



UPPER IOWA
— UNIVERSITY —

EDUCATION BUILT FOR LIFE

**Upper Iowa University
Department of Nursing
RN-BSN Student Handbook**

2023-2024

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WELCOME AND INTRODUCTION

WELCOME to Upper Iowa University and the Department of Nursing. We are honored to serve you during the completion of your BSN degree. Our goal is to provide an environment for collaboration and personal growth for all students enrolled in the BSN program. The Nursing Department values the unique clinical experiences, skills, and talents each of you brings to the learning environment. Your experiences enrich learning and provide context for the application and development of skills as you progress through the BSN program.

Practicum experiences within the Upper Iowa University RN-BSN program are project-based and designed to capitalize on the unique clinical backgrounds and professional interests of each student. Students will work with faculty and mentors from a variety of practice partners to cultivate the spirit of inquiry and expansion of personal capacity to contribute to the nursing profession. We look forward to our graduates leading the charge to improve care processes and patient outcomes across the healthcare continuum.

The purpose of the RN-BSN Nursing Student Handbook is to provide an orientation to the program and overview of your responsibilities as an Upper Iowa University student. Please read the Nursing Student Handbook carefully and seek guidance from your academic advisor if you have questions at any time.

All members of the Nursing Department are here to support you as you complete your degree. Please reach out to any of us whenever you need to and keep in close contact with your academic advisor. It will be our pleasure to assist you.

Congratulations on your decision to advance your education!

~The Nursing Faculty and Staff of Upper Iowa University

NURSING PROGRAM AT UPPER IOWA UNIVERSITY

[Disclosure Statement](#)

This Nursing Student Handbook is a supplement to the Upper Iowa University Student Handbook and Academic Catalogue. All students enrolled in the Department of Nursing must also know and follow the Upper Iowa University Student Handbook. Upper Iowa University and the Department of Nursing reserve the right to change policies or revise the information contained in these handbooks. All such changes will be effective at the time deemed appropriate by the proper institutional authorities and may apply to enrolled as well as prospective students. All stakeholders will be notified of changes using UIU email.

To view the most current version of these handbooks, the reader is directed to our website: [UIU Student Handbook and Department of Nursing RN-BSN Student Handbook](#).

[Contact Information](#)

Contact information for each location can be found on the [UIU webpage](#). Contact information for the nursing program can be found on the [nursing program website](#). Contact information for full-time nursing faculty can be found in the [faculty directory](#).

[Mission and Philosophy of the Department of Nursing](#)

Mission of the Department of Nursing

The mission of the Upper Iowa University Department of Nursing is to provide a collaborative, student-centered learning experience that develop transformative nurse leaders and global citizens.

The Department of Nursing embraces the mission and vision of Upper Iowa University by providing student-centered educational programs through flexible, multiple delivery systems in an environment where diversity is respected, encouraged and nurtured. Upper Iowa University and the Department of Nursing will be recognized and respected as an exceptional and ascending institution of higher learning.

Philosophy of the Department of Nursing

We believe:

- nursing is both an art and a science
- in the integration of nursing science and general education components to strengthen understanding of society as a whole
- education is a collaborative partnership between students, faculty, support staff, and practice partners
- in supporting the learning needs of a diverse community of students
- in active engagement of students and faculty in learning experiences to advance the practice of nursing
- curriculum fosters and cultivates creativity, transformative learning, professional accountability and academic integrity
- nursing faculty serve as role models who guide, mentor, promote the development of leadership skills, cultural awareness, safe and ethical practice, and life-long learning

[BSN Program Goals and Outcomes](#)

The purpose of Upper Iowa University's RN-BSN program is to enhance the knowledge, skills, and attitudes of the registered nurse practicing in a rapidly changing healthcare environment.

Goal 1. Integrate theoretical knowledge and evidence-based practice in a collaborative healthcare delivery environment.

1. **Outcome:** Utilize health history and assessment to provide evidence-based and patient-centered care.
2. **Outcome:** Apply the principles of pathology in managing safe and effective patient centered care.
3. **Outcome:** Promote optimal health, healing, and disease prevention through effective utilization of teaching and learning principles.
4. **Outcome:** Demonstrate the ability to utilize research to advance nursing practice and improve patient outcomes.
5. **Outcome:** Collaborate with members of the health care team to improve care processes leading to enhanced patient outcomes.

Goal 2. Demonstrate leadership and teamwork to improve outcomes in a variety of settings.

1. **Outcome:** Utilize an understanding of health care organizations and the environment in which health care is provided to support quality health care delivery.
2. **Outcome:** Demonstrate the professional skills and personal qualities that characterize effective nurse leaders and managers.
3. **Outcome:** Investigate the multiple and varied roles of the nurse in issues of health care and nursing.
4. **Outcome:** Value different styles of communication used by patients, families, and health care providers.
5. **Outcome:** Recognize the unique and varied contributions of self and others in developing an effective health care team.

Goal 3. Manage technology and resources to communicate, support and provide quality care across the health care continuum.

1. **Outcome:** Appreciate that information and technology skills are essential for safe patient care.
2. **Outcome:** Utilize technology to access information that supports decision making.
3. **Outcome:** Identify the application of technology and information management tools to coordinate and support the quality and safety of patient care.

Goal 4. Develop practices of life-long learning through seeking knowledge and assimilating professional standards, ethical principles, and legal accountability in nursing practice.

1. **Outcome:** Demonstrate ethical principles, legal implications, and professional behaviors that guide nursing practice.
2. **Outcome:** Incorporate professional standards of practice while assuming personal responsibility for lifelong learning.
3. **Outcome:** Value the need for continuous improvement in clinical practice based on evolving knowledge, skills, and attitudes of the professional nurse.

Professional Standards of Nursing Practice

The BSN program curriculum and courses were developed and implemented to reflect professional standards and guidelines, evidenced within the curriculum and expected

student outcomes. The BSN curriculum incorporates the following standards throughout the curriculum:

- [*The Essentials of Baccalaureate Education for Professional Nursing Practice*](#) (AACN, 2008);
- [Quality and Safety Education for Nurses](#) competencies (QSEN, 2022);
- [*Nursing Scope and Standards of Practice*](#) (ANA, 2021)

Approval and Accreditation

The UIU Nursing Program is approved and regulated by the [Iowa Board of Nursing, pursuant to 655 Iowa Administrative Code, Chapter 2, Section 2.3 \(152\)](#)

The baccalaureate degree program in nursing at Upper Iowa University is accredited by the [Commission on Collegiate Nursing Education](#) (<http://www.ccnaccreditation.org>).

Program Governance

Nursing student participation in program governance is strongly encouraged through University and nursing program committee opportunities. In the nursing program, students are encouraged to participate in program governance as members of the Nursing Advisory Committee (NAC). Student input on program governance is also encouraged through end-of-course evaluations, end-of-program surveys, and virtual focus group sessions. Student recruitment for the NAC occurs at the beginning of each academic year through Learning Management System (LMS) announcements and mass emails and is accomplished through faculty recommendation, previous student representation, student nomination, and student volunteers.

GUIDELINES AND POLICIES FOR THE DEPARTMENT OF NURSING

RN-BSN Program Admission

Admission to the RN-BSN program was suspended on June 20, 2023. The program will teach out remaining students through July 2025.

Progression in Nursing

Progression in the nursing program requires the following:

1. Meet the progression requirements stated in the [Upper Iowa University Catalog](#) for the current year including, but not limited to, GPA requirements.
2. Meet attendance requirements (see Attendance Policy section below).
3. Must achieve a C minus or above in any course required for the nursing major. If a grade less than a C minus is received, the course must be repeated and may only be repeated once. If a grade less than a C minus is received when repeating the course, the student will not be able to continue in the program. Courses may not be offered every session. Therefore, unsuccessful completion of required courses will alter student progression and path to graduation.
4. Students must take NUR 450 and NUR 455 in succession. If a student fails to successfully complete NUR 455, they must repeat the entire course sequence.

Grading Policies

Grading Scale

The Department of Nursing uses a grading scale that is consistent with that of the University.

Letter Grade	Percent
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

Incomplete Grades

An incomplete grade is exceptional and given only to students whose complete coursework has been qualitatively satisfactory but who have been unable to complete all

course requirements because of documented cases of injury, illness, death in family, personal crisis, military deployments, or other circumstances beyond their control. An incomplete grade will not be awarded in cases where the student “fell behind” due to absences without explanation, other class-commitments, and/or work obligations. Students should communicate with their course instructor and academic advisor if needed.

Grade Appeal

The grade appeal policy (AA-112) may be found on the UIU webpage: [Policies and Reports](#) or the [UIU Academic Catalog](#).

Standards for Academic Standing (SAS) and Dismissal from Nursing Program

SAS (AA-105) can be found on the UIU webpage: [Policies and Reports](#) or the [UIU Academic Catalog](#). The standards for academic standing are reviewed at the end of each semester by the Academic Review Committee for undergraduate students. A student who fails to meet the standards for good academic standing will be placed on one of the following statuses:

- Academic Warning
- Academic Suspension
- Academic Probation
- Academic Dismissal

Readmission to Nursing Program

Following dismissal from the nursing program, a student may apply to return to the University after a one-year period has elapsed by submitting the Personal Information for Returning Students form and an appeal (academic improvement plan). Readmission to the nursing program is at the discretion of the Department of Nursing.

Class Attendance

Attendance policies for the nursing program are consistent with those of the University. University attendance policies and can be found in on the UIU Website: [Policies and Reports- Initial Student Engagement \(AA-119\)](#), [Online Student Participation \(AA-120\)](#), and the [University Catalog](#).

Students in online courses generate attendance by posting to a discussion board or by submitting an assignment within the LMS. For students taking hybrid courses, physical presence in virtual class sessions is also used to document attendance.

Students who do not participate during the first seven days of the session may be administratively withdrawn from the course and an Administratively Withdrawn (AW) grade will be posted. Students who are absent for 14 consecutive days during weeks one through six of an eight-week session will be administratively withdrawn from the course. Students who are absent 11 consecutive days during weeks one through five of a six-week session will be administratively withdrawn from the course.

Students have until the end of week 5 (Sunday) of an eight-week session to withdraw from a course (grade of W posted). Students have until the end of week 4 (Sunday) of a six-week session to withdraw from a course (grade of W posted).

Class Participation

For weeks one through five (6-week session) or seven (8-week session) of each course, weekly modules begin on Monday and end the following Sunday. The final course week begins on Monday and ends Thursday. To successfully complete an online or hybrid course, students must exercise good time management skills and be diligent in keeping up with course activities and due dates. Devote regular blocks of time to work on the course, just as if the class were meeting face-to-face. Merely logging into the online classroom website is not sufficient for attendance and participation purposes.

Degree Completion Requirements

The UIU nursing program requires the successful completion of 35 credit hours within the major. The BSN degree requires the successful completion of a total of 120 semester hours, including transfer credit, and credit for other coursework completed at UIU.

Graduation Requirements

Graduation from the nursing program requires the student to meet the graduation criteria stated in the Upper Iowa University Catalog for the applicable year. Information regarding graduation can be found in the UIU [Academic Catalog](#).

All students must complete the graduation application found in the myUIU online student portal. Applications not received within the two-month application window may be moved to the next conferral month. Students should apply for graduation 16 weeks before the conferral month. Transcripts from other institutions need to be received within three weeks after the proposed UIU graduation session ends for a student to have that session's conferral date posted to the record. If transcripts are not received, the conferral date will move to the next session provided transcripts are received within three weeks after the appropriate session end date. Students must complete requirements for graduation in the session for which they apply for graduation. If they are unable to do so, they will be moved to the next graduation date. If requirements are not met by that date, the application will be considered void and the student will need to submit a new application for graduation. An application fee will be assessed each time an application is submitted.

Nursing Program Fees

The nursing student is responsible for any fees related to the program. Fees include:

- Shadow Health Simulation Program (required for NUR 325/335) - \$119.99
- Liability Insurance (applied to NUR 340 course) - \$15.00
- Graduation Fee- \$70.00

Confidentiality, Ethics, and Student Conduct

Confidentiality is of paramount importance to protect the privacy of patients, families, staff and agencies. Students must adhere to agency policies regarding protection of patient privacy. When students are given access to patients' records and reports, these must be treated as confidential. HIPAA regulations must be followed and no personal identifying information such as names, initials, birthdates, or dates of service may be recorded and removed from the agency.

Students must practice in practicum courses according to the [ANA's Code for Nurses with Interpretive Statements \(2015\)](#). The Code states the ethical ideals for which nurses should be accountable, including but not limited to: fully respecting patients, safeguarding patients' right to privacy, advocating for safe, ethical and legal care, and maintaining their own clinical competence.

Students are expected to present themselves as professional nurses in the practice settings at all times. They are required to dress in a manner that is appropriate to the practice setting. They must assume responsibility for their actions and be accountable for their behavior. They should take safety precautions to protect themselves and their patients.

Standards of student conduct and academic integrity must be followed at all times and are detailed in the University Catalog and [UIU Student handbook](#). Disciplinary actions as described in the catalog and handbook will be taken against students who do not abide by these standards. Sanctions can range from a reprimand to expulsion.

Turnitin is a tool for both teachers and students to ensure academic integrity by checking the originality of submitted papers to avoid issues of plagiarism and academic dishonesty. Students should be aware that Turnitin scans submitted work and compares it to ALL other sources on file.

Student Rights and Responsibilities

1. To remain in good standing, students in the Department of Nursing MUST monitor course announcements and UIU emails. Failure to respond to an email may result in delay of program progression for failure to maintain required documentation or timelines.
2. All Department of Nursing students are accountable for reading and adhering to the UIU Student Handbook, Department of Nursing Student Handbook, and course syllabi.
3. Maintain contact with the academic or faculty advisor.
4. The Department of Nursing schedules course sections and faculty based on anticipated enrollment. Each state Board of Nursing has the right to regulate education in that state. Therefore, students are accepted into a specific location and modality and cannot change physical location (state-to-state) or modality (online/hybrid) without prior permission from the Director of Nursing Education. Requests should start with the student's academic advisor, then be submitted in writing to the Director of Nursing Education. Changes are approved based on required state approvals and space available in the requested location. States the UIU nursing program is not approved to accept students into the program from include FL, MN, SD, TN, and WA. Please check with your advisor if there have been changes to this list.
5. Maintain all requirements through the Clinical Compliance System.
6. The [Administrative Rules \(Chapter 2\) of the Iowa Board of Nursing](#) state that nursing courses with a practicum component may not be taken by a person:
 - a. who has been denied licensure by the Board.
 - b. whose license is currently suspended, surrendered or revoked in any United States jurisdiction.
 - c. whose license/registration is currently suspended, surrendered or revoked in another country due to disciplinary action.

***RN-BSN students must continue to have a current, unencumbered RN license in the state of attendance or a compact state if applicable.

***CEP students must remain in good standing with the partner associate degree nursing program.

7. Students are encouraged to improve their learning experience by using the following strategies:
 - a. Develop supportive relationships (personal, professional and academic)
 - b. Find others with different learning styles to form a study group
 - c. Improve the fit between individual learning style and lifestyle or situation
 - d. Become a more adaptable and flexible learner
 - e. Strengthen areas of weakness
 - f. Develop a long-session plan and set short session goals
 - g. Reward themselves each step along the way
 - h. Keep their eye on the prize—graduation!

Academic Accommodations

It is the policy of Upper Iowa University to ensure equal access to educational and co-curricular activities to students with disabilities as mandated by the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. A student seeking accommodations should contact the Director of Student Accessibility Services as early in the session as possible. In order to receive accommodations, students are required to disclose their disability to the Director by completing an application for services that can be found on the [Student Accessibility](#) Webpage. In addition to the application packet, the student is required to submit supporting documentation. Submit these to the Student Accessibility Services Office either in person or by email/Fax. A brief interview, in-person, by phone or virtually, with the Director will confirm or deny the accommodations requested. The Student Accessibility Services Office will email accommodation letters to the appropriate professor, the student, and the student's advisor. Additionally, students should work cooperatively with their instructors throughout the session to make sure that their accommodations are appropriate and effective.

Contact the Director at (563) 425-5949, accessibility@uiu.edu, or stop by the office on the 2nd floor of the Student Center, Office of Student Life, Room 229.

Formal Complaint Procedure

Students are encouraged to bring concerns about the program to individual faculty, academic advisors, or the Director of Nursing before reaching the level of a formal complaint. UIU policies and procedures for formal complaints are outlined in the [UIU Student Handbook](#): UIU Student Complaint Procedures. There are various procedures available to students depending upon the complaint. The University defines a complaint as “a concern regarding a policy or procedure that has been inappropriately or unjustly applied or a charge against an individual’s behavior.” Students may file a complaint using the informal and formal student complaint procedures outlined in the UIU Student handbook. Students may also make an anonymous report of a complaint using the options found on the UIU website: [Report an Incident, Complaint or Crime](#).

NURSING PROGRAM CURICULLUM

Academic Calendar

Academic calendars are available on the UIU website: [Calendars and Schedules](#).

Program of Study

The UIU Department of Nursing is dedicated to providing nursing students with an educational foundation to conduct evidence-based practice, work with interprofessional teams, engage in quality improvement, and translate health science knowledge to improve the delivery of care. Nursing courses, credit hours, and course descriptions can be found in Appendix A. The RN-BSN curriculum is sequenced to build on the foundations of the arts, humanities, and sciences. The nursing program can be completed full-time in one calendar year or part-time in 20 months. Sample progression plans are in Appendix B.

The nursing program can be completed all online or in the virtual hybrid (Nursing Live) format. The online program is asynchronous. The Nursing Live option provides the perfect mix of virtual face-to-face and online learning. The Nursing Live track meets for a three-hour virtual class just four times during each eight-week session and just three times during each six-week session (approximately 75% online). The Nursing Live program is synchronous online learning delivered via Zoom that meets during select scheduled days and times during the course. Nursing Live provides a virtual, face-to-face experience that includes online coursework. Course content will be available via the learning management system (uiuLearn) and allows students to complete coursework and attend class remotely.

Capstone Course Overview

The RN-BSN program provides rich and varied opportunities for practice experiences designed to assist students to achieve *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). As noted in the Essentials, all baccalaureate nursing students, regardless of program type, are required to complete clinical training experiences as part of their work to acquire the degree. Practicum experiences in the RN-BSN program involve a variety of activities that include both direct care and indirect care experiences. *Direct care* refers to nursing care activities provided at the point of care to patients or working with other healthcare providers that are intended to achieve specific health goals or achieve selected health outcomes. *Indirect care* refers to nursing decisions, actions, or interventions that are provided through or on behalf of patients (AACN, 2008).

Each practicum course has integrated practice experiences that improve community health, patient outcomes, or organizational systems. These practice experiences have specific objectives, expected outcomes, and an evaluation provided by the course instructor. Nursing program faculty have developed practicum activities that are appropriate to each of the distinct practicum courses (NUR 340, NUR 450, and NUR 455) in the curriculum.

The number of credits for practicum courses varies. NUR 340 Community Health Nursing has one credit of practicum time (one credit = 38 clock hours), NUR 450 and NUR 455, Nursing Concepts Capstone I and Nursing Concepts Capstone II each have one credit of practicum time. The student spends additional hours studying, preparing and completing assignments, usually double the time spent in actual class or practicum activities.

Capstone Course Preparation

Advance planning is necessary to ensure a smooth entry into a practicum course. **Students will be required to work with the Capstone Instructor to complete a quality** improvement (QI) project. The project work will take place over two successive sessions in the NUR 450: Nursing Concepts Capstone I (38 hours) and NUR 455: Nursing Concepts Capstone II (38 hours) courses, respectively. Instructors will assist the students with meeting the program objectives and allow the students the opportunity to interact in a collegial manner within the nursing profession to work on the research, planning and theoretical implementation of a QI project of their choosing.

Defined Roles and Responsibilities for Capstone Courses

As a representative of UIU, it is essential that each faculty member and student function in a capacity congruent with the mission and goals of UIU and the RN-BSN Program. To guide this process the following roles have been defined, and are applied to the capstone courses.

The student will do the following:

- Commit on average 3-4 hours per week to the project, over the two-sessions (14-16 week) timeframe.
- Complete project tasks within the agreed timelines and within defined quality parameters (scope, implemented PDSA, evidence-based support, QI product).
- Maintain regular updates with course faculty to address these three key questions.
 - What have you done since the last update?
 - What are you planning to do next?
- Are you experiencing any issues/difficulties?
- Read and comply with all UIU RN-BSN Student Handbook policies.
- Be responsible for meeting course and assignment objectives that pertain to the learning experience.
Maintain open lines of communication with the course instructor.

The faculty instructor will do the following:

- Monitor progress via weekly documentation and monitoring, conducting student meetings as necessary.
- Proactively address any student concerns.
- Provide continual support and guidance to the student in definition and completion of project deliverables, especially: scope, goals and measurement of change.
- Coach the students in QI concepts.
- Help students obtain resources and support the learning process.
- Complete the evaluation of student survey

For the duration of the project, the QI project faculty will do the following:

- Collaborate with UIU nursing student to identify mutually acceptable QI projects that support the program learning outcomes and contribute to quality improvement goals.
- Facilitate timely communication with students and key university personnel throughout the duration of the QI project.
- Provide support and guidance to the student in definition and completion of project deliverables, especially: scope, goals and measurement of change.
- Contribute to student understanding of QI concepts.

- Help students obtain relevant resources
- Proactively work with university faculty and nursing program leadership to resolve any project difficulties.
- Maintain communication with Upper Iowa University regarding student performance.
- Complete an evaluation of student's performance.

Project-Based Learning in Practicum Courses

Through project-based learning (PBL), students will apply the concepts and skills acquired in the RN-BSN program to demonstrate growth as a competent, caring, professional nurse. Project-based learning is a model that organizes learning around complex tasks, based on challenging questions or problems, that involves students in design, problem-solving, decision making, or investigative activities that culminate in realistic products or conclusions. To guide each student project, the nursing process will serve as the conceptual framework.

NUR 340 Community Health Nursing

Students are expected to complete a community needs assessment project, which includes implementation of an identified intervention to address a community need. Students must earn a minimum of 38 hours total of practicum experiences. A list of direct and indirect care learning activities and assigned practicum hours can be reviewed in the table below.

NUR 450 Nursing Concepts Capstone I and NUR 455 Nursing Concepts Capstone II

Students are expected to research, plan, and theoretically implement and evaluate a QI project in a healthcare organization or clinical setting. The project is intended to directly affect or improve patient care, outcomes, safety, or systems that affect patient care, outcomes, or safety. Demonstration of baccalaureate level achievement is required. Students must earn a minimum of 38 hours in each capstone course (76 hours total) of indirect care clinical practice experiences to augment knowledge obtained in prior educational and/or work experience. A list of indirect care learning activities can be reviewed in the table below.

Planned Practicum Assignments

Course	Direct Care Learning Activities	Hours	Indirect Care Learning Activities	Hours	Total Hours
NUR 340	Community Health Intervention Project	8	Windshield Survey Your Community Discussion Community Needs Assessment Social Media Post Peer Review of Community Assessment Community Assessment Presentation to Classmates	30	38
NUR 450	Collaborate with project instructor to develop the quality improvement project plan in a theoretical healthcare agency or setting: <ul style="list-style-type: none"> • Identify areas for improvement using a 	16	Independent student work toward research and planning the quality improvement project: <ul style="list-style-type: none"> • Complete the cause and effect diagram. 	22	38

	<p>cause and effect diagram.</p> <ul style="list-style-type: none"> • Discuss the measures and associated challenges impacting measurement for the practice problem. • Write a clear AIM statement. • Plan the small test of change, including a plan for data collection. • Use the Failure Modes and Effects Analysis (FMEA) tool to conduct a systematic, proactive analysis of the change idea to predict and record where, how, and to what extent the system might fail. • Identify the quality improvement team, drivers, process measures, and goals. 		<ul style="list-style-type: none"> • Conduct a project mentor interview. • Identify a minimum of eight, evidence-based sources related to the practice problem that supports the change/intervention idea and complete an annotated bibliography. • Complete the FMEA tool. • Complete Part 1: Plan using the Plan-Do-Study-Act (PDSA) worksheet. • Complete the quality improvement project planning tool. • Present the quality improvement project plan to classmates. • Evaluate classmate projects and offer suggestions and recommendations. 		
NUR 455	<p>Collaborate with faculty to finalize the quality improvement project plan, theoretically implement the intervention, and theoretically evaluate findings in a healthcare agency or setting:</p> <ul style="list-style-type: none"> • Review and finalize the plan for the small test of change with the project faculty. • Theoretically, collaborate with an interprofessional team member to review and finalize the project plan. • Theoretically Implement the test on a small scale • Theoretically Analyze the results and compare them to the predictions • Present the quality improvement project to classmates and 	20	<p>Independent student works toward finalizing the quality improvement project plan, theoretically implementing the intervention, and theoretically evaluating the findings:</p> <ul style="list-style-type: none"> • Review and finalize the quality improvement project planning tool. • Complete Part 2: Do, Part 3: Study, and Part 4: Plan using the PDSA Planning worksheet. • Complete a peer evaluation on a minimum of three projects. 	18	38

	stakeholders within the healthcare agency.				
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Practicum Course Policies for the Student

- Students who fail to complete and maintain the prescribed capstone or practicum documentation requirements will not be allowed to complete the respective course, which may result in failure of the course.
- Students who fail to successfully complete NUR 455, must repeat the entire capstone course sequence.

Each student must complete the minimum number of hours for each practicum course, as specified in the syllabus. Practicum hours are calculated based on the number of credits allocated to the practicum portion of the course.

NURSING STUDENT SUPPORT SERVICES

Student Advising

Each student will be assigned an academic or faculty advisor within the Department of Nursing. The primary responsibility of the advisor is to assist the student with program progression-related items such as, but not limited to: course selection and registration, documentation compliance, and operational or procedural student issues. Students are responsible for maintaining open lines of communication with their advisor throughout program progression.

Student Support Services at UIU

The Office of Academic Success and Academic Affairs includes free academic, advising, writing, tutoring, and library services and resources to assist all UIU student in achieving their academic goals. All services can be found on the UIU website, UIU Student Handbook, or the LMS.

- Henderson-Wilder Library
- Tutoring and writing centers
- Admission advising
- Information technology services
- Student counseling and wellness
- Student accessibility services
- Career development
- Study abroad

APPENDIX A – COURSE DESCRIPTIONS

Upper Iowa University RN-BSN Program Nursing Course Descriptions

Course	Credit Hours	Description
<p>NUR 305 Professional Communication for Nurses</p> <p>Prerequisites: Admission to the nursing program.</p>	3	<p>This course focuses on concepts related to professional communication in the delivery of health care, both individual and collaborative. Students will explore verbal, written and electronic communications as applied to the nursing profession and interprofessional teams, including legal and ethical considerations. The impact and integration of information technology in health care will be explored. Health literacy and effective teaching/learning strategies across the life span will be included.</p>
<p>NUR 315 Professional Nursing Practice</p> <p>Prerequisites: Admission to the nursing program.</p>	3	<p>This course focuses on the identification, exploration and analysis of concepts that influence professional nursing practice. Historical, social, political, professional, legal and ethical factors will be examined. Traditional and emerging roles of the nurse will be analyzed to identify the present and future state of professional practice in the rapidly expanding field of nursing.</p>
<p>NUR 325 Integrated Concepts I</p> <p>Prerequisites: Admission to the nursing program and NUR 305</p>	4	<p>Concepts related to health assessment, understanding of pathophysiology and effective nursing management of health care are presented. The interrelationships among concepts are explored as well as strategies to promote optimal restoration of health while providing safe, client centered and quality driven health care. This is the first of a two-course sequence that must be completed to fully meet the competencies related to all body systems.</p>
<p>NUR 335 Integrated Concepts II</p> <p>Prerequisites: Admission to the nursing program and NUR 325</p>	4	<p>Concepts related to health assessment, understanding of pathophysiology and effective nursing management of health care are presented. The interrelationships among concepts are explored as well as strategies to promote optimal restoration of health while providing safe, client centered and quality driven health care. This is the second of a two-course sequence that must be completed to fully meet the competencies related to all body systems.</p>

<p>NUR 340 Community Health Nursing</p> <p>Prerequisites: NUR 335</p>	4	<p>This course focuses on care of the community as client. Emphasis is on the role of the nurse in addressing the preventive health needs of populations at risk and other community groups in various community practice settings. Current public health problems, trends in health care delivery and community resources are examined. Students analyze the sociocultural, political, economic, ethical and environmental factors that influence community and global health. Students will implement a practicum project to meet the needs of an identified population.</p>
<p>NUR 400 Evidence-Based Practice in Nursing</p> <p>Prerequisites: Admission to the nursing program and MATH 220 or its equivalent.</p>	3	<p>This course introduces the student to the research process and focuses on the translation of current evidence into practice. Emphasis is on critical analysis of published research studies to facilitate implementation of evidence-based decisions in nursing practice.</p>
<p>NUR 420 Nursing Leadership and Management</p> <p>Prerequisites: Admission to the nursing program and NUR 400</p>	3	<p>In this course the student examines theory and concepts needed for successful leadership and management roles in the rapidly changing health care environment. Concepts of quality and safety are explored along with teamwork and effective communication for nurse leaders.</p>
<p>NUR 450 Nursing Concepts Capstone I</p> <p>Prerequisites: senior status, 27 credits of the BSN curriculum, and 15 or fewer credits remaining to be completed through Upper Iowa University.</p>	2	<p>In this course, students apply the concepts and skills acquired in the RN-BSN program to demonstrate growth as a competent, caring, professional nurse. Students' research and design a capstone project intended to demonstrate scholarly inquiry, nursing excellence, leadership and communication skills that integrate the general education learning outcomes with the learning outcomes in the major. Demonstration of baccalaureate level achievement is required.</p>
<p>NUR 455 Nursing Concepts Capstone II</p> <p>Prerequisites: Nursing Concepts Capstone I</p>	2	<p>In this course, students apply the concepts and skills acquired in the RN-BSN program to demonstrate growth as a competent, caring, professional nurse. Students' implement and evaluate a capstone project intended to demonstrate scholarly inquiry, nursing excellence, leadership and communication skills that integrate the general education learning outcomes with the learning outcomes in the major. Demonstration of baccalaureate level achievement is required.</p>

Nursing Electives

<p>NUR 331 Complementary and Alternative Healthcare</p> <p>Prerequisites: Admission to the nursing program.</p>	1	<p>This course examines a diverse group of health care beliefs and practices used instead of, or in concert with, western health care beliefs and practices. Students are expected to critically examine the belief systems, practices, and health outcomes for complimentary, alternative, and western paradigms of health.</p>
<p>NUR 352 Exploring Transcultural Nursing</p> <p>Prerequisites: Admission to the nursing program.</p>	4	<p>This course prepares students to develop culturally sensitive perspectives on healing modalities of different cultures and their application to current nursing practice. An international or local practicum experience with the intent to create a deeper understanding and appreciation of the art and science of being a healer will be incorporated in the course. Jean Watson's 10 Carative Processes and Madeline Leininger's Transcultural Nursing form the theoretical framework guiding the exploration and integration of transcultural healing traditions.</p>
<p>NUR 430 History of Nursing</p> <p>Prerequisites: Admission to the University.</p>	2	<p>Elective: Focus is on the history of nursing, nursing education, and health care from primitive times to current day. Course content includes study of historical periods and figures such as Florence Nightingale, Lavinia Dock and Lillian Wald. Emphasis is on the relationship between nursing and society and the impact on modern nursing.</p>
<p>NUR 432 Honoring Selfcare: Balancing Mind, Body and Spirit</p> <p>Prerequisites: Admission to the University.</p>	2	<p>In this course, students will explore the meaning of self-care, and its application to professional nursing. Multiple modalities will be introduced to expand the knowledge, understanding, and need for self-care. Students will also develop a personal self-care plan, implement the plan into their personal and professional lives, and evaluate the outcome.</p>
<p>NUR 434 Introduction to Global Health</p> <p>Prerequisites: Admission to the University.</p>	2	<p>This course introduces the student to global health concepts and the network of organizations working to advance health care internationally. Emphasis will be placed on the global burden of disease and determinants of health. Students will be introduced to programs, systems and policies affecting global health.</p>
<p>NUR 436 Understanding Nursing Theory</p> <p>Prerequisites: Admission to the University.</p>	3	<p>This course will introduce students to nursing theorists and the foundations of their theories. Emphasis will be made on the types of theories and how these theories affect nursing practice and patient centered care. Students will begin to understand the essentials of nursing theory and the theorists behind their development.</p>
<p>NUR 438 Our Image: The Image of Nursing</p> <p>Prerequisites: Admission to the University.</p>	2	<p>The image of the nurse in American culture has been varied, complex, and provocative. This course will introduce students to textual images of nurses in fiction, film, television, and visual arts within the contexts of American and nursing history.</p>

<p>NUR 440 Service Learning</p> <p>Prerequisites: Admission to the University.</p>	<p>1-3</p>	<p>The primary function of this course is to serve as a structured service learning opportunity that fosters academic growth, citizenship, leadership, and civic responsibility. All requirements will be related to conducting specific services related to nursing and the community.</p>
<p>NUR 442 Understanding Healthcare Policy</p> <p>Prerequisites: Admission to the University.</p>	<p>2</p>	<p>This course focuses on the healthcare policy process and the impact on nursing practice, healthcare delivery and healthcare quality. Social, political, economic, historical, legal, ethical and professional influences will be explored.</p>
<p>NUR 446 Principles of Fiscal Resource Management</p> <p>Prerequisites: Admission to the University.</p>	<p>3</p>	<p>This course will explore basic principles of fiscal resource management within healthcare organizations. Emphasis will be placed on the role of nurse leaders and managers in a variety of settings. Influencing factors such as healthcare reform, quality initiatives and reimbursement policies on patient care delivery and budgetary decisions will be explored. Basic fiscal resource management principles will be applied through interactive case studies.</p>

APPENDIX B – PROGRESSION SAMPLES

Upper Iowa University

RN-BSN Program Sample FT Curriculum Plan - Session 1, 3 or 5 Start

Session	Full-time Option	Credits
1	NUR 305 Professional Communication for Nurses NUR 315 Professional Nursing Practice	3 3
2	NUR 325 Integrated Concepts of Nursing Care I MATH 220 Elementary Statistics	4 3
3	NUR 335 Integrated Concepts of Nursing Care II NUR 400 Evidence-Based Practice in Nursing	4 3
4	NUR 340 *Community Health Nursing NUR 420 Nursing Leadership and Management	4 3
5	NUR XXX Nursing Elective NUR 450 *Nursing Concepts Capstone I	2 2
6	NUR XXX Nursing Elective NUR 455 *Nursing Concepts Capstone II	2 2
* course includes a practicum component		

There are 35 credits required in the nursing major.

Nursing Elective Course Options:

NUR 331	Complementary and Alternative Healthcare (1)
NUR 430	History of Nursing (2)
NUR 432	Honoring Self-Care: Balancing Mind, Body and Spirit (2)
NUR 434	Introduction to Global Health (2)
NUR 436	Understanding Nursing Theory (3)
NUR 438	Our Image: The Image of Nursing (2)
NUR 440	Service Learning (1-3)
NUR 442	Understanding Healthcare Policy (2)
NUR 446	Principles of Fiscal Resource Management (3)

