencies.

A280 A.S.N. Portfolio Review for Course Substitution (1-3 cr.) 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 the content and skills through prior learning and/or practice experiences.

A286 Care of the Individual—Beginning and Evolving Families (3 cr.) P: A276, A277, A278, A279, and PSY B310; C: A287. This course focuses on the study of individuals and families during the childbearing and child-raising phases of development. Concepts of growth and development, health promotion, health maintenance, illness, and illness prevention are integrated.

A287 Nursing Practicum: Care of the Individual—Beginning and Evolving Families (3 cr.) C: A286. Students will focus on care of individuals and families during the childbearing and child-raising phases of development. Students will be expected to apply nursing skills and knowledge to promote family function and growth. Students will have opportunities to interact with children, adults, and families across the care continuum.

A288 Care of the Individual within a Family and Community Context (2 cr.) P: A276, A277, A278, A279, PSY B310; C: A289. This capstone course focuses on the integration of knowledge and its application in the provision of comprehensive nursing care. The role of the nurse in planning, collaborating, organizing, communicating, problem-solving, and evaluating care outcomes will be emphasized. Principles of care management and pharmacology will be synthesized into course content.

A289 Nursing Practicum: Care of the Individual within the Family and Community Context (3 cr.) C: A288. Students will apply the nursing process in managing care for multiple individuals and their families in a variety of acute and community-focused settings where policies and procedures are specified and professional consultation is available. Students will also demonstrate their ability to synthesize pharmacology and the use of computers in their practice.

A290 The Discipline of Nursing: Role Transitioning (2 cr.) C: A286 and/or A288. This course focuses on the transition from the role of student to graduate nurse. Emphasis is placed on the responsibilities and expectations of the professional nurse in the health-care delivery system. Legal and ethical issues, professional development, group dynamics, risk management, quality assurance, political action, nursing organizations, and the use of research to inform nursing practice will be explored.

Bachelor of Science in Nursing (B.S.N.)

B230 Developmental Issues and Health (4 cr.)

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.

B231 Communication for Health-Care Professionals (3 cr.)

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.

B232 Introduction to the Discipline of Nursing: Theory, Practice, Research (3 cr.)

This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, wholism, 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.

B233 Health and Wellness (4 cr.)

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 determinates 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.

B244 Comprehensive Health Assessment (2 cr.)

P: B230, B231, B232, B233; 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.

B245 Comprehensive Health Assessment: Practicum (2 cr.)

P: All 3rd 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.

B248 Science and Technology of Nursing (2 cr.)

P: B230, B231, B232, B233; 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.

B249 Science and Technology of Nursing: Practicum (2 cr.)

P: All 3rd semester 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.

H351 Alterations in Neuro-Psychological Health (3 cr.)

P: B244, B245, B248, B249, 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-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.

H352 Alterations in Neuro-Psychological Health: Practicum (2 cr.)

P: All 4th semester 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.

H353 Alterations in Health I (3 cr.)

P: B244, B245, B248, B249, 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.

H354 Alterations in Health I: Practicum (2 cr.)

P: All 4th semester 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.

H355 Data Analysis in Clinical Practice and Health-Care Research (3 cr.)

P: B244, B245, B248, B249. 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.

H361 Alterations in Health II (3 cr.)

P: H351, H352, H353, H354; C: H362. 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.

H362 Alterations in Health II: Practicum (2 cr.)

P: All 5th semester 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.

H363 The Developing Family and Child (4 cr.)

P: H351, H352, H353, H354; C: H364. 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.

H364 The Developing Family and Child: Practicum (3 cr.)

P: All 5th semester courses; C: H363. Students will have the opportunity to work with childbearing and child-rearing families, including those experiencing alterations in health.

H365 Nursing Research (3 cr.)

P: H351, H352, H353, H354; P/C: Statistics. 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.

K490 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 *Schedule of Classes*.

K492 Nursing Elective (1-6 cr.)

Many nursing elective courses are offered under this number. These elective offerings vary from year to year depending on student interest and available resources. Students are kept informed of elective offerings both through informational forums and through listings in the *Schedule of Classes*.

S470 Restorative Health Related to Multi-System Failures (3 cr.)

P: H361, H362, H363, H364, H365; 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.

S471 Restorative Health Related to Multi-System Failures: Practicum (2 cr.)

P: All 6th semester courses; C: S470. Students will apply the nursing process to the care of clients experiencing acute multi-system alterations in health.

S472 A Multi-System Approach to the Health of the Community (3 cr.)

P: H361, H362, H363, H364, H365; 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-economics issues in local and

global communities, the student will be able to determine effective interventions for community-centered care.

S473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.) P: All 6th semester 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.

S474 Applied Health-Care Ethics (3 cr.) P: H361, H362, H363, H364, H365. 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.

S481 Nursing Management (2 cr.) P: H361, H362, H363, H364, H365; 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.

S482 Nursing Management: Practicum (3 cr.) C: S481. Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

S483 Clinical Nursing Practice Capstone (3 cr.) P: S470, S472, S473, 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.

S484 Research Utilization Seminar (1 cr.) 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.

S485 Professional Growth and Empowerment (3 cr.) P: H361, H362, H363, H364, H365. 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.

Z480 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.

Z490 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.

Z492 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.

R.N. to B.S.N. Mobility Option

B244 Comprehensive Health Assessment (2 cr.) C: B245. This course focuses on helping students acquire the skills necessary to conduct a comprehensive health assessment that includes 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.

B245 Comprehensive Health Assessment: Practicum (2 cr.) C: B244. Students will have the opportunity to use interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

B304 Professional Nursing Seminar I (3 cr.) 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.

B404 Professional Nursing Seminar II (3 cr.) 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.

H365 Nursing Research (3 cr.) P: Approved statistics course or permission of instructor. This course focuses on the development of students' skills in using the research process to define clinical

research problems, and in determining the usefulness of research in clinical decisions related to practice. The importance of critiquing nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

S472 A Multi-System Approach to the Health of the Community (3 cr.) This course focuses on the complexity and diversity of groups or aggregates within communities, along with their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political-economics issues in local and global communities, the student will be able to determine effective interventions for community-centered care.

S473 A Multi-System Approach to the Health of the Community: Practicum (2 cr.) P: B304, B404, B244, B245. 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 of groups or aggregates. Professional nursing will be practiced in collaboration with diverse groups within a community.

S474 Applied Health-Care Ethics (3 cr.) 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.

S481 Nursing Management (2 cr.) P: B304 and B404. This course focuses on the development of 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.

S482 Nursing Management: Practicum (3 cr.) Students will have the opportunity to apply professional management skills in a variety of nursing leadership roles.

S483 Clinical Nursing Practice Capstone (3 cr.) P: S481 and S472 or permission of instructor. 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.

S484 Research Utilization Seminar (1 cr.) 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 that arise from clinical practices.

S485 Professional Growth and Empowerment (3 cr.) C: S481 or permission of instructor. 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.

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

B492 R.N.–M.S.N. Transition I (4 cr.) This course is designed to provide students with learning opportunities to acquire knowledge and skills fundamental to advanced nursing roles including, but not limited to, research consumer, communication facilitator, advocate of nursing practice, and teacher of patients, their families, and colleagues. This course is constructed in three distinct but related modules: Research, Interpersonal and Group Communication, and Roles. Although modules are independent of each other, information and skills students gain in one module will be used in application to others.

B490 R.N.–M.S.N. Transition II (4 cr.) Theories of community-based nursing and 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 nursing care to client systems in the community. Future trends for nursing's leadership and management role are examined, with particular emphasis placed on the impact of health-care reform.

Graduate Courses

Core Courses

D607 Nursing 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.

D730 Proseminar: State of Nursing Science I (3 cr.) Focus is on human behaviors related to health promotion, health protection, and factors that influence health-seeking behaviors in wellness and in acute and chronic illness. Provides an overview of the fields, while each student will critique and synthesize a specific topic relevant to his or her area of study.

D731 Proseminar: State of Nursing Science II (3 cr.) Focus is on the critical review of complex interactions of the environments and systems that influence health. Students will study selected environments and systems that influence health. Emphasis is on analysis of concepts, theories, and research related to factors that influence health.

N502 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.

N530 Policy and Practice Perspectives in Advanced Nursing Practice (2 cr.) Introduction to policy development in health-care and advanced nursing practice within the context of the larger

society. Provides a basis for understanding political forces, including government, industry, and economic constraints, that shape nursing and health-care delivery. Strategies by which nursing influences development of health policy through political involvement are considered.

N532 Advanced Nursing Practice Roles (2 cr.) Exploration of the components of the advanced-practice role and how the organization influences and is influenced by the advanced practice nurse. Leadership, organizational, and role-theories are examined within the health-care delivery systems. Introduces students to principles of resource allocation and analysis of cost effectiveness of outcomes in a variety of health-care settings.

N534 Ethical and Legal Perspectives in Advanced Practice Nursing (2 cr.) Major ethical theories are introduced and the principles underlying ethical health-care practice are analyzed. Students examine selected concepts and principles of ethics and law within a framework of ethical decision making for advanced nursing practice.

R500 Nursing Research Methods I (3 cr.) Provides a survey of research in nursing. Topics include critique of research literature, research designs, sampling, data collection and measurement strategies, relating research and theory, developing researchable problems, and utilizing theory.

R590 Nursing Study (1-3 cr.) P: R500 and R505. A guided experience in identifying a researchable nursing problem and in developing and implementing a research proposal.

R600 Nursing Research Methods II (3 cr.) P: R500. Focus is on in-depth analysis and decision strategies for selecting and evaluating appropriate research designs, sampling methods, data collection methods, measurement strategies, instrument development, and data analysis in the development of research investigations.

R699 Master's Thesis in Nursing (1-6 cr.) With approval of the thesis committee, students conduct an empirical study of a nursing problem.

R900 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

C550 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.

C551 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.

C555 Advanced Nursing Care of Children and Families I (6 cr.) P: C550, C611. 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.

C556 Advanced Nursing Management of the Pediatric Client (2 cr.) P: C551. Enables the student to use research data and theoretical knowledge in supporting advanced nursing practice in primary health-care nursing.

C661 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.

C666 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.

C670 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.

D610 Pain: Its Pathophysiology, Assessment, and Management (3 cr.) In-depth study of the theoretical concepts of pain. Theories are evaluated for their potential use in the delivery of nursing care. Emphasis is on the assessment and management of pain. 5 clinical hrs./wk.

D700 Nursing Research Seminar (2-3 cr.) This seminar for predoctoral/postdoctoral nursing students (a) provides an opportunity for career socialization, (b) facilitates achievement of individual research goals, and (c) enables students to experience the give and take of a writing work group.

D740 Legal and Ethical issues in Nursing Research (3 cr.) P: R500, N502, and N534. This course includes analysis of legal and moral theories and principles related to research in nursing and health care as a basis for analysis of moral/legal dilemmas in research. Students debate issues that create tension between the quest for knowledge and the moral and legal claims of society.

D741 The Legal/Ethical Issues for Nurses in Health Care Administration (3 cr.) P: R500,

N502, and N534. This course provides a review of the basic tenets of ethics and law related to health-care administration. The role of the nurse in health-care administration is emphasized.

D742 Legal and Ethical Issues in Nursing Education (3 cr.) P: R500, N502, and N534. This course deals with the application of ethics, social philosophy, and legal doctrines to problems of nursing education. It assists the learner to analyze and reflect on moral and legal issues relevant to educational practices.

D751 Nursing Seminar (3 cr.) P: D607 and R600. Provides opportunities for students to pursue in-depth study about phenomena of concern to nursing and to conduct nursing research. Each course emphasizes the conduct of research in one of the following topic areas: health dynamics, self-care decision making, stress and coping, pain, and vulnerability.

D752 Directed Study (3 cr.) P: D751. Students will continue study in a topic area covered in a D751 seminar by taking D752 Directed Study in the same area. In addition, a specific directed study (D752) on health promotion is offered, with the D751 topic areas of vulnerability and self-care decision making as prerequisites. 5 clinical hrs./wk.

F570 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.

F572 Primary Health Care of Children (3 cr.: 2 didactic, 1 clinical for FNP 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.

F574 Primary Health Care of Adults (3 cr.: 2 didactic, 1 clinical for FNP 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/maintenance, disease prevention, and diagnosis, and treatment of common acute and stable chronic illnesses in adults. 5 clinical hrs./wk.

F576 Primary Health Care of Women (3 cr.: 2 didactic, 1 clinical for FNP 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/maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in women. 5 clinical hrs./wk.

F578 Primary Health Care of Families—Clinical (5 cr.) Enables the FNP student to develop a practice base for clinical decision making in the assessment and management of health care of families. The course includes identification of health

needs, nursing interventions for the prevention of illness, and health promotion. 25 clinical hrs./wk.

G513 Physiology of Maternal–Child (1-2 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.

G514 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.

G552 Advanced Nursing Care of Pregnant Women (6 cr.) P: Y550. 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.

G553 Women, Health, and Culture (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.

G555 Management of the Well Woman (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.

G558 Women, Health, and Society (3 cr.) P: G553 or consent of instructor. Overview of women's health concerns locally, regionally, nationally, and internationally, and the impact of social systems on the well-being and health of women and their families. A variety of frameworks will be compared, contrasted, and synthesized in relation to women's health-related theory.

H537 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.

H540 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.

H544 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.

H546 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.

H548 Community-Based Nursing Practicum (3-6 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.

H630 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 multi cultural community leaders, students design a plan for a community-based intervention and outcome evaluation appropriate at local level.

H733 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.

H734 Advanced Model Building in Community Health Nursing and Health Policy (3-6 cr.) P: H733. Students will be directly involved in policy development and will evaluate models of policy making for community health nursing. Hypotheses related to the conceptual model will be tested in the policy setting using empirical data.

I579 Nursing Informatics Practicum (3 cr.) This course provides an opportunity for the learner to synthesize all previous coursework 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.

I630 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.

I631 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.

I635 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.

J595 Topical Seminar (2-4 cr.) Seminar topic to be announced each semester.

J690 Readings in Clinical Nursing (1-3 cr.)

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

J692 Independent Study in Nursing (1-6 cr.)

Individual assignments arranged.

L560 Case Management in Integrated Health Care Systems (3 cr.)

Traces the evolution of case-management models in human services, assesses recent scholarship on implementation and evaluation in various health-care delivery settings, examines dynamics of case-management role, and explores future models within systems of managed care.

L573 Organizational Behavior: Nursing (3 cr.)

Introduction to administration of nursing by relating behavioral science and organizational and administrative theories to the delivery of health services, with an emphasis on organizational behavior.

L574 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.

L575 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.

L579 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.

L650 Data Analysis for Clinical & 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.

L671 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.

L773 Marketing Strategies for Nursing (3 cr.)

Theories related to marketing models in nursing are studied as they relate to the entire set of exchange relationships. Practice in using a theory or model is provided.

L774 Theory Development in Nursing Administration (3 cr.) Selected administrative models and theories are critiqued relative to their application for nursing administration. Practice in the specific critique of one theory or model is provided.

L775 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.

L776 Leadership in Nursing (3 cr.) A study of selected role, leadership, system, social exchange, and organizational theories and their related research to form a base for differentiation and integration of administrative roles in academic nursing administration.

M552 Science of Nursing Diagnosis and Treatment (3 cr.: 2 didactic, 1 clinical)

P: 10 credits of core. Focuses on nursing's unique contribution to client/patient care and on scientific bases for nursing practice. Critical thinking skills in diagnosis and treatment are emphasized. Clinical experience includes design, implementation, and evaluation of innovations for treating pain. 5 clinical hrs./wk.

M554 Functional Enhancement (3 cr.: 2 didactic, 1 clinical)

P: M552. Focus is on assessments and diagnoses of impairments contributing to functional disabilities and the critique of current therapeutics to remediate or prevent impairments. Innovative theory/research-based therapeutics to enhance physical and cognitive functioning will be examined. Clinical experiences include the design, implementation, and evaluation of innovations. 5 clinical hrs./wk.

M556 Symptom Management (3 cr.: 2 didactic, 1 clinical)

P: M552. Focus is on application of science to practices that facilitate self-management (nurse management when necessary) of illness-related symptoms. Clinical experiences include assessments and diagnoses of non-disease-based etiologies that contribute to symptoms, design, implementation, and evaluation of nursing therapeutics to facilitate symptom prevention or reduction. 5 clinical hrs./wk.

M559 Stress and Coping: Counseling to Promote Function (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.

M560 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.

M561 Advanced Practice Roles in Nursing of Adults (3 cr.)

P: M559; P or C: M560. Offers graduate students the opportunity to synthesize theories and experiences pertinent to role development/modification and socialization in advanced practice roles in the nursing care of adults. 10 clinical hrs./wk.

M562 Advanced Concepts in Critical Care (3 cr.)

P: 15 credits of major. Seminars and clinical experience focus on application of science to nursing practices to enhance cost-effective clinical outcomes for critically ill adults who are sensitive to nursing therapeutics. 5 clinical hours./wk.

P510 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.

P515 Psychiatric/Mental Health 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.

P551 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.

P558 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.

P651 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.

P654 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.

P668 Consultation and Community Mental Health (3 cr.) Students examine and evaluate models for mental health consultation and community mental health interventions. Students will analyze and differentiate various strategies for mental health interventions that involve at-risk populations in a multicultural society. Contemporary mental health policy issues related to advanced practice nursing are discussed. Students complete a consultation project. 5 clinical hrs./wk.

P671 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.

P672 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.

P850 Internship: Psychiatric/Mental Health Nursing (6 cr.) P: completion of major and minor area of study in Doctor of Nursing Science program. The internship is the last course in the Doctor of Nursing Science program in psychiatric/mental health nursing. Students take on an extensive clinical research experience related to the development of the knowledge and skills necessary for conducting clinical research and for implementing and evaluating prevention and intervention programs. 30 clinical hrs./wk.

R505 Measurement and Data Analysis (3 cr.) Principles and applications of scientific measurement, data summarization, inferential statistics, and practical derivations of the general linear model. Considers the research purpose and the phenomenon

under study as determinants of measurement techniques and data analysis.

R601 Instrument Development for Health Behavior I (2 cr.) P: R600. The purpose of this course is to provide an opportunity for the student to gain expertise in developing an instrument to measure health behavior. Content focuses on theoretical foundations of measurement, item construction, questionnaire design, and content analysis.

R602 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.

R610 Qualitative Methods for Nursing Research (3 cr.) Seminar on the use of qualitative methods in scientific inquiry in nursing. Content includes the role of theory in inquiry, types of qualitative methods, ethical considerations, evaluation of trustworthiness of data, and research design.

R800 Dissertation Seminar (3 cr.) 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.

R899 Dissertation in Nursing (1-8 cr.) Research project is conceptualized, conducted, and written.

S674 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.

S675 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.

S676 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.

T550 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.

T555 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.

T556 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.

T615 Nursing Curriculum (3 cr.) Focus is on the process of curriculum development within a conceptual framework. Emphasis is also directed toward current nursing curriculum issues.

T617 Evaluation in Nursing (3 cr.) Focus is on the integration of the concepts and processes of evaluation and evaluation-attending activities into a nursing education framework.

T619 Computer Technologies (3 cr.) Provides nurse educators with 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.

T670 Teaching of Nursing (3-6 cr.) P: Master of Science in Nursing or equivalent, and consent of instructor. Focus is on seminar and guided experiences in teaching of nursing, including planning, developing, implementing, and evaluating classroom and clinical instruction. 5 clinical hrs./wk.

W540 Writing for Professional Nursing Publication (3 cr.) This 3-credit course is for graduate students wanting to learn how to write for nursing publication. The course is co-taught by editors of nursing journals. Students will submit a draft of an article and receive editorial review.

Y512 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.

Y515 Pathophysiology (4 cr.) Provides advanced knowledge of Pathophysiology as the foundation for nursing management in the health care of adults.

Y535 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.

Y550 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.

Y552 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.

Y554 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.

Y555 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.

Y556 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.

Y562 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.

Y565 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.

Y612 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.

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