

Indiana University School of Nursing

Welcome to the School of Nursing!

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

- The IU School of Nursing ranks **9th** out of 80 schools and colleges of nursing who receive funding from the National Institutes of Health.
- Nearly **40%** of the baccalaureate prepared professional nurses in the State of Indiana graduate from the IU School of Nursing each year.
- US News & World Report 2012 Graduate School rankings place the IU School of Nursing's graduate program **15th** overall out of more than 200 schools of nursing that offer graduate programs, and **3rd** for the Adult Health CNS Program.
- IU School of Nursing faculty members serve as editors of prestigious nursing journals: *Nursing Outlook: The Official Journal of the American Academy of Nursing* and *Clinical Nurse Specialist: Journal for Advanced Nursing Practice*.

Overview

Vision

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

Mission

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

Strategic Goals for 2012 - 2014

1. Advance IUSON's reputation as a national leader in educational research, evidence-based practices, and progressive educational programs. (Teaching Excellence)
2. Position IUSON as a nationally renowned leader in research and knowledge development. (Research Excellence)
3. Develop new and sustain existing partnerships to support innovations in education and research that address current and future challenges in global health care and health professions education. (Innovations and Partnership)
4. Integrate the school's core values into the culture of the organization. (Recognition)
5. Acquire, allocate, and effectively manage resources to support the work of faculty, staff, and students. (Resources)

Core Values

*Respect*Responsibility*Trust*Dialogue*

Statement by the Dean

Since its founding in 1914, Indiana University School of Nursing has grown into one of the largest schools of nursing in the country. The school holds an excellent national reputation for nursing education with expert faculty. Nationally, our graduate programs are ranked fifteenth overall with two tracks in the top 10, and we are ranked twelfth in National Institutes of Health research funding. At IUSON we offer the full range of academic degrees, from undergraduate through doctoral levels, as well as postdoctoral research training and extensive lifelong education. We are committed to your career preparation. Our more than 26,000 graduates are chief nursing officers of large health facilities, deans of nursing schools, clinical specialists, advanced practice nurses, entrepreneurs, and staff nurses in urban and rural settings around Indiana and throughout the world.

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

Departmental Mission

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

Environments for Health: Consistent with the vision and mission of the School of Nursing, faculty in the Department of Environments for Health facilitate student learning by creating, applying, and transferring their unique knowledge and skills in the areas of psychiatric nursing, nursing administration, community health nursing, nursing informatics, and nursing education.

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

- The community is the context for our care of families.
- Interdisciplinary collaboration promotes better health care.
- Nursing of families requires a life span approach.
- Students, clients, communities, and faculty participate in connecting conversations.

- We value diversity in family constellations.
- Our practice is grounded in health as families define it.

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

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

Last updated February 14, 2012

Accreditation & Licenses

- National League for Nursing Accrediting Commission; BSN & MSN programs
- Commission on Collegiate Nursing Education; BSN & MSN programs
- Indiana State Board of Nursing; BSN program
- American Nurses Credentialing Center's Commission on Accreditation

Memberships

The School of Nursing is an agency member of the National League for Nursing's Council of Baccalaureate and Higher Degree Programs, Commission on Collegiate Nursing Education (CCNE), as well as the Committee for Institutional Cooperation (CIC). The school is also a constituency member of the National League for Nursing and the American Association of Colleges of Nursing.

Last updated January 20, 2012

Administration

- Marion E. Broome, *PhD, RN, FAAN, Distinguished Professor, Dean*
- Judith A. Halstead, *PhD, RN, ANEF, FAAN, Professor, Executive Associate Dean for Academic Affairs*
- Victoria L. Champion, *PhD, RN, FAAN, Distinguished Professor, Executive Associate Dean for Research*
- *Associate Dean for Evaluation*
- Patricia Ebright, *PhD, CNS, RN, FAAN, Associate Professor, Associate Dean for Graduate Programs*
- Anna McDaniel, *PhD, RN, FAAN, Chancellors Professor, Associate Dean for Research*
- Susan M. Hendricks, *EdD, MSN, RN, Associate Professor, Associate Dean for Undergraduate Programs*
- Joyce Krothe, *PhD, Professor, Assistant Dean, IUBL*
- Beth Sharer, *DHA, NEA-BC, RN, HFA, FACHE, Clinical Assistant Professor, Head, Division of Nursing, IUPUC*
- Shannon McDaniel, *MS, Assistant Dean for Information Systems*
- Linda B. Griffin, *MBA, CPA, Assistant Dean for Resource Management*

- Chandra Dyson, *MS, Assistant Dean for Student Services*
- Janet McCully, *BS, Director of Development*
- Marsha Baker, *MS, Director of Diversity and Enrichment*
- Barbara Friesth, *PhD, RN, Clinical Associate Professor, Director, Learning Resource Center*
- Janice Ward, *MSN, RN, Director Office of Lifelong Learning*
- Sarah Bourff, *MPH, CCRP, Director of Research Operations*

Department Chairpersons

- Janice Buelow, *PhD, FAAN, Associate Professor, Chair, Department of Adult Health*
- Anne Belcher, *PhD, Associate Professor, Chair, Department of Environments for Health*
- Deborah Cullen, *EdD, Professor, Interim Chair, Department of Family Health*

Program Coordinators

- Mary Beth Riner, *PhD, RN, Associate Professor, DNP Program Coordinator*
- Tamilyn Bakas, *PhD, RN, FAHA, FAAN, Professor, PhD Program Coordinator*
- Deborah DeMeester, *MSN, RN, Clinical Assistant Professor, Undergraduate Coordinator Department of Adult Health*
- Corinna Mayer, *MSN, RN, Undergraduate Coordinator Department of Environments for Health*
- Joyce Welch, *MSN, RN, Clinical Assistant Professor, Undergraduate Coordinator Department of Family Health*

Undergraduate Academic Advisement

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

Graduate Advisor, MSN, RN-MSN Students

- Janet Moon, *MS, Academic Advisor, IUPUI*

Graduate Advisor, Doctoral Students

- Debbie Grew, *MA, MS*

Last updated February 14, 2012

Center for Academic Affairs

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

and university policies and procedures, and in advocating students' rights and responsibilities.

Last updated January 20, 2012

Contact Information

[Indiana University School of Nursing](#)

1111 Middle Drive, Room NU 122
Indianapolis, IN 46202
(317) 274-2806

Last updated February 17, 2012

History

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

Historical Milestones

- 1914 Indiana University Training School for Nurses opened at Indianapolis
- 1932 Curricula established for Bachelor of Science in Nursing on Bloomington campus for public health nursing, administration and supervision of nursing service, and teaching in schools of nursing offered for registered nurses in Bloomington
- 1944 Division of Nursing Education placed in School of Education with preparation for teachers of science, nursing arts, medical-surgical, maternity, and pediatric nursing
- 1945 Master of Science in Nursing Education first offered at IU Bloomington
- 1950 Bachelor of Science in Nursing (BSN) Program first offered
- 1956 Name of school officially changed to Indiana University School of Nursing
- 1957 Original National League for Nursing (NLN) accreditation for the Master of Science in Nursing (MSN) Program
- 1960 Last diploma school graduates
- 1961 Original NLN accreditation for the BSN Program
- 1965 All nursing programs organized into one administrative unit to form the School of Nursing, the tenth school of Indiana University
- 1966 MSN degree first offered
- 1968 Original NLN accreditation for the Associate of Arts Program, IUPUI
- 1974 School of Nursing building dedicated at IUPUI
- 1975 Specialist in Clinical Nursing program approved
- 1975 NLN accreditation for ASN Program continued to 1983, IUPUI
- 1976 Original American Nurses' Association (ANA) accreditation for the Continuing Education program
- 1976 Doctor of Nursing Science (D.N.S.) program approved
- 1976 NLN accreditation for BSN and graduate programs continues
- 1978 First doctoral students admitted
- 1980 New upper-division baccalaureate curriculum initiated
- 1981 First Doctor of Nursing Science degree awarded
- 1982 NLN accreditation for BSN and graduate programs continued until 1990
- 1985 First master's degree courses offered at five sites—Indiana Higher Education Telecommunications System (IHETS)
- 1985 Office of Nursing Practice established
- 1987 Approval of Licensed Practical Nurse (LPN) to ASN mobility option at IUPUI Columbus
- 1989 School reorganized into academic departments
- 1990 Formal planning for a PhD program in nursing initiated
- 1990 Institute of Action Research for Community Health established
- 1991 Designation of Institute of Action Research for Community Health as a World Health Organization Collaborating for Healthy Cities
- 1991 Establishment of Mary Margaret Walther Program in Oncology Care Research
- 1991 Implementation of the RN-MSN mobility options
- 1993 Accreditation of BSN and MSN programs by the National League for Nursing for eight years
- 1995 Transition from DNS to PhD degree program approved
- 1996 First class of PhD in Nursing Science students admitted
- 1998 Emily Holmquist Endowed Professorship instituted
- 1998 Commission on Collegiate Nursing Education (CCNE) Board of Commissioners granted IUPUI preliminary approval of the baccalaureate and master's nursing education programs
- 2000 Accreditation of BSN and MSN programs continued by the National League for Nursing Accrediting Commission for eight years
- 2000 New 10-year accreditation of BSN and MSN programs by the Commission on Collegiate Nursing Education
- 2003 First class of students in PhD in Nursing Science distance-accessible option admitted
- 2006 Appointment of first Edward W. and Sarah Stam Cullipher Chair
- 2006 Appointment of first Sally Reahard Chair
- 2006 Awarded designation as a Center of Excellence by the National League for Nursing
- 2006 Center for Research in Nursing Education was formed
- 2008 Grand opening of the Jean Johnson Schaefer Resource Center for Innovation in Clinical Nursing Education
- 2008 Designation of IUSON as a "system school" ended June 30, 2008
- 2008 Designation of IUSON as a "Core Campus School"-Bloomington, Columbus, Indianapolis
- 2009 Re-designation as a Center of Excellence by National League for Nursing
- 2009 Doctor of Nursing Practice (DNP) approved by the Indiana Commission for Higher Education
- 2009 95th anniversary of nursing at Indiana University

- 2010 RN to BSN Degree Completion Program begins in coordination with the state-wide consortium of IU system Schools of Nursing

Last updated February 14, 2012

Awards & Scholarships

Professional Practices, Internships, Honors at School Level

Honors and Awards

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

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

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

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

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

School Awards and Scholarships

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

Last updated February 12, 2012

BSN Admissions Requirements

Applications and due dates for Indianapolis, Columbus, and Bloomington may be found at each campus' School of Nursing website. Students interested in nursing on another IU campus should consult the website of that campus for more information about nursing. *The admission process is competitive, and acceptance depends on the number of applicants and the applicant's ability to compete academically in the pool of applicants.* Students seeking admission to the nursing major must meet the following eligibility criteria (Policy VI-A-30):

1. The applicant must be admitted to Indiana University as a degree-seeking student and must submit official transcripts from other universities attended so that credits may be transferred.
2. The applicant must have a minimum Indiana University cumulative grade point average (GPA) of 2.7 on a 4.0 scale at the time of application. This does not include transfer or X'd courses.
3. The following six courses are required to make application: English Composition, Introductory Psychology, Introductory Sociology, Anatomy, Finite Math and one Critical/Analytical science course. Additional courses are selected from a list to total 29-31 credits.
4. A maximum of two attempts for *any* of the required courses (courses required for application) is allowed; a maximum of 9 credits total may be repeated, and the grade earned on the second attempt will be used for calculation of GPA for admission purposes. This policy relates to courses taken at IU and transfer courses.
5. The applicant must achieve a grade of C (2.0) or higher for each course and an application GPA of 3.00 in all nursing program requirements. This criterion also applies to any student wishing to transfer required courses from a university other than Indiana University.
6. The applicant must have successfully completed two semesters of high school chemistry (with a grade of C or above in both semesters) or taken a college level Introduction to Chemistry course for a minimum of 3 college credits with a grade of C or better. This requirement must be less than 7 years old at the time of admission.
7. The applicant must complete all required course work by established deadline date. This includes independent studies, correspondence course work and courses for which students have received an incomplete (I). Students wishing to transfer required course work from a university other than Indiana University must be in good academic standing in that university (i.e., must not have been dismissed) and have achieved a grade of C (2.0) or higher in courses for which transfer is being requested.
8. The applicant must submit a required student legal disclosure form to communicate any issues that would be documented on a national criminal background check as a part of the application.

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

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

Students will be admitted to the baccalaureate nursing program for a specific semester and are expected to enter the program that semester. Students not entering that specific semester must reapply for a subsequent semester on a competitive basis. Students will not be considered for

further admission if they have declined an admission offer two times.

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

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

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

Last updated February 15, 2012

Accelerated Track Admissions Criteria

Applications and due dates may be found on the School of Nursing website <http://nursing.iupui.edu/>. The admission process is selective, and acceptance depends on the number of applicants and the applicant's ability to compete academically in the pool of applicants. Admission to the Accelerated BSN Track and concomitant entrance to the School of Nursing is open to those meeting the following admission criteria (Policy III-D-2):

1. Must be admitted to Indiana University as a degree-seeking student.
2. Documentation of at least a bachelor's degree (approximately 120 credits), in which a minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale was earned.
3. Must have completed all required BSN general education courses with a grade of C or higher. Required BSN general education course work may be completed at Indiana University or transferred from another college or university.
4. Must demonstrate a grade point average of 3.0 on a 4.0 scale for all general education course work applied to BSN degree.
5. Students transferring course work must have achieved a grade of C (2.0) or higher for each completed required BSN general education course to be considered from a university other than Indiana University. No more than three (3) courses may be repeated in order to meet the minimum required grade of C (2.0). Of the three courses, only two (2) failures will be allowed in required science courses.

6. Must have a minimum grade of C (2.0) in each required BSN general education course by the second attempt. This criterion also applies to any student wishing to transfer required courses from a college or university other than IU.
7. Students must complete the following sciences (with a lab component) before applications are processed for the desired admission cycle in order to remain eligible for that admission cycle: Anatomy, Physiology, and Microbiology. Applicants for Fall entry will need sciences completed by the end of the previous Spring semester; applicants for Spring entry will need sciences completed by the end of the previous Summer Session II; applicants for Summer entry will need sciences completed by the end of the previous Fall semester in order to remain eligible.
8. Must have completed a personal statement that speaks to career goals and abilities to be successful in this study option.
9. Must submit to the School of Nursing a credit transfer report (CTR) for all work being transferred from universities other than IU.
10. Must submit application by specified published dates. Applications received after deadlines may not be considered for requested admission cycle. Students wishing to reapply for a following academic cycle are invited to do so.

Admission Process:

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

Last updated February 15, 2012

Academic Expectations & Progression

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

1. Full-time, regular progression students
2. Part-time, regular progression students
3. Students who have interrupted their studies but are in good academic standing
4. Students who have withdrawn from one or more nursing courses
5. Students who have failed and successfully repeated a nursing or required general-education course

6. Students who need to repeat either a nursing course or a general-education prerequisite or corequisite
7. Students who have been dismissed and reinstated
8. Intercampus transfer students
9. Transfer students from other BSN programs according to admission, progression, and graduation guidelines

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

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

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

Last updated February 18, 2010

BSN Degree Requirements

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

1. Complete a minimum of 125 credit hours with a grade of C or higher in each course required for the degree. Of the 125 credit hours, 63 credit hours must reflect nursing major courses. Credit earned in remedial learning-skill courses and courses that have been repeated do not count in the 125 credit hour total or the 63 nursing credit hour total.
2. Achieve a grade of C or higher in all didactic courses applied to the BSN degree and an S (Satisfactory) in all clinical/practicum courses.
3. Achieve an IU cumulative grade point average of at least a 2.0 (C). This includes all transfer course work applied to degree.
4. Complete at least 30 credit hours of required nursing major courses on the IU campus awarding the BSN degree.*

5. Complete all BSN degree requirements within six years of enrolling in the first nursing course in the nursing major.
6. Apply for degree candidacy the semester prior to completing all degree requirements and adhere to the published procedures on campus awarding degree.

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

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

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

Last updated February 18, 2010

BSN Honors Study Option

Students have an opportunity to pursue School of Nursing Honors on the IUPUI campus as part of their baccalaureate degree in nursing <http://nursing.iupui.edu/degrees/bsn/honors.shtml>. The School of Nursing Honors Program is designed to challenge motivated students who are interested in developing skills in the areas of knowledge generation, knowledge utilization, and knowledge dissemination.

IUSON Admission & Retention Criteria for Honors

A minimum Indiana University cumulative grade point average of 3.5 is required for all college-level courses completed. A minimum of 3.5 grade point average is required for all completed courses that are credited to the nursing degree. Students must also maintain both a cumulative GPA and nursing GPA of 3.3 each semester to remain in the honors option.

IUSON Honors Study Goals

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

IUSON Honors Program Study Requirements

	Sophomore Year	Credits
3 ^r Semester	Nursing Honors Colloquium	2
4 ^t Semester	Nursing Honors Colloquium	2
	Junior Year	Credits
5 ^t Semester	Nursing Honors Colloquium	2

	H355 Data Analysis in Clinical Practice & Health Care Research	3
6 ^t Semester	Nursing Honors Colloquium	2
	H365 Nursing Research	3
	Senior Year	Credits
7 ^t Semester	Nursing Honors Colloquium	2
	NURS-H 370 Nursing Honors Research Internship I	3
8 ^t Semester	Nursing Honors Colloquium	2
	NURS-H 470 Nursing Honors Research Internship II	3

Students are also expected to participate in external opportunities to present research.

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

Last updated February 15, 2012

BSN School Requirements

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

Sample Curriculum Plan (Traditional Track)

In general, the traditional track has been designed for students beginning their academic studies on the IUB, IUPUC, or IUPUI campus. This track requires a minimum of four academic years to complete. The baccalaureate curriculum is subject to continuous evaluation and revision. If curriculum changes occur, updated information can be obtained from the academic counselor. The following is an example of a full-time plan of study. On the IUPUI campus it is expected that students follow this published plan to facilitate their ability to meet course application requirements. Each student will develop, with the assistance of an academic advisor, an individual plan of study that reflects student need, student choices, availability of courses, and specific campus expectations.

Freshman Year**

First-Semester Courses	Credits
W131 English Composition	3
B104 or B105 Introduction to Psychology	3

Critical / Analytical Cluster	3
Communications Cluster	3
Cultural Diversity Cluster	3
Total Credits	15
Second-Semester Courses	Credits
N261 Human Anatomy	5
M118 Finite Math	3
R100 Introduction to Sociology	3
Humanistic Appreciation	3
Total Credits	14

Sophomore Year

Third-Semester Courses	Credits
N217 Human Physiology	5
B231 Communication for Health-Care Professionals	3
B232 Introduction to the Discipline of Nursing: Theory, Practice, Research	3
B244/B245 Comprehensive Health Assessment	4
Total Credits	15
Fourth-Semester Courses	Credits
J210 Microbiology & Immunology	4
B230 Developmental Issues & Health	4
B233 Health & Wellness	4
B248/B249 Science & Technology of Nursing	4
Total Credits	16

Junior Year

Fifth-Semester Courses	Credits
H351/H352 Alterations in Neuro-Psychological Health	5
H353/H354 Alterations in Health I	5
H355 Data Analysis in Clinical Practice and Health-Care Research	3
Cultural Diversity Cluster	3
Total Credits	16
Sixth-Semester Courses	Credits
H361/H362 Alterations in Health II	5
H363/H364 The Developing Family & Child	7
H365 Nursing Research	3
Social Competence Cluster	3
Total Credits	18

Senior Year

Seventh-Semester Courses	Credits
S470/S471 Restorative Health Related to Multi-System Failures	5
S472/S473 A Multi-System Approach to the Health of the Community	5
S474 Applied Health-Care Ethics	3
Open Elective (nursing or general-education)	3
Total Credits	16
Eighth-Semester Courses	Credits
S481/S482 Nursing Management/Nursing Management Practicum	5
S483 Clinical Nursing Practice Capstone	3
S484 Research Utilization Seminar	1
S485 Professional Growth and Empowerment	3
Open Elective (nursing or general-education)	3
Total Credits	15

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

Last updated February 18, 2010

Student Learning Outcomes

Bachelor of Science in Nursing (BSN):

1. **Critical Thinker:** Someone who is able to demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.
2. **Culturally Competent Person:** Someone who can provide holistic nursing care to a variety of individuals, families, and communities.
3. **Knowledgeable Coordinator:** A coordinator of community resources who facilitates individual, family, and community access to resources necessary for meeting health care needs.
4. **Politically Aware Person:** Someone who participates in the profession and the practice of nursing with a global perspective.
5. **Conscientious Practitioner:** An individual who practices within the ethical and legal framework of the nursing profession.
6. **Effective Communicator:** Someone who is able to share accurate information.
7. **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.
8. **Professional Role Model:** A person who promotes a positive public image of nursing.

9. **Responsible Manager:** Someone who balances human, fiscal, and material resources to achieve quality health care outcomes.

Accelerated BSN Track

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

The Accelerated BSN Track requires a commitment to a full-time study plan that will be completed in an 18-month time frame. In order to graduate in the 18 month time frame, one must be dedicated to a full-time study plan for those 18 months. This particular track meets the entire calendar year including summer. An understanding of this time commitment is important, as there is very little ability to adjust for absences or lateness in this track. At the completion of the program, graduates will receive an Indiana University BSN degree and will be eligible to sit for the Registered Nurse Licensure Examination.

Sample Curriculum Plan (Accelerated Track)

Semester I	Credits
B232 Introduction to the Discipline of Nursing	3
B233 Health and Wellness	3
B244/B245 Comprehensive Health Assessment	4
B248/B249 Science and Technology of Nursing	4
Total Credits	14
Semester II	Credits
H351/H352 Alterations in Neuro-Psychological Health	5
H353/H354 Alterations in Health I	5
S474 Applied Health-Care Ethics	3
Total Credits	13
Semester III	Credits
H361/H362 Alterations in Health II	5
H363/H364 The Developing Family and Child	7
H365 Nursing Research	3
Total Credits	15
Semester IV	Credits
S472/S473 Health of the Community	5
S470/S471 Restorative Health	5
Total Credits	10
Semester V	Credits
S481/S482 Nursing Management	5

S483 Clinical Nursing Practice Capstone	3
S484 Research Utilization Seminar	1
S485 Professional Growth and Empowerment	3
Total Credits	12

Last updated February 15, 2012

Academic Policies and Procedures

Dismissal and Reinstatement

Dismissal

A student will be dismissed from the program when, in the judgment of the Admission, Progression, and Graduation (APG) Committee on the campus of enrollment, there is lack of progress toward the degree. Lack of progress will include, but not be limited to the following:

1. Failure to achieve a 2.0 semester grade point average in any two consecutive semesters;
2. Failure to earn a grade of C (2.0) or (S) in any two required nursing courses (didactic or practicum/clinical) on the first attempt.
3. Failure to achieve a minimum grade of C (2.0) in any required nursing didactic course or S (Satisfactory) in any required nursing practicum/clinical course by the second attempt.
4. Failure of more than three (3) general education courses required for the BSN degree. Of the three courses, only two (2) failures will be allowed in science course work. Any grade below a "C" is considered unsatisfactory (failing).
5. Failure to meet I.U.S.O.N. essential abilities expectations.
6. Failure to meet IU Code of Student Rights, Responsibilities, and Conduct.

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

The faculty reserves the right to dismiss any student whose personal integrity, health, or conduct demonstrates unfitness to continue preparation for the profession of nursing. Integrity and conduct will be judged according to the standards of the most recent *Code for Nurses* as adopted by the American Nurses' Association.

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

Reinstatement

A student who has been dismissed from the School of Nursing for academic failure or any other reason may request reinstatement by petitioning the School of Nursing's Admission, Progression, and Graduation (APG) Committee from the campus at which he or she was dismissed. Reinstatement by one campus is not binding on other campuses. Written request must be received

by July 1 for fall reinstatement, April 1 for summer reinstatement, and October 1 for spring reinstatement. Reinstatement will be based on faculty recommendations at the time of dismissal and proposed plan for future success, as well as on availability of resources.

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

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

Last updated February 18, 2010

RN-MSN Mobility Option

Registered nurses who wish to pursue graduate education and whose highest academic credential in nursing is a diploma or an associate degree in nursing may be interested in exploring this educational option. This mobility option allows eligible registered nurses to earn a master's degree in nursing without first earning a baccalaureate degree in nursing. This option may not be the best mobility option for registered nurses, so it is important to talk with the School of Nursing's graduate student advisor early in the decision-making process. Interested nurses should contact the school's Center for Academic Affairs for more information at 317-274-2806.

Last updated February 16, 2012

Degree Programs

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

Bachelor of Science in Nursing (BSN)

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

Guidance & Counseling

A academic advisor in the Indiana University School of Nursing Center for Academic Affairs is available as a resource for students. Students must see their faculty advisors for academic counseling and program planning. The IUSON Director for Diversity and Enrichment is also available and committed to promoting an educational

environment that values, respects, and reflects a global view of diversity <http://nursing.iupui.edu/diversity/index.shtml>. Students at IUPUI may also consult the Counseling and Psychological Services (CAPS) at 317-274-2548 or <http://life.iupui.edu/caps/>, or other local agencies for specialized counseling.

Last updated February 14, 2012

Undergraduate Programs

Philosophy Statement

Baccalaureate nursing education provides a broad foundation in the sciences and liberal arts, which is necessary for preparing professional nurses who are capable of practicing in a competent and responsible fashion as informed citizens in a dynamic and diverse society. Graduates of the baccalaureate nursing program are expected to demonstrate competency in being a critical thinker; a culturally competent person; a knowledgeable coordinator of community resources; a politically aware professional; a beginning practitioner whose actions are consistent with professional legal and ethical standards; an effective communicator; a competent provider of health care; and a person who exemplifies a positive public image. These competencies are consistent with the 2008 "Essentials of Baccalaureate Education for Professional Nursing Practice," established by the American Association of Colleges of Nursing, the 2004 "Standards of Nursing Practice," established by the American Nurses' Association (ANA), the ANA 2005 Code of Ethics with interpretive statements, and the ANA Scope and Standards of Practice 2004 (ISBN - 13:9781558102156). Baccalaureate graduates assist individuals, families, and communities in attaining mutually established health goals and in facilitating the highest level of functioning for individuals, families, and communities toward the maximization of their health potential. Baccalaureate education must prepare graduates to be knowledgeable workers and processors of information, and to navigate complex health care systems using available technologies as they design and develop, independently or in conjunction with others, more efficient and effective approaches to the delivery of health care services.

Purpose

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

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

Student Outcomes

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

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

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

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

Last updated February 14, 2012

RN to BSN Degree Completion Program

This program option is offered on the IUB, IUPUC, and IUPUI campuses for nurses holding an associate degree or diploma in nursing from an accredited nursing program. Registered nurses seeking admission to the Indiana University School of Nursing must apply to the campus Office of Admissions and may apply to the program anytime throughout the academic year. Students who have previously attended an IU campus or who are graduates of the associate program at IU should contact the nursing academic counselor. Unless otherwise specified, all School of Nursing policies pertinent to BSN program majors also apply to registered nurse undergraduate students.

Students who have attended another college or university must forward an official transcript to the campus Office of Admissions. The Office of Admissions will then generate a credit transfer report (CTR) listing transferable credit.

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

Registered nurse students need to consult with the academic counselor for course planning options. Options will vary according to student need, course availability, and resources. It is highly recommended that students complete their general education requirements before enrolling in the nursing courses within the RN-BSN Program.

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

Last updated February 16, 2012

Special Credit Courses

Following successful completion of the first semester of RN to BSN Degree Completion Program courses, 35 special credits are awarded for the courses listed below. In order to receive a BSN degree, the student's transcript must reflect fulfillment of all requirements, including 35 special credits. A special credit fee is set by the university and will be assessed. Special Credit courses appear on the student's transcript with a grade of S (Satisfactory.)

Courses Being Credentialed	Credits
B230 Developmental Issues and Health	4
B248 Science and Technology of Nursing	2
B249 Science and Technology of Nursing: Practicum	2
H351 Alterations in Neuro-Psychological Health	3
H352 Alterations in Neuro-Psychological Health: Practicum	2
H353 Alterations in Health I	3
H354 Alterations in Health I: Practicum	2
H361 Alterations in Health II	3
H362 Alterations in Health II: Practicum	2
H363 The Developing Family and Child	4
H364 The Developing Family and Child: Practicum	3

S470 Restorative Health Related to Multi-System Failures	3
S471 Restorative Health Related to Multi-System Failures: Practicum	2
Total Credits	35

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

Nursing elective credit for NURS-K304 (Nursing Specialty 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 3 credit hours may be awarded.

Last updated February 16, 2012

Program Requirements & Sample Curriculum Plan

This curriculum plan is specifically for registered nurse students. The curriculum plan can be customized according to student need, interest, and academic goals. Students are expected to complete an individualized curriculum plan prior to beginning the RN-BSN nursing courses. RN to BSN Degree Completion Program nursing courses are available on the Web through Oncourse. Students must have satisfactorily demonstrated completion of the following courses (Completion may be demonstrated by course transfer, course validation, or course enrollment):

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

Required Nursing courses:

Communications	B231
Professional Seminar I: Health Policy	B304
Professional Seminar II: Informatics	B404
Data Analysis	H355
Introduction to Research	H365
Ethics	S474
Community Health Management	S475
Capstone	S483
Nursing Electives (3 courses required)	Variable

Last updated February 16, 2012

Residency Requirements

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

B231 Communications	3
B304 Professional Nursing Seminar I	3
B404 Professional Nursing Seminar II	3
H365 Nursing Research	3
S475 A Multi-System Approach to the Health of the Community	3
S487 Nursing Management	3
S483 Clinical Nursing Practice Capstone	3
Nursing Elective (variable)	9
Total Credits	30

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

Last updated February 16, 2012

Admission

Associate degree or diploma prepared registered nurses who graduated from an NLNAC accredited program are eligible to apply to the BSN program if they meet the published admission criteria for the RN to BSN Degree Completion Program. Applicants will be considered for admission to the BSN program based on space availability.

To be eligible to apply to the RN to BSN Degree Completion Program students must:

- Have graduated from an NLNAC accredited school of nursing
- Be admitted to their home campus of Indiana University as a degree-seeking student
- Have a current, unencumbered RN license
- Achieve a minimum cumulative grade point average of 2.5 on a 4.0 scale for their prior ASN or diploma degree
- Complete required general education courses with a grade of C or above; a C- is not acceptable. A grade of C or above must be obtained by the second attempt; students may attempt a required course only twice.

School of Nursing policies related to the BSN degree pertain to RN to BSN students pursuing a BSN degree including, but not limited to, progression and graduation

policies. While all existing policies related to the BSN degree pertain, the following exceptions will be followed:

- All general education requirements must be completed before enrolling in nursing courses
- Nursing courses must be completed within six years
- Anatomy, Physiology, and Microbiology do not have a 7 year "expiration date"
- Finite Math and Chemistry are not required for admission to the program

Procedures:

- Validation of prior knowledge and skills consistent with BSN expected program competencies is assessed through student learning measures that focus on application, analysis, synthesis, and evaluation of nursing knowledge and skills deemed appropriate for advanced placement in the BSN curriculum.
- RN students must complete all of the RN to BSN courses with a grade of C or better. Students must be successful in each course by the second attempt and may be dismissed from the program if unsuccessful in passing courses according to the BSN progression policy.
- Through the IU process of validation by special credit students will earn 35 credit hours for the following courses: B230, B248, H351, H353, H354, H361, H362, H363, H364, S470, and S471. (Special credit does not count towards residency credit)
- RN students may be eligible to receive additional special credit through the School of Nursing portfolio process for remaining required course work if students can meet the expectations of the portfolio review process.

Last updated February 17, 2012

Graduate Programs

The School of Nursing faculty offers the following degrees:

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

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

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

Center for Academic Affairs

The mission of the Center for Academic Affairs in the School of Nursing is to promote and facilitate the success of its students. This mission is implemented through the functions of academic counseling, recruitment, admissions, registration, certification, academic record maintenance, academic performance monitoring, orientation programs, minority and international counseling, graduation, and student activities. Student

services personnel serve as liaisons between students, faculty, and other groups in interpreting School of Nursing and university policies and procedures, and in advocating students' rights and responsibilities.

Orientation

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

Guidance and Counseling

A counselor in the Indiana University School of Nursing Center for Academic Affairs is available as a resource for students. Students must see their faculty advisors for academic counseling and program planning. The counselor for minority affairs on the IUPUI campus is also available to assist minority students with special needs. Students at IUPUI may also consult the Adult Psychiatry Clinic, the Chaplain's Office, the Learning Skills Center, the Office of Career and Employment Services, Counseling and Psychological Services, or other local agencies for specialized counseling.

Graduate Minority Mentoring Program

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

The goals of the program are:

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

The benefits of the program for participating students are:

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

Graduate Admissions

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

- PhD Program
- DNP Program
- Center for Academic Affairs

How to Apply

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

Applicants need to complete an application packet that includes: (1) all forms required by the university; (2) official, original, sealed transcripts from each post-high school educational institution attended, including colleges, universities, and diploma schools of nursing (compilations on one transcript are not acceptable); (3) a 250-word essay describing career objectives; (4) payment of a nonrefundable application fee (this is required of all U.S. applicants who are new to Indiana University). All application materials must be submitted at the same time in the same packet except online applications, transcripts, and references.

Transcripts and references are submitted and should be sent to the Office of Graduate Programs, Indiana University School of Nursing, 1111 Middle Drive, NU 122, Indianapolis, IN 46202-5107. Fees are paid electronically through the OneStart system.

Application Deadlines

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

Last updated: February, 2012

M.S.N. Admissions

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

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

1. A grade point average (GPA) of 3.0 or higher on a 4.0 scale from a program accredited by the National League of Nursing, or an equivalent program.
2. A 250-word essay describing and explaining professional career aspirations as an advanced-practice nurse.
3. A current active, unencumbered registered professional nurse license in the state in which the student practices. International applicants must submit evidence of passing the Council of Graduates of Foreign Nursing Schools (CGFNS) qualifying examination prior to coming to Indiana University. Indiana licensure must be achieved prior to enrollment in any clinical nursing course.
4. For International students - in addition to meeting academic qualification, you must:
 - Show proficiency in English (a Test of English as foreign Language (iBT=TOEFL) score of 550 or above is required and a speaking score of 26 or above is required for those who native language is not English.
 - Show proof of financial support, which will be processed through the Office of International Affairs.
 - Submit evidence of passing the Councils of Graduate of Foreign Nursing Schools (CGFNS) qualifying examination prior to coming to Indiana University.
5. All majors require a statistics course. Please check with the Graduate Advisor regarding your preferred MSN track requirement.
6. Ability to use computer technologies including accessing, retrieving, receiving, and communicating information.
7. Two years of relevant clinical nursing experience as a licensed registered nurse required for nurse practitioner applicants.

Mobility Option

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

Admission of Students on Academic Probation

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

PhD Admissions

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

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

- Three references, including one from a nurse faculty member who has knowledge of the applicant's academic ability from undergraduate or master's work.
- Letter from a nursing graduate faculty member with endorsement to direct dissertations who has agreed to be a Research Mentor because they share a research interest area with you (letter template must be used). For a list of IUSON faculty members and their areas of research interests <http://nursing.iupui.edu/directory/faculty>. Solicit a letter of support from one of these individuals whose area of research most closely matches your own. Submit this letter with the application materials. If you need help choosing faculty member(s) with similar interests, you may contact the Graduate Advisor for Doctoral Programs.
- An interview with members of the PhD faculty (arranged by school) is also required.

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

Application is two-fold:

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

Graduate Advisor for Doctoral Programs

Indiana University School of Nursing Center for Academic Affairs

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

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

Last updated: February, 2012

DNP Admissions

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

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

- 1) Master's Degree in Nursing from an NLNAC or CCNE accredited program.
- 2) MSN degree program cumulative GPA of 3.3 or higher.

3) Meet the role requirements of the agency in which you conduct your practicum.

4) Provide documentation of supervised practice hours from an accredited MSN program. Students with fewer than 500 clinical hours will take additional practicum credits to achieve the 1000 hours required by the American Association of Colleges of Nursing.

5) Have completed NURS-I 630 *Introduction to Nursing Informatics* or equivalent graduate level informatics coursework.

6) Have completed NURS-R 505 *Measurement and Data Analysis* or NURS-L 650 *Data Analysis for Clinical and Administrative Decision-making* or equivalent graduate level statistics course completed *within the last three years with a grade of B or better*.

7) An unencumbered RN license in state of practice.

8) Completed online IUSON DNP application.

9) Official transcripts from all colleges and universities attended.

10) Written career goal statement (limit of 500 words).

11) Three professional references (at least one from a current or former supervisor).

12) Resume or curriculum vitae.

13) Statement of possible community agency or health system mentor, and/or general idea of DNP scholarly inquiry project.

14) Admission interview.

Last updated: February, 2012

Awards & Scholarships

- Financial Information
- University Support

Nursing Informatics

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

Admissions Requirements and Procedures

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

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

Minimum Overall GPA

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

Maximum Number of Credits That Can Be Transferred from Another Institution

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

Maximum Time for Completion

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

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

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

Required Nursing Informatics Courses

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

Nursing Informatics Electives

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

Teaching in Nursing

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

Admissions Requirements and Procedures

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

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

Minimum Overall GPA

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

Maximum Number of Credits That Can Be Transferred from Another Institution

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

Maximum Time for Completion

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

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

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

Required Courses for the Teaching in Nursing Certificate

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

-
- T800 Preparing Future Faculty (2 cr.) **Optional for Graduate M.S.N. and required for Ph.D. students.**

Certificate Programs

- Nursing Informatics Graduate Certificate
- Teaching in Nursing Graduate Certificate

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

Contact Information

Graduate Programs

Indiana University School of Nursing
1111 Middle Drive, NU 112
Indianapolis, IN 46202-5107
Phone: 317.274.2806
www.nursing.iupui.edu

Degree Programs

The School of Nursing faculty offers the following degrees:

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

- Doctor of Philosophy in Nursing Science (PhD)

The School of Nursing also offers the following certificates:

- Nursing Informatics Graduate Certificate
- Teaching in Nursing Graduate Certificate

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

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

Doctor of Nursing Practice (DNP)

Purpose

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

Graduates of the program are prepared to assume leadership positions in nursing and health care, both at system and direct patient care levels. Graduate will contribute to quality improvement and patient safety through systems thinking, reflective practice, informatics, translation science, and evidence-based clinical practice.

Program Outcomes

Graduates of the program are expected to:

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

DNP Curriculum

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

I631	Clinical Information Systems	3 credits
D615	Health Care Outcomes and Decision Making	3 credits

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

Last updated: February, 2012

Academic Standing

Good Standing

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

Disciplinary Probation

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

Academic Probation

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

Maintaining Status

- Students who do not register for a period of three consecutive semesters will be dismissed from the program.
- Students admitted on probation who fail to remove the conditions of admission within the time frame specified are subject to dismissal.
- Students must maintain a cumulative GPA of 3.0 throughout the duration of the program. Course grades lower than B- will constitute course failure.
- Students must achieve a cumulative GPA of 3.0 to be eligible for graduation.

- Students who receive a failing course grade in a non-clinical course will be placed on academic probation and monitored by the MSN AFP Committee. The student may request an opportunity to repeat the course one time.
- Students who receives a failing grade in a clinical course or in more than one course (clinical and/or didactic) within the same semester will be dismissed from the program.
- If a course must be repeated, the department may specify additional conditions relating to progression in the program until the course is successfully completed.
- Students will remain on academic probation, even after successful completion of a repeated course, until cumulative GPA meets or exceeds 3.0.
- Students who are on academic probation and/or has one or more course Incomplete(s) outstanding cannot enroll in further coursework unless approved by the MSN APG Committee.
- Evidence of lack of progress toward the degree is described as failure to successfully attain a B– or higher in a course in which an unsatisfactory grade has been previously received. Students who do not complete all degree requirements within a six-year period following initial registration will be dismissed.

Master of Science in Nursing

Philosophy

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

Purpose

The IUSON M.S.N. programs educate nurses to become leaders within dynamic healthcare environments. As nurse leaders they are prepared to provide and improve care to patients, families, and/or communities and to lead educational and complex healthcare systems.

Program Outcomes

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

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

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

The goal of the M.S.N. program is to prepare its graduates for leadership roles in advanced nursing practice, clinical specialization, nursing education, or nursing administration. tracks are offered in eight areas. Post-master's options are also available in all the tracks. Students select a track area of study when they apply for admission.

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

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

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

Curriculum Design

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

All majors include the following areas of study:

1. **Core Courses.** One course each in nursing theory, nursing leadership for advanced practice nursing, and research methodology for a total of 9 credit hours.
2. **Courses in the Nursing Major.** Between 15 and 30 credit hours in specialty courses from the major department.
3. **Nursing Study/Thesis Option.** Three credit hours of nursing study or 6 credit hours of thesis work.
4. **Focus Area Courses.** These are required for some majors and requirements vary from 3-9 credit hours of electives chosen by the student in consultation with a faculty advisor.

Degree Requirements

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

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

1. Complete a minimum of 42 credit hours of courses (43 for Acute Care Nurse Practitioner program), depending on the track, and fulfill departmental requirements. A maximum of 3 credit hours may be taken at the undergraduate level if the track offers an elective option. Courses meeting the requirement of advanced nursing practice must be taken in or through the School of Nursing.
2. Remove all conditions, deficiencies, probation, and Deferred or Incomplete grades.
3. Achieve a 3.0 grade point average by the time the student has completed 42 credit hours of course work, as required by the major department. Credit hours toward the degree are not granted for courses with a grade below B-. All grades are included in computing the grade point average.
4. Complete all degree requirements within six years of the date the student begins course work.
5. File intent to graduate forms at least one semester before the final semester of study. A new intent to graduate form must be filed if the graduation date changes. Application forms are online and filed with the recorder for graduate programs.
6. Complete the School of Nursing Exit Survey, which is part of the intent to graduate form.

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

Portfolio Review Process for M.S.N. Course Substitution

A portfolio review process is available to all M.S.N. students who believe that they can meet the learning objectives/competencies required of a specific nursing course within their program of study. The portfolio is a mechanism used to validate the acquisition of knowledge and skills congruent with course expectations and student learning outcomes. The portfolio provides objective evidence that students have acquired the knowledge, skills, and abilities through prior learning and/or practice experiences. The decision to accept the documentation provided is based on determination of the equivalency of this prior knowledge and skills that the student would be expected to demonstrate at the completion of a specific course. The portfolio review option does not take the place

of course equivalency reviews or transfer credit. For more information about specific policies and procedures related to the portfolio review process for graduate students please refer to the current graduate student handbook at the School of Nursing Web site.

Post-Master's Option

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

Program Descriptions

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

Nursing Administration

Nursing Education

Clinical Specialists

- Adult Health Clinical Nurse Specialist
- Psychiatric Mental Health Nursing

Nurse Practitioners

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

Curriculum

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

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

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

Last updated: February, 2012

Focus Areas of Study w/ Wide Applications

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

Clinical Nursing Science

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

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

Health Systems

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

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

Last updated: February, 2012

PhD in Nursing Science Program

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

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

On-Campus and Distance-Accessible PhD Options

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

variety of distance technologies. Faculty and students use Web-based courses, video conferencing, discussion dialogues, telephone conferencing, and other emerging technologies to communicate and participate effectively via long distance. Courses and faculty mentoring are coupled with required two-week on-campus summer intensive sessions. Admission criteria and curriculum are the same for both options.

Graduates of the program will be able to:

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

Last updated: February, 2012

Postdoctoral Study

There are several postdoctoral research training programs at the IU School of Nursing. Advanced research training is available in the areas of Health Behaviors and Quality of Life as well as Behavioral Oncology and Cancer Control. More information is available by calling 317-274-0869 or at <http://nursing.iupui.edu/research/training.shtml>.

Last updated: February, 2012

Financial Information

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

- University Support

University Support

To be considered for financial aid all students should complete the Free Application for Federal Student Aid, located on the Web at www.fafsa.ed.gov. Financial support for graduate students, available from the IUPUI Office of Scholarships and Financial Aid, is primarily in the form of loans and Federal Graduate Work-Study employment. Eligibility for these programs is determined by financial need. Students must submit the forms annually by March 1 to determine financial need. In addition to demonstrating financial need, students must be admitted and enrolled in a nursing graduate program for a minimum of 4 credit hours, or half-time per semester. Further information can be obtained from the Office of Student Financial Aid Services, 425 University Boulevard, Cavanaugh Hall 103, Indianapolis, IN 46202-5145; telephone (317) 274-4162.

University Fellowships

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

IUPUI Educational Opportunity Fellowships

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

Student Learning Outcomes

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

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

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

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

8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.

Doctorate Programs

Doctor of Nursing Practice (DNP)

Graduates of the program are expected to:

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

Doctor of Philosophy in Nursing Science (PhD)

Graduates of the program are expected to:

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

Last updated: February, 2012

Graduate Certificates

Certificate Program in Nurse Teaching

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

1. Facilitate learning effectively
2. Facilitate Learner Development and Socialization
3. Use Assessment and Evaluation Strategies
4. Participate in Curriculum Design and Evaluation of Program Outcomes
5. Function as a Change Agent and Leader
6. Pursue Continuous Quality Improvement in the Nurse Educator Role
7. Engage in Scholarship

8. Function within the Educational Environment

Certificate Program in Nursing Informatics

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

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

Centers & Institutes

As the nation's only school of nursing offering the full range of degree programs, we provide a continuum of nursing education unmatched by any other university. Our goal is to help students reach their career goals in the health care profession and prepare them to meet the lifelong challenges they'll face as nurses.

[Centers and Institutes](#)

Student Organizations

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

Last updated February 10, 2010

Honor Society of Nursing

The Alpha chapter of the international honor society of nursing was organized at Indiana University. Membership is by invitation to baccalaureate and graduate nursing students who have demonstrated excellence in their nursing programs and have shown superior academic and

personal records of achievement. Qualified members of the nursing profession, upon demonstration of marked achievement in nursing, are also eligible for membership. Leadership, research, and scholarship constitute the purposes of Sigma Theta Tau International.

Last updated February 18, 2010

Student Nurses Association

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

Last updated February 18, 2010

Chi Eta Phi Sorority, Inc.

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

Last updated February 18, 2010

Minority Nursing Student Organization (MNSO)

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

Last updated February 18, 2010

President's Council

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

Last updated February 18, 2010

Pi Lambda Theta

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

Last updated February 18, 2010

Graduate Nursing Student Organization

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

Last updated February 18, 2010

IU School of Nursing Committees

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

Last updated February 10, 2010

Academic Policies & Procedures

Please refer to School of Nursing policy for more information

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

Criminal Background Checks

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

Health Requirements and Insurance

All nursing students must provide evidence of compliance with health requirements including immunizations, CPR certification, Training in Universal Precautions, and Hepatitis B Vaccinations 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. Students are also expected to meet any additional mandated OSHA requirements as dictated by agencies providing clinical learning experiences. Health insurance is mandatory and students are expected to demonstrate insurance coverage on entrance to the program and continued coverage throughout the program.

Students with Disabilities

Indiana 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. Programs for academically disadvantaged students are available on all IU campuses. Students on the IUPUI campus can seek additional information at <http://uits.iu.edu/page/akft>.

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 related to course content.
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 that are evidence-based.
4. The writing is clear with vocabulary that is specific to the course.
5. There is coherence within and between paragraphs.

6. The writing reflects critical thinking, linking the specific to the general and uses appropriate examples.
7. The writing follows APA requirements regarding sentence structure, punctuation, spelling, grammar and referencing unless otherwise specified by the faculty.
8. The writing is stated in the student's words and demonstrates their own, non-plagiarized work, and where ideas or materials of others are used, appropriate credit is given to original sources.
9. The writing demonstrates a reflection of Evidence Based Practice when appropriate.
10. The writing demonstrates the use of professional literature resources and WEB sites.

Technology and Information

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

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

Formal Communication

The School of Nursing recognizes students' Indiana University / IUPUI e-mail address as the only official means of formal communication via e-mail with students. All students are required to have Indiana University / IUPUI e-mail accounts.

Transportation

Clinical practice learning experiences are varied in setting and are located within the surrounding communities of Indianapolis, Columbus, and Bloomington. Students are expected to travel to and from all clinical experiences, are responsible for providing their own transportation, and are

expected to carry the appropriate insurance. The School of Nursing is not liable for any traffic violations or auto mishaps occurring during student commutes.

Additional Requirements

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

Last updated February 16, 2012

Graduate and Professional Policies

General Policies for the Graduate School of Nursing, All Campuses

Student Responsibility

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

English as a Second Language

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

General Policies

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

Transfer of Credits

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

Degree Programs

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

Study/Thesis Continuation

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

Academic Policies for the Graduate Programs in the School of Nursing

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

Semester Load

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

Absences

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

Leave Policy

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

Completion of Degree Requirements

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

Auditing of Courses

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

Withdrawals

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

Incomplete (I) Grades

The grade of Incomplete used on final grade reports indicates that the work is satisfactory as of the end of the semester, but has not been completed. The grade of Incomplete may be given only when the completed portion of a student's work in the course is of passing quality. Instructors may award the grade of Incomplete only upon a showing of such hardship to a student that would render it unjust to hold the student to the time limits previously fixed for the completion of the course work.

Deferred Grades

The grade of R (Deferred) is appropriate only as long as there is work in progress. Only certain courses are designated as courses for which the grade of R may be

awarded. All R grades must be changed to a letter grade before graduation.

Addition of Courses/Change of Section

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

Cumulative Grade Point Average

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

Computer Literacy

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

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

Professional/Technical Standards

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

ANA Standards of Professional Performance (revised 2004)

1. The nurse systematically evaluates the quality and effectiveness of nursing practice.
2. The nurse evaluates one's own nursing practice in relation to professional practice standards and relevant statutes and regulations.
3. The nurse acquires and maintains current knowledge in nursing practice.

4. The nurse interacts with and contributes to the professional development of peers, and other health care providers as colleagues.
5. The nurse's decisions and actions on behalf of patients are determined in an ethical manner.
6. The nurse collaborates with the patient, family and other health care providers in providing patient care.
7. The nurse uses research findings in practice.
8. The nurse considers factors related to safety, effectiveness, and cost in planning and delivering patient care.

ANA Code of Ethics for Nurses (revised 2005)

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

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Essential Abilities

The School of Nursing faculty have specified essential abilities (technical standards) critical to

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

1. Essential judgment skills to include: ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving around patient conditions and coming to appropriate conclusions and/or course of actions.
2. Essential physical/neurological functions to include: ability to use the senses of seeing, hearing, touch, and smell to make correct judgments regarding patient conditions and meet physical expectations to perform required interventions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.
3. Essential communication skills to include: ability to communicate effectively with fellow students, faculty, patients, and families and all members of the health care team. Skills include verbal, written, and nonverbal abilities consistent with effective communication.
4. Essential emotional coping skills: 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/conceptual skills to include: ability to measure, calculate, analyze, synthesize, and evaluate in order to engage competently in the safe practice of nursing.
6. Other essential behavioral attributes: ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair behavior or judgment. The student, in accordance with the Professionalism Expectation Document, must demonstrate responsibility and accountability for actions as a student in the School of Nursing and as a developing professional nurse.

(Policy III-E-13)

Last updated February 15, 2012

Undergraduate Policies

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

Special Expenses

- Practice kit fee—This kit includes supplies that the student will be using in the learning lab and clinical settings.
- Practicum fees—Certain courses at the School of Nursing are assessed practicum (clinical) fees in addition to credit hour charges.
- Uniform—All undergraduate nursing students must purchase the designated uniform and wear it, along with appropriate identification, while in clinical settings. Registered nurse students may wear a professional uniform appropriate to the clinical setting. Students not appropriately attired will be asked by their instructor to leave the clinical area.
- Lockers—Lockers are available for rental per semester for those attending the IUPUI campus in the School of Nursing building.
- Assessment—All undergraduate students receive learning assessment materials and exams to facilitate success in the program as well as on the nursing licensure examination. This fee is assessed each semester while in the nursing major.
- The student is expected to bear any programmatic expense, such as annual criminal background check fees, Kaplan Integrated Testing fees, computing expenses, and immunization costs.

Last updated February 18, 2010

Grade Replacement, Forgiveness, Repeating Courses, Auditing Required General-Education Courses

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

Auditing of Courses

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

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

Portfolio Review

Students may also pursue the portfolio option if they believe they have knowledge and skills consistent with specific required course objectives and outcomes. For more information on the portfolio process, please consult the current undergraduate or graduate student handbook on the School of Nursing Web site. As part of the portfolio

process, students will be expected to register for portfolio review credit. The academic counselor can facilitate this registration process.

Withdrawal

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

Last updated February 15, 2012

Good Standing

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

Last updated February 18, 2010

Academic Probation

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

Academic Probation:

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

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

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

1. The cumulative GPA is "C" (2.0) or higher.

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

Last updated February 15, 2012

Advanced Placement in the BSN Program

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

Last updated February 18, 2010

Orientation

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

Last updated February 18, 2010

Seven-Year Limit

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

Last updated February 15, 2012

Practicum/Clinical Absence Policy

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

policy dictated by the timing of and the circumstances surrounding the absences.

Last updated February 17, 2012

Course Grade Appeals

The Course Grade Appeal process provides recourse to a student who believes that an inappropriate grade has been assigned as a result of mechanical error, prejudice, caprice, or other improper conditions. The grade appeals process is designed to protect students from grade assignments that are inconsistent with policy followed in assigning grades to others in the course.

Last updated February 17, 2012

Eligibility for Licensure

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

Each student is responsible for meeting licensure application deadlines. Students wishing to be licensed in another state must contact that state's board of nursing directly. Students are responsible for processing all required licensure-related forms and applications and for meeting all state requirements for licensure. A graduate is eligible to schedule a date to take the computerized licensure examination once the State Board of Nursing has cleared the graduate to do so.

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

Last updated February 18, 2010

Transfer

Intra-Core Campus Transfer

Those students wishing to transfer intra-core campus (between IUB, IUPUC, and IUPUI campuses) need to check with the advisor on their home campus for the steps required to start the transfer process. Transfer will be granted only at the completion of the sophomore or junior year, and space is available and approved by the Dean, Director, or Head of both campuses.

Nursing students in good academic standing may seek intra-core campus transfer by petitioning the Admission, Progression, and Graduation (APG) Committee at least one semester in advance of the requested transfer. Due to the difference in course sequencing, students seeking transfer should do so only at the completion of all nursing courses required in the sophomore or junior year. Requests submitted to APG seeking mid-year program transfer are discouraged,

and these students may be required to complete supplemental course work due to course sequencing differences.

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

Transfer from other Universities or Colleges

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

Last updated February 17, 2012

Academic Progression

Problems related to students' academic progression that emerge during enrollment in their undergraduate nursing program are handled through a committee hearing process. Students wishing to appeal a progression issue should consult the department's undergraduate coordinator for information regarding this process. Students requesting an exception to policy must petition for a waiver from the Admission, Progression, and Graduation (APG) Committee. Students may also consult with their academic advisor.

Last updated February 17, 2012

Essential Support Services

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

Last updated February 10, 2010

Lifelong Learning/Continuing Education Program

The Office of Lifelong Learning offers programs, conferences, and Web-based courses for nurses and other health care professionals at the state, regional, national, and international levels. Programs are directed to the clinical practice of nursing and to educators in all settings—academic, acute care, long-term care, and other health care settings. Programs respond to the needs of the learner in regard to scheduling, level of content, and duration of instructional period.

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

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

Center for Research & Scholarship

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

Last updated February 10, 2010

Development Office

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

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

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

Last updated February 10, 2010

School of Nursing Alumni Association

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

The mission of the IU School of Nursing Alumni Association is to strengthen the school's connection

with its over 17,800 alumni by creating engagement opportunities via facilitation of professional, educational and social opportunities for not only alumni, but also students and friends of the school. The IU School of Nursing Alumni Association is governed by a Board of Directors, currently composed of 20 alumni members representing all degree levels offered by the school. In addition to professional, educational, and social opportunities, the Alumni Association presents awards annually to students and graduates for outstanding accomplishments in the school, the profession, and the community. It also publishes, in conjunction with the School of Nursing, the *Pulse of Indiana Nursing*, a quarterly magazine featuring current school and alumni news and related alumni activities. The IU Alumni Association office on the IUPUI campus is located on the 2nd floor of the University Place Conference Center, (317) 274-2289, and in Bloomington at 1000 East 17th Street, (812) 855-4822.

Nursing Current Faculty

- Applegate, Beth, MSN, RN, *Visiting Lecturer*
- Arthur, Amy, PhD, FNP, APRN-BC (Indiana University, 2005), *Clinical Assistant Professor*
- *Bakas, Tamilyn, PhD, RN, FAHA, FAAN (Indiana University, 1996), *Professor, PhD Program Coordinator*
- *Belcher, Anne, PhD, MSN, BSN (Indiana University, 1998), *Associate Professor, Chair, Department of Environments for Health*
- Bell, Linda, PhD (Duke University, 1973), *Professor*
- Bowers, Cindy, MSN, RN (University of Indianapolis, 2007), *Adjunct Clinical Lecturer*
- Braun, Elizabeth, MSN, RN (Indiana University, 2009), *Adjunct Clinical Lecturer*
- *Broome, Marion, PhD, RN, FAAN (University of Georgia, 1984), *Dean and Distinguished Professor*
- *Buelow, Janice, PhD, RN, FAAN (University of Illinois at Chicago, 1999), *Associate Professor, Chair, Department of Adult Health*
- *Burrage, Joe, Jr., PhD, RN, FAAN (Georgia State University, 2000), *Associate Professor*
- *Carpenter, Janet, PhD, RN, FAAN (University of Kentucky, 1996), *Professor, Sally Reahard Endowed Chair, Center for Enriching Quality of Life in Chronic Illness*
- *Champion, Victoria, PhD, RN, FAAN (Indiana University, 1981), *Distinguished Professor, Executive Associate Dean for Research*
- Clark, Carol, MSN, RN, *Visiting Lecturer*
- Crisp, Cheryl, PhD, RN, PCNS-BC, CRRN (Indiana University, 2009), *Assistant Professor, IUPUC*
- *Cullen, Deborah, EdD, MA, BS (University of Southern California, 1989), *Professor, Interim Chair, Department of Family Health*
- Davis, Kimberley, MSN, RN (Ball State University, 2008), *Adjunct Clinical Lecturer*
- *Draucker, Claire, PhD, RN, APRN, FAAN (Kent State University, 1988), *McBride Professor*
- *Dreifuerst, Kristina, PhD, RN (Indiana University, 2010), *Assistant Professor*
- Decker, Kim Alexander, MSN, RN, CNS (Indiana University, 1982) *Clinical Assistant Professor, IUBL*
- DeMeester, Deborah, MSN, RN, CNE (Indiana University, 1990), *Clinical Assistant Professor, Undergraduate Curriculum Coordinator, Adult Health*
- Dexter, Phyllis, PhD, RN (University of Minnesota, 1962), *Assistant Scientist, Center for Research & Scholarship*
- Dobbs, Cynthia, MSN, BSN (Indiana University, 1977), *Clinical Assistant Professor*
- *Duffy, Joanne, PhD, MSN, BSN, RN, FAAN (Catholic University of America, 1990), *Professor*
- *Ebright, Patricia, PhD, RN, FAAN (Indiana University, 1998), *Associate Professor, Associate Dean for Graduate Programs*
- *Ellett, Marsha, PhD, MSN, BSN, RN, NE-BC (Indiana University, 1996), *Professor*
- Ellis, Rebecca Bartlett, RN, MSN (Indiana University, 2005), *Clinical Assistant Professor, IUPUC*
- Eoff, Mary Jo, MS (Indiana University, 1974), *Senior Lecturer*
- Erler, Cheryl, DNP, MSN, RN (Purdue University, 2010), *Clinical Assistant Professor*
- *Feather, Rebecca, PhD, RN, NE-BC (Indiana University, 2011), *Assistant Professor, IUBL*
- Ferren, Melora, MSN, RN (Indiana Wesleyan University, 2009), *Adjunct Clinical Lecturer*
- *Fife, Betsy, PhD, RN (Indiana University, 1990), *Senior Scientist, Affiliate Faculty*
- *Fisher, Mary L., PhD, MSN (Kent State University, 1984), *Professor, Associate Vice Chancellor for Academic Affairs, IUPUI*
- Flora, Colleen, MSN, RN (Indiana University, 2008), *Adjunct Clinical Lecturer*
- *Friesth, Barbara, PhD, RN, (Indiana University, 1995), *Clinical Associate Professor, Director of Learning Resources Center*
- *Fulton, Janet, PhD, RN, ACNS-BC, FAAN (Ohio State University, 1990), *Associate Professor*
- Gates, Sharon, MSN, BSN (Indiana University, 1986), *Clinical Assistant Professor, IUBL*
- *Gerkenmeyer, Janis, PhD, MSN (Indiana University, 1999), *Associate Scientist*
- *Haase, Joan, PhD, MSN, FAAN (Texas Woman's University, 1985), *Emily Holmquist Professor in Pediatric Oncology Nursing*
- *Habermann, Barbara, PhD, RN (University of California, San Francisco, 1993), *Associate Professor*
- Hall, Norma, MSN, RN, BC (Indiana Wesleyan University, 2002), *Adjunct Clinical Lecturer*
- *Halstead, Judith A., PhD, ANEF, RN, FAAN (Indiana University, 1991), *Professor, Executive Associate Dean for Academic Affairs*
- *Hanna, Kathleen, PhD, MSN (University of Pittsburgh, 1990), *Associate Professor*
- Harmon, Debra, RN, CCRN, MSN *Visiting Lecturer, IUBL*
- *Hendricks, Susan, EdD, MSN, RN (Ball State University, 2000), *Associate Professor, Associate Dean for Graduate Programs*
- *Hensel, Desiree, PhD, RNC-NIC, CNE, RYT (Ball State University, 2004), *Assistant Professor, IUBL*
- Hernandez, Corrinne, MSN, RN, *Visiting Lecturer*

- *Hickman, Susan, PhD, MA, BS (University of Kansas, 2009), *Associate Professor*
- *Horton-Deutsch, Sara, PhD, CNS, RN (Rush Medical College, 1993), *Associate Professor*
- Hughes-Gay, Marsha, MSN, MPH, RN, CCRC (Indiana University, 2009), *Clinical Assistant Professor*
- *Ironside, Pamela, PhD, ANEF, FAAN (University of Wisconsin, Madison, 1997), *Associate Professor*
- *Krothe, Joyce, PhD, RN (Indiana University, 1991), *Professor, Assistant Dean, IUBL*
- *Lasiter, Rita Sue, PhD, RN, (University of Missouri, 2008), *Assistant Professor*
- Laux, Marcia, MSN, RN, NE-BC (University of Colorado, 1987), *Clinical Assistant Professor, IUBL*
- *Lee, Mikyoung, PhD, MSN, BSN, RN (University of Iowa, 2009), *Assistant Professor*
- Linde, Beverly, PhD, RN, CNE (University of Michigan, 1989), *Clinical Associate Professor*
- *Lu, Yvonne, PhD, RN (Case Western Reserve University, 1997), *Assistant Professor*
- *Magee, Tracy, PhD, MSN, BSN, RN (Boston University, 2009), *Assistant Professor*
- *McDaniel, Anna, PhD, MA, BS, RN, FAAN (Indiana University, 1991), *Chancellor's Professor, Associate Dean, Center for Research & Scholarship*
- *McLennon, Susan, PhD, RN (University of Alabama, 2008), *Assistant Professor*
- *McNelis, Angela, PhD, MSN, BSN, ANEF (Indiana University, 2000), *Associate Professor*
- McNett, Susan, PhD, RN, CRRN (Indiana University, 1985), *Clinical Assistant Professor*
- Meek, Julie, PhD, BSN, RN, (Indiana University, 1993), *Clinical Associate Professor*
- Milgrom, Lesley, MSN, RN, (Indiana University–Purdue University Indianapolis, 1996), *Clinical Assistant Professor*
- Miller, Wendy, PhD, MSN, RN, CCRN (Indiana University, 2011), *Assistant Professor, IUBL*
- Moorman, Margaret, MSN, RN, WHNP (Drexel University, 2007), *Clinical Assistant Professor*
- Mueller, Mary, PhD, MSN (Case Western Reserve, 1988), *Clinical Assistant Professor*
- Murray, Bethany, RN, PMHCNS-BC (Indiana University, 1992), *Clinical Assistant Professor, IUPUC*
- Needler Hosmer, Kristen, MSN, RN (Indiana University, 2010), *Clinical Assistant Professor, IUPUC*
- *Oruche, Ukamaka, PhD, RN, PMHCNS-BC (Indiana University, 2011), *Assistant Professor*
- *Otte, Julie Elam, PhD, MSN, BSN, RN, OCN (Indiana University, 2008), *Assistant Professor*
- Perkins, Danielle, EK, MSN, RN, *Visiting Lecturer*
- *Pesut, Daniel, PhD, RN, PMHCNS-BC, FAAN (University of Michigan, 1984), *Professor*
- Phillips, Janet, PhD, RN (Indiana University, 2009), *Clinical Assistant Professor, RN-BSN Consortium Director*
- Poore, Julie, MSN, RN (University of Phoenix, 2006), *Clinical Assistant Professor*
- Powell, Jarethea, MSN, RN, CNE (Vanderbilt University, 1980), *Senior Lecturer*
- Rasmussen, Lori, PhD, MS, RN (Indiana University, 2002), *Clinical Assistant Professor*
- *Rawl, Susan, PhD, RN, FAAN (University of Illinois at Chicago, 1989), *Associate Professor*
- *Reising, Deanna, PhD, RN, ACNS-BC, ANEF (Indiana University, 1999), *Associate Professor, MSN Nursing Education Track Coordinator, IUBL*
- *Riner, Mary Beth, PhD, RN (Indiana University, 1998), *Associate Professor, DNP Program Coordinator*
- Robb, Sheri, PhD, MT-BC (University of Kansas, 1999), *Associate Scientist*
- Rowles, Connie, DSN, RN (University of Alabama-Birmingham, 1992), *Visiting Clinical Associate Professor*
- *Russell, Kathleen, PhD, MSN (Indiana University, 1993), *Adjunct Associate Scientist*
- Russo, Barbara, MSN, RN (Indiana University, 1984), *Clinical Assistant Professor*
- Sanders, Shirley, MSN, APRN-BC (Indiana University, 1998), *Clinical Assistant Professor, IUPUC*
- Schwindt, Rhonda, MSN, RN, (Indiana University, 1993), *Clinical Assistant Professor*
- Sharer, Beth, DHA, NEA-BC, RN, HFA, FACHE (Central Michigan University, 2006), *Clinical Assistant Professor, Division Head, IUPUC*
- Shea, Roberta, MSN, RN, CCNS (Indiana University, 1999), *Clinical Assistant Professor, IUBL*
- *Shieh, Carol, DNSc, MSN (Kashsiung Medical College—Yale, 1998), *Associate Professor*
- *Sims, Sharon, PhD, ANEF, FAANP (University of Utah, 1986), *Professor*
- Sinclair, Linda, MSN, RN, ONC, *Visiting Lecturer*
- Sipes-Fears, Debra, MSN, RN, *Visiting Lecturer*
- Stephenson, Evelyn, MSN, BSN (Indiana University, 1983), *Clinical Assistant Professor*
- *Stiffler, Deborah, PhD, MSN, AAS (Indiana University, 2002), *Associate Professor*
- Styron, Ann, MSN, APRN-BC (Indiana University, 2005), *Clinical Assistant Professor, IUPUC*
- *Sutton, Margaret, PhD, RN (Indiana University, 1990), *Clinical Assistant Professor*
- Sweitzer, Vema, MSN, RN (Emory University, 1978), *Adjunct Clinical Lecturer*
- *Swenson, Melinda, PhD, MSN, BSN, ANEF, FAANP (Indiana University, 1991), *Professor*
- Taylor, Carol, MSN, RN (Indiana University, 1975), *Clinical Assistant Professor*
- Tielker, Samantha, MSN, RN, *Visiting Lecturer*
- *Von Ah, Diane, PhD, RN (University of Alabama-Birmingham, 2003), *Assistant Professor*
- Walker, Mila, MSN, RN, BC (Indiana University, 2005), *Clinical Assistant Professor*
- Waltz, Rachel, DNP, MSN, RN, WHNP-BC (Purdue University, 2010), *Clinical Assistant Professor*
- Washington, Michelle, MSN, RN (University of Indianapolis, 2008), *Adjunct Clinical Lecturer*
- Watts, Pat, MNsc, BSN, RN, (University of Arkansas, 1975), *Clinical Assistant Professor, IUBL*

- *Weaver, Michael, PhD, MSN, BSN, RN, FAAN (University of Toledo, 1990), *Director, Statistical Services, Center for Nursing Research & Scholarship, Professor*
- *Welch, Janet, PhD, RN, FAAN (Indiana University, 1996), *Professor*
- Welch, Joyce, MSN, BSN (Indiana University, 1991), *Clinical Assistant Professor, Undergraduate Curriculum Coordinator, Family Health*
- Wocial, Lucia, PhD, MSN, RN (Oregon Health Sciences University, 1997), *Adjunct Assistant Professor*
- *Wonder, Amy, PhD, RN (Indiana University, 2011), *Assistant Professor, IUBL*
- Woolf, Shirley, MSN, RN, MA, CCRN, CNE (Indiana University, 1987), *Clinical Assistant Professor*
- Wyatt, Erin Elizabeth, MSN, BSN, *Visiting Lecturer, IUBL*
- Young, Judith, DNP, MSN, RN (Purdue University, 2011), *Clinical Assistant Professor*
- Zeiher, Wendy, MSN, RN, CNOR, *Visiting Lecturer*
- Ziner, Kim Wagler, PhD (Indiana University, 2008), *Assistant Scientist*

* Graduate Faculty

Nursing Emeriti Faculty

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

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

Courses

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

Bachelor of Science in Nursing (BSN) Courses

NURS-B 230 Developmental Issues and Health

(4 cr.) P: Introduction to Psychology; Recommended:

Cultural Diversity cluster course. (Required on IUPUI campus.) (Traditional) This course focuses on the theoretical perspectives of growth and development, family theories and family adaptation at different stages, and usual patterns of aging. Students will make assessments of individuals in various stages of life to identify developmental issues of interest to nursing and the impact of these issues on health phenomena.

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

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

NURS-B 232 Introduction to the Discipline of Nursing: Theory, Practice, Research (3 cr.)

(Traditional and Accelerated) This course focuses on core theoretical concepts of nursing practice: health, wellness, illness, holism, caring, environment, self-care, uniqueness of

persons, interpersonal relationships, and decision making. Through integrating theory, research, and practice, this course helps the student understand nursing's unique contributions to meeting societal needs.

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

NURS-B 244 Comprehensive Health Assessment (2 cr.) P: All third-semester nursing courses; P/C: Anatomy, Physiology, or Microbiology; C: B245. (Traditional, Accelerated) This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, functional, and environmental aspects of health. The process of data collection, interpretation, documentation, and dissemination of assessment data will be addressed.

NURS-B 245 Comprehensive Health Assessment: Practicum (2 cr.) (Traditional, Accelerated, and R.N.-B.S.N.) P: All third-semester courses; C: B244. Students will have the opportunity to use techniques of interview, observation, percussion, palpation, inspection, and auscultation in assessing clients across the life span in simulated and actual environments.

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

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

NURS-H 351 Alterations in Neuro-Psychological Health (3 cr.) P: All three fourth-semester nursing courses, Anatomy, Physiology, Microbiology; C: H352. (Traditional and Accelerated) This course focuses on individuals and small groups experiencing acute and chronic neuropsychological disorders. Content includes the effect of brain and body disturbances on health functioning. Other content areas are growth and development, stress, mental status, nurse-client relationships, psychopharmacology, and nursing approaches for clients experiencing DSM-IV neuropsychological disorders.

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

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

NURS-H 353 Alterations in Health I (3 cr.) (Traditional and Accelerated) P: All fourth-semester nursing courses, Anatomy, Physiology, Microbiology; C: H354. This course focuses on the pathophysiology and holistic nursing care management of clients experiencing acute and chronic problems. Students will use critical thinking and problem-solving skills to plan interventions appropriate to health-care needs.

NURS-H 354 Alterations in Health I: Practicum (2 cr.) P: All fourth-semester nursing courses. C: H353. (Traditional and Accelerated) Students will apply the science and technology of nursing to perform all independent, dependent, and interdependent care functions. Students will engage clients in a variety of settings to address alterations in health functioning, identify health care needs, and determine the effectiveness of interventions given expected outcomes.

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

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

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

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

NURS-H 364 The Developing Family and Child: Practicum (3 cr.) P: All fifth-semester nursing courses. C: H363. (Traditional and Accelerated) Students will have

the opportunity to work with childbearing and child-rearing families, including those experiencing alterations in health.

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

NURS-S 470 Restorative Health Related to Multi-System Failures (3 cr.) P: All sixth-semester nursing courses. C: S471 (Traditional and Accelerated) This course focuses on the pathophysiology and nursing care management of clients experiencing multi-system alterations in health status. Correlations among complex system alterations and nursing interventions to maximize health potential are emphasized.

NURS-S 471 Restorative Health Related to Multi-System Failures: Practicum (2 cr.) (Traditional and Accelerated) P: All sixth-semester nursing courses; C: S470. Students will apply the nursing process to the care of clients experiencing acute multi-system alterations in health.

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

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

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

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

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

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.) (Traditional, Accelerated) P: S481, S482, or permission of instructor; C: S484. Students will have the opportunity to demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills. Students will collaborate with faculty and a preceptor in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner.

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

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

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

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

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

Electives

NURS-E 401 Pediatric Intensive Care: Didactic (3 cr.) Web-based course. This online didactic course provides comprehensive content on critical care concepts of the pediatric patient and family. The course is divided into modules: psychosocial, respirator, cardiovascular,

neurology, gastroenterology, renal/endocrine, hematology/immunology, trauma, and multisystems issues. Online activities and critical thinking vignettes help the learner apply and synthesize the critical care concepts. Modules also contain a pre-test for student self-evaluation, decision-making activities, and exams to validate the learners' knowledge. Course is open to any B.S.N. student (IU system) who has completed sixth semester and R.N.-B.S.N. students.

NURS-E 402 Pediatric Intensive Care: Practicum (3 cr.)

Web-based course. This practicum involves 112 clinical hours with a selected pediatric intensive care preceptor. Clinical time is worked out with an assigned preceptor, promoting flexible, accessible learning. Students are involved in caring for clients with critical care health disruptions and multi-system problems. Within the practicum, many pediatric intensive care skills are taught, observed, practiced, and evaluated by the preceptor, such as chest tube management, cardiac rhythm interpretation, external ventricular drain management, etc. Locations for the practicum experiences may vary with individual students and request for specific locations. Course is open to any B.S.N. student (IU system) who has completed sixth semester and R.N.-B.S.N. students.

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

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

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

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

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

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

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

Specifically for students accepted to nursing honors study option. This course will cover various research topics in each semester of the nursing major, helping prepare

students to complete a senior thesis. Students will receive a grade of R until senior thesis is complete.

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

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

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

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

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

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

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

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

NURS-K 497 MINDFULNESS-BASED WELLNESS (3 cr.)

This course is appropriate for all healthcare and social service related fields, including, but not limited to, pre-nursing and nursing student electives, pre-med, psychology, and social work students. This course will introduce mindfulness practice as a skillful approach to personal sustainability (care for the caregiver) and will expand one's understanding of this practice in integrative patient care. This class is appropriate for both new and

seasoned meditation practitioners. This class includes one full day meditation retreat on a weekend.

Graduate Courses

Core Courses

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

NURS-N 504 Leadership for Advanced Nursing Practice (3 cr.) This course addresses core competencies essential to all advanced nursing practice roles and health care in complex systems.

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

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

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

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

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

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

Other Courses

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

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

NURS-C 555 Advanced Nursing Care of Children and Families I (6 cr.) P: C550, C661. This course prepares advanced practice nurses for the specialized care of children and their families. Complex, unique, or challenging health issues are examined. Students develop skills in critical thinking, ethical decision making, and the facilitation of behavioral change to assume a leadership role in improving health outcomes. 15 non-lecture contact hours.

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

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

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

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

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

NURS-D 602 Responsible Conduct of Research (1 cr.) Students will develop knowledge regarding the responsible conduct of research, including conflict of interest, responsible authorship, policies for handling misconduct, data management, data sharing, policies

regarding the use of animals and/or human subjects, and institutional vs. individual responsibilities for scientific integrity. This meets the NIH requirements for instruction of pre- and postdoctoral fellows.

NURS-D 607 Theoretical Perspectives of Nursing Science (3 cr.) P: Placement in curriculum: first semester
C: D701 Focus is on the development of nursing science. Philosophy of science as an influence on theory development and historical perspectives on the development of theory and science in the discipline will be analyzed. Identification of significant phenomena of interest to the discipline, analysis of the principles of theory construction and evaluation of the various dimensions of theoretical conceptualizations both in and outside the discipline will be included.

NURS-D 608 Middle-Range Theory (3 cr.) P: Admission into Ph.D. program, D607, or permission of instructor. This course focuses on examination and implementation of methods for applying middle range theories in nursing. Emphasis is on evolving phenomena of relevance to nursing utilizing selected middle range theories to enhance knowledge development.

NURS-D 615 Health Care Outcomes and Decision Making (3 cr.) Health care leaders of the future will be judged increasingly on their ability to achieve positive quality outcomes and safe patient care through working together in interdisciplinary leadership teams. This course is designed for graduate level learners in medicine, nursing, public health, informatics, health administration and other health related disciplines.

NURS-D 627 Health Care Outcomes and Decision Making (3 cr.) Elective course open to all graduate students regardless of major, or permission of instructor P: Graduate status or permission of instructor
Computer skills required: E-mail, Microsoft Office Suite, Oncourse This course focuses on examination and discussion of the myths, theories and scientific evidence surrounding menopause, a life transition that affects all women who reach midlife. The course explores biocultural, evolutionary, adaptationist, ecological, and gerontological theories and scientific controversies surrounding women's experiences and outcomes. Course content is relevant to students from a wide range of disciplines including but not limited to nursing, education, health and rehabilitation sciences, informatics, journalism, anthropology, medicine, social work, and biology.

NURS-D 700 Nursing Research Seminar (3 cr.)
P: Admission to the Ph.D. program. C: D607 Nursing Theory II. This seminar for predoctoral/postdoctoral nursing students provides an opportunity for career socialization; facilitates achievement of individual research goals; and enables students to acquire knowledge, skills, and abilities to support professional development as a nurse scientist.

NURS-D 701 Nursing Inquiry and Scholarship: Introduction to Doctoral Study (3 cr.) P: Admission to the Ph.D. program. C: D607. Examination and development of knowledge, skills, and strategies to support critical and creative thinking, identification of research and evaluation interests, socialization, and development of scholarship in nursing.

NURS-D 735 Clinical Epidemiology and Statistics in Nursing (3 cr.) This course provides students with intermediate epidemiologic concepts of populations and biostatistical techniques for understanding and using health research is the focus. Principles and methods of data analysis central to understanding health-related indicators for population health management will be used. Students will be prepared to function as members of a research team.

NURS-D 736 Inquiry I: Evidence-based Research and Translation Science (1-3 cr.) This course focuses on advanced applications of evidence-based practice. The course emphasizes foundational and advanced concepts of evidence-based practice and requires application of principals of EBP, thorough literature searches, appraisals of literature and formulation of plans. Clinical problems will be the basis of EBP literature searches and analyses.

NURS-D 737 Inquiry II: Evidence-based Research and Translation Science (1-3 cr.) Synthesis of knowledge regarding implementation models and strategies used for translating evidence into practice is the focus of this course. Students explore organizational aspects of change influencing innovation, quality improvement, and program evaluation. Developing and preparing to implement and evaluate a translational science project is a component of the course.

NURS-D 743 Influencing Health Public Policy (3 cr.) Designed for nurses and other professionals interested in influencing public policy related to the health system and resources; this course focuses on policy-making at the state/national level. Participants engage in interactive discussions with policy makers, learn about the forces that influence health policy decisions and apply health services research.

NURS-D 744 Strategic Resource Management in Nursing and Health Systems (3 cr.) The design and execution of strategies to manage human and financial resources within complex health systems. The course has two central themes: (1) How to think systematically and strategically about managing an organization's human and financial assets, and (2) How to implement these strategies to achieve the organization's objectives.

NURS-D 749 DNP Practicum (1-3 cr.) C: Concurrent enrollment in DNP didactic course required. Provides opportunities to develop knowledge and skills in specific area of advanced nursing practice or professional role, building on didactic courses. Includes in-depth work with experts from multiple disciplines, and engagement within communities of practice. Enables students to synthesize and integrate leadership, policy, inquiry, evidence-based practice, and clinical expertise in selected settings. New course with variable credit proposed. A total of 7 credit hours of practicum course work will be required of students to meet the 1000 post baccalaureate practice hour requirement for the DNP degree. (DNP students will take a total of 7 credits over the course of their program). Clock hour to credit hour ratio: 5 clock hours to one credit hour per week (total 75 clock hours per credit per semester).

NURS-D 751 Knowledge Complexity (3 cr.)
P: Admission to the Ph.D. program. Evaluation of models, theories, methods, and research that supports strategic

learning, knowledge work, and knowledge translation in complex systems.

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

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

NURS-D 751 Quality of Life in Acute and Chronic Illness (3 cr.)

P: Admission to the Ph.D. program. This course examines in depth the concept of quality of life research, beginning with the clients' perspectives across a variety of social contexts. Theoretical underpinnings and conceptualizations, research methods, and measurements are examined for congruence with various perspectives for usefulness in advancing nursing science.

NURS-D 751 Health Behaviors (3 cr.) P: D607, R603.

The focus of this course is an in-depth analysis of the theoretical and research literature that supports health behavior change. Students will have the opportunity to critically evaluate theories/models applicable to health behavior and to complete an intensive analysis of a health behavior relevant to their area of research.

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

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

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

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

NURS-D 752 Directed Research Practicum (3 cr.)

P: Admission to the Ph.D. program. C: Linked in curriculum to D751 but need not be taken concurrently. Students will develop research skills through directed study and supervised research experience. Learning is related to a D751 focus course and the student's interest

area. Multidisciplinary research experience may include, but is not limited to, pilot-testing and evaluating research methods, data collection, data analysis, and secondary analysis of existing datasets relevant to the student's research interests. This course may be taken more than once

NURS-F 570 Advanced Health Assessment Across the Lifespan (3 cr.)

This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults, and aging people. In addition, students develop skills in family and community assessment.

NURS-F 572 Primary Health Care of Children (3 cr.)

(3 credit hrs:2 didactic, 1 clinical for F.N.P. majors) Enables students to develop a knowledge base for clinical decision making in assessment and provision of primary health-care nursing for children and families. Topics include health promotion/maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in children. 5 clinical hrs./wk.

NURS-F 574 Primary Health Care of Adults (3 cr.)

(3 credit hrs:2 didactic, 1 clinical for F.N.P. majors) Enables students to develop a knowledge base for clinical decision making in the assessment and management of primary health-care for adults and families. Topics include health promotion and maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in adults. 5 clinical hrs./wk.

NURS-F 576 Primary Health Care of Women (3 cr.)

(3 credit hrs:2 didactic, 1 clinical for F.N.P. majors) Enables students to develop a knowledge base for clinical decision making in the assessment and provision of primary health care for women and families. Topics include health promotion and maintenance, disease prevention, diagnosis, and treatment of common acute and stable chronic illnesses in women. 5 clinical hrs./wk.

NURS-F 578 Primary Health Care of Families—

Clinical (5 cr.) Enables the F.N.P. student to develop a practice base for clinical decision making in the assessment and management of health care of families. The course includes identification of health needs, nursing interventions for the prevention of illness, and health promotion. 25 clinical hrs./wk.

NURS-F 700 Theories for Family Health (3 cr.)

The focus of this course is identifying, analyzing, and evaluating theories relevant to physical, mental and social issues in family health. Emphasis will be on the application of theories to specific family health problems to guide theoretically driven research questions and hypotheses. Future theoretical development in family health will also be addressed.

NURS-F 701 Family Systems Interventions (3 cr.)

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

NURS-F 702 Family Research Methods (3 cr.) This course provides the student the opportunity to analyze

and apply family research methods as a foundation for conducting family research. Students evaluate family research literature and findings and obtain the knowledge to implement family research studies. Students examine designs in family studies; apply techniques for strengthening designs and address instrumentation, sampling, data collection, and unit of analysis issues specific to family research.

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

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

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

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

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

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

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

NURS-H 548 Community-Based Nursing Practicum (3 cr.) Students conduct a practicum experience in order to synthesize theory and research related to program development or evaluation of community-based intervention. Mainstream and multicultural community

experiences and activities are independently planned to meet student career goals. 15–30 clinical hrs./wk.

NURS-H 630 Community Health Planning and Implementation (4 cr.) P: H537, H538. Analysis of concepts, ethical principles, frameworks, models of practice, and research related to community-based nursing. Working with mainstream and multicultural community leaders, students design a plan for a community-based intervention and outcome evaluation appropriate at the local level.

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

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

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

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

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

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

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

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

NURS-J 690 Readings in Clinical Nursing (1-3 cr.) Topic arranged depending on the needs and interests of the student.

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

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

NURS-L 574 Administrative Management in Nursing (3 cr.) P: L573. Content derived from contemporary environmental, personnel, and organizational issues related to the administration of nursing services with an emphasis on management principles and processes.

NURS-L 575 Corporate and Public Policy for Nursing Executives (3 cr.) This course is designed to prepare nurse administrators for active policy-making participation in health-care organizations, professional associations, and governmental agencies. The focus of the course is on managerial decisions and on building coalitions for policy at the organizational, local, regional, national, and international levels.

NURS-L 579 Nursing Administration Practicum (3-6 cr.) P: L574 and SPEA V610. A practicum experience designed for synthesis of theory and practice. Agency observation and activities are independently planned. Includes group seminars. 15 clinical hrs./wk.

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

NURS-L 670 Economic Analysis of Nursing and Health Systems (3 cr.) This course provides the economic context for nursing administration and a forum for students to analyze key nursing administration and health systems issues from a perspective of economic value to the community they serve.

NURS-L 671 Financial Management: Nursing (3 cr.) Designed to acquaint nurses with budget preparation and fiscal management of a nursing unit or division. Methods of obtaining personnel input, estimating costs, and cost justification are analyzed in depth.

NURS-L 775 Organizational Theories in Nursing (3 cr.) An analysis of existing organizational theory for the purpose of identifying, extending, or modifying theory for application in the nursing service or education sectors.

NURS-M 500 The Scientific Basis for Clinical Nurse Specialist Practice (3-4 cr.) This course focuses on understanding the clinical nurse specialist role and practice. Emphasis is placed on theory and science

related to chronic illness prevention, risk reduction and management for individuals in the context of families. Students use clinical reasoning to diagnose actual or potential problems amenable to nursing interventions, and design, implement and evaluate evidence-based nursing interventions for specialty populations of adults across the lifespan.

NURS-M 559 Stress and Coping (3 cr.) This course focuses on analyzing psychological and psychophysiological theories of stress and coping. Students apply principles of interviewing to identify experiences of stress, and use clinical reasoning to diagnose stress related problems for adults across the life span. Students design, implement and evaluate evidence-based nursing stress management interventions for individuals and their families.

NURS-M 560 Enhancing Health Behaviors Through Psycho-Educational Intervention (3 cr.) This course focuses on the application of science to enhance individual health behaviors of adults across the lifespan through psycho-educational interventions. Emphasis is on the development of psycho-educational interventions to support health-related decision-making and self-management through learning and cognitive restructuring. Learning and other relevant theories are presented to guide intervention design, implementation and evaluation.

NURS-M 565 Symptom Management and Functional Enhancement (4 cr.) This course focuses on the application of theory and science to improve patient outcomes related to symptoms and functional status in the context of chronic illness. Theory, research and evidence are analyzed in the design, implementation and evaluation of nursing interventions to optimize outcomes for adults across the adult life span.

NURS-M 575 Clinical Nurse Specialist Role in Health Systems (3-4 cr.) This course prepares clinical nurse specialists to function as leaders within complex health systems. Students synthesize and apply theories and research to advance the practice of nursing for a specialty population of adults across the lifespan experiencing chronic illness. Emphasis is placed on leading nurses and multidisciplinary teams in achieving safety, quality, and cost-effective outcomes.

NURS-P 510 Neuro-Psychopharmacology (3 cr.) Considers indications, therapeutic uses, neurophysiological mechanisms of action, and side effects of the major classifications of psychotropic drugs. Relevant research is examined, as is clinical application pertinent to current psychiatric mental health practice, including therapeutic management, psychodynamics, and combination of drugs with other treatment modalities.

NURS-P 515 Assessment in Advanced Psychiatric Nursing (3 cr.) Methods and skills for completing a comprehensive mental health assessment are emphasized. Content includes criteria for DSM, psychiatric nursing diagnosis, ICD, and functional abilities, developmental status, and cultural influences. Students become familiar with standardized assessment tools commonly used in psychiatric/mental health settings. 5 clinical hrs./wk.

NURS-P 558 Psychiatric/Mental Health Advanced Practice Nursing Across the Lifespan (3 cr.) P: P510;

P515; N502 • Placement in curriculum: a required course for MSN, psychiatric/mental health adult/geriatric major Treatment models and research findings related to the care of persons across the lifespan with mental illness are examined, analyzed, evaluated, and implemented in clinical practice. The interrelationships of neurobiology, gender, development, environment, and culture are explored in relation to how they guide therapeutic approaches to treatment. Sociopolitical forces that influence advanced nursing practice and health care delivery are examined. Supervised clinical experiences focus on developing advanced practice skills in clinical management, crisis intervention, health promotion and illness prevention.

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

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

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

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

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

NURS-P 672 Advanced Clinical Practice in Psychiatric/Mental Health Nursing II (3 cr.) In this practicum, students expand their practice to indirect care responsibilities, including clinical supervision, evaluation of treatment environments, program development, and interdisciplinary collaboration. Students examine social, legal, economic, and ethical issues to develop goals for future professional development and contributions to nursing. 10 clinical hrs./wk.

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

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

NURS-R 603 Foundations of Quantitative Research (3 cr.) P: Concurrent or Pre-requisite to Theory 1 and R607 The focus of this course is on in-depth critique of the quality indicators for quantitative research designs. Designs, sampling methods, data collection methods, measurement strategies, and quality of measures are evaluated for threats to internal and external validity. In addition, the logical consistency among problem, purpose, design, data analysis and conclusions are examined.

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

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

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

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

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

NURS-R 610 Foundations of Qualitative Research (3 cr.) The focus of this course is on in-depth critique of the quality indicators for qualitative research designs. Designs, sampling methods, data collection methods, and analysis methods are evaluated for threats to credibility, neutrality, consistency, and usefulness of findings. In addition, the consistency among research question, purpose, design, data analysis, and conclusions are examined.

NURS-R 611 Advanced Qualitative Research Methods (3 cr.) P: R500, R603, R610, or consent of faculty. Elective course provides context for deeper analysis of selective qualitative methodologies. Critical skills include developing research questions appropriate for selected methodologies and defending methodological choice. Students refine and conduct a pilot research project, including IRB submission, data collection/analysis, application of quality criteria, and preparation of a publishable research report.

NURS-R 612 Interpretive Data Analysis (1-3 cr.) P: R610, R611 and completed qualitative data collection from D752 or with permission of course faculty. This course advances new qualitative researchers in building a foundation of philosophical, theoretical and practical understanding of interpretive research methods, study designs, conditions of rigor in qualitative research, and research team building. Students will explore ways of grounding their findings in the works of interpretive phenomenology, grounded theory and other interpretive methods meeting the needs of students. Students will explore multiple avenues for dissemination of interpretive research findings.

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

NURS-R 899 Dissertation in Nursing (1-9 cr.) P: Candidacy status in the doctoral program. In collaboration with the student's dissertation chair, dissertation development is facilitated. The seminar is a forum for students to explore with their peers research problem development, theoretical foundations,

methodology, and data analysis to launch their dissertation research. Format and procedures for progression in the dissertation process are also discussed. The student's dissertation chair is involved as the student progresses through the semester.

NURS-S 674 Management of the Acutely Ill Adult 1 (6 cr.) This course focuses on assessment, diagnosis, and collaborative management of adults who are acutely/critically ill or are experiencing exacerbation of a chronic health problem. Clinical focus is on the role of the acute care nurse practitioner working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. 15 clinical hrs./wk.

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

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

NURS-T 600 Scientific Basis for Clinical Teaching in Nursing (3 cr.) P: N502, N504, R500, R505 or permission of course faculty C: T670 All students must satisfy the Indiana University School of Nursing RN licensure, background check, immunization and CPR requirements and provide documentation of this prior to the first day of class. This course includes an integration of concepts of population-based clinical practice and teaching in clinical environments. Emphasis is placed on the relationship between nursing theory, quality and safety, evidence based practice and teaching and learning in clinical settings.

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

NURS-T 617 Evaluation in Nursing (3 cr.) Integration of concepts of assessment and evaluation into a nursing education framework. Students analyze assessment/evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

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

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

NURS-T 679 Nursing Education Practicum (3 cr.)

A practicum experience designed for application, demonstration, and synthesis of theory and competencies related to the role of nurse educator. Learning experiences are planned and negotiated to meet individual learning goals in the context of preceptor supervised experiences. M.S.N. nursing education major students are required to take a 2 credit J595 special topics course concurrently with T679.

NURS-T 800 Preparing Future Faculty (2 cr.)

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

NURS-W 540 Writing for Publication (3 cr.)

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

NURS-Y 512 Advanced Concepts in Gerontology (3 cr.)

P: Consent of instructor. Introductory/survey course in gerontology and consent of instructor. Enables students to synthesize theoretical and practical concepts from different disciplines to meet the primary health-care needs of elderly adult clients and their families.

NURS-Y 515 Advanced Pathophysiology (4 cr.)

Provides advanced knowledge of pathophysiology as the foundation for nursing management in the health care of adults.

NURS-Y 535 Dynamics of Family Health Care (3 cr.)

Provides students with opportunities to study families within the community context. Consideration is given to theories of family functioning and roles in family health care, using family assessment tools and other nursing intervention strategies.

NURS-Y 550 Advanced Adult and Geriatric Health Assessment (3 cr.)

Enables students to learn psychomotor skills required for performing physical examinations. This course also provides the theoretical

basis to begin the process of physical diagnoses of health and illness. 5 clinical hrs./wk.

NURS-Y 552 Health Maintenance for Adults (5 cr.)

Provides the basis for synthesizing health status information for nursing interventions aimed at helping adults and families to assume responsibility for the prevention of illness and the promotion and maintenance of health. 15 clinical hrs./wk.

NURS-Y 554 Advanced Nursing Management—Adult (2 cr.)

Enables the student to use nursing research data and theoretical knowledge to support advanced nursing practice in primary health-care nursing.

NURS-Y 555 Collaborative Clinical Practice in Primary Health-Care Nursing (4 cr.)

Provides opportunities for students to develop advanced clinical practice in primary health-care nursing. Seminar provides for the analysis of nursing management through care presentations. 20 clinical hrs./wk.

NURS-Y 556 Advanced Nursing Management of the Oncology Client (4 cr.)

P: Y515, Y550, Y552, Y562, or consent of instructor. Provides the nurse practitioner concentrating in oncology with an overview of advanced nursing management for adults with cancer. Students will learn how to facilitate patient transition through screening and detection, diagnosis, acute care, rehabilitation, and the terminal phase. 5 clinical hrs./wk.

NURS-Y 562 Pathophysiology of Cancer (2 cr.)

P: Y515, Y550, or consent of instructor. A pathophysiological approach to nursing care of clients with localized or invasive cancer.

NURS-Y 565 Interdisciplinary Practicum in Gerontology (3 cr.)

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

NURS-Y 600 Clinical Reasoning & Diagnostic Processes in Advanced Practice Nursing (3 cr.)

P: Y515, R500 or permission of instructor; C: C550, or Y550, or F570, or T550 depending on specialty major. Introduces students to clinical reasoning and diagnostic processes used in providing health care in primary and acute care settings. Students apply knowledge and skills from pathophysiology, physical assessment, and evidence based practice to decision making in direct patient care. Issues related to third party reimbursement, regulation and scope of practice, and the ethics of diagnostic decision making are included.

NURS-Y 612 Applied Pharmacology for Advanced Nursing Science (3 cr.)

P: Admission to NP major or permission of instructor This guided online course focuses on pharmaceuticals, pharmacokinetics, pharmacodynamics, pharmacoeconomics, and pharmacotherapeutic decision making for advanced practice nursing. This course builds on and advances understanding of anatomy, physiology, pathophysiology, physical assessment, microbiology, and pharmacology. Additionally, it emphasizes the history and foundational concepts related to pharmacotherapeutics, application of pharmacotherapeutic principles, and

synthesis of pharmacotherapeutics for advanced practice nursing.

Pre-Nursing Courses

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

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

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

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

NURS-A 192 Special Topics in Nursing: Practicum (1-3 cr.)

P: Completion of all required course work noted or permission of instructor. Students will have an opportunity to pursue areas of nursing practice that complement their program of study. Course offerings will be based on resource availability.

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

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

RN to MSN Mobility Option

NURS-B 490 RN-MSN Transition I (4 cr.)

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

RN to BSN Degree Completion Program Courses

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

This course addresses professional communication, inter/intra professional collaboration, and professional engagement to foster growth and development in nursing. This course also focuses on issues related to professional practice, theory, development and use, professional organization participation, service, continuing education, autonomy and accountability.

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

This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease across the life span. Students learn the skills of interview, inspection/observation, palpation, percussion, and auscultation in

assessing clients across the life span and comparing normal from abnormal findings.

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

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

NURS-B 403 Gerontological Nursing (3 cr.)

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

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

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

NURS-H 355 Data Analysis in Clinical Practice and Health-Care Research (3 cr.)

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

NURS-H 365 Nursing Research (3 cr.)

P: All fifth-semester nursing courses and H355 or its equivalent. (RN-BSN) This course focuses on development of students' skills in using the research process to define clinical research problems and to determine the usefulness of research in clinical decisions related to practice. The critique of nursing and nursing-related research studies will be emphasized in identifying applicability to nursing practice.

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

(RN-BSN) This course will serve as an introduction to a variety of complementary therapies, including healing touch, guided imagery, hypnosis, acupuncture, aromatherapy, reflexology, and massage. The class will critically examine each therapy through assigned readings, literature reviews, presentations, guest lecturers, and optional experiential activities.

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

NURS-K 305 New Innovations in Health and Health Care (3 cr.)

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

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

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

NURS-P 216 Pharmacology (3 cr.) (RN-BSN) This course focuses on basic principles of pharmacology. It includes the pharmacologic properties of major drug classes and individual drugs, with an emphasis on the clinical application of drug therapy through the nursing process.

NURS-S 474 Applied Health-Care Ethics (3 cr.) P: All sixth-semester nursing courses. (RN-BSN) Building on the ANA Code of Ethics for Nurses, this course explores the nurse's role in ethical clinical practice, academic work, health policy, and research conduct, focusing particularly on the advocacy role of the nurse. Common ethical problems are discussed and strategies for resolution of ethical dilemmas are applied.

NURS-S 475 A Multisystem Approach to the Health of the Community (3 cr.) (RN-BSN) Basic epidemiological principles and community health nursing models are applied in collaboration with diverse groups. Disease prevention strategies are applied to individuals and populations to promote health. Students apply the concepts of community assessment, disease prevention, and health promotion to plan, implement, and evaluate interventions for populations in the community.

NURS-S 483 Clinical Nursing Practice Capstone (3 cr.) (RN-BSN) This course allows students to synthesize knowledge and skills learned in the baccalaureate program and to demonstrate competencies consistent with program outcomes and to refine their nursing practice skills. Students will plan and organize learning experiences, design a project, and practice professional nursing in a safe and effective manner.

NURS-S 487 Nursing Management (3 cr.) (RN-BSN) This course focuses on development of management skills assumed by professional nurses, including delegation of responsibilities, networking, and facilitation of groups, conflict resolution, leadership, case management, and collaboration. Concepts addressed include organizational structure, delivery systems, change, managing quality and performance, budgeting and resource allocation, staffing, scheduling, evaluation and career development.